



## EARTHQUAKE RESPONSE PLAN

### Annex E

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## **Promulgation**

This plan was written as an annex to the Surrey School District, (SD36), Critical Incident Plan to provide a basis for earthquake response in schools. The plan includes response instructions, emergency information, and guidelines to protect the safety and wellbeing of students and staff before, during and after an earthquake.

The Surrey School District Earthquake Response Plan is promulgated by the Superintendent and is implemented at the time of an earthquake. School staff should be trained to implement the plan at the first signs of an earthquake without awaiting instructions to do so. Follow up evacuations and/or parental reunification will be activated at the direction of the Superintendent or his/her designee. In the absence of orders from the Superintendent, each school principal is authorized and directed to implement emergency plans, or take such other actions that in his/her best judgment are necessary to save lives and mitigate the effects of disasters.

## **Purpose**

The purpose of this ANNEX is to provide a standardized response plan to earthquakes for all schools in the Surrey School District. The standardized plan addresses the four phases of emergency management—Prevention/Mitigation, Preparedness, Response, and Recovery. Prevention/Mitigation is the cornerstone of an effective earthquake response plan. Standardization of plans will allow the Surrey School District to remain in compliance with emergency response principles delineated in the National Incident Management System and the Incident Command System. The section addressing special needs individuals will assure the Surrey School district is in compliance with the British Columbia Disabilities Act as it pertains to school disaster management.

## **Overview**

School emergency management is based on the fundamental principle that it is up to the administrative staff at each school site to know what to do in an emergency to protect themselves and their charges. If there is an emergency such as an earthquake, police, fire, or ambulances respond as required and if available. It is up to the school staff to know how to incorporate this response into their emergency planning.

Earthquakes have the potential to be one of the most large scale critical incidents facing schools within the Surrey School District. They occur without warning any time of the day or night and can have long term effects on the school's operation. Earthquakes are of particular concern to our schools due to the large concentration of staff and students in relatively confined spaces. An effective preparedness and response program will assist in reducing the potential for injuries, loss of life, and property damage. The Reunification and Continuity of Operations Plans will help with a speedy return to normalcy so the education process may continue.

It is recognized that in a major earthquake, emergency services and government sources will be overtaxed and possibly unable to respond to requests for assistance for some time. A school earthquake plan should provide for short term care of up to six hours. Additional planning for long term periods of up to seventy-two hours should be coordinated with the District for those students who are unable to be picked up in a timely manner. The District Emergency Operations

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Centre should be prepared to remain operational twenty-four hours a day through the recovery period if needed.

Each school site must take ownership of the Earthquake Response Plan and adapt it to best serve their school population. Parental, community, and emergency services involvement in planning and practicing for an earthquake will enhance the success of school site emergency planning.

## **District Profile**

The Surrey School District is located in the southwestern corner of British Columbia and serves the City of Surrey, the City of White Rock, and the rural area of Barnston Island for a total area of approximately 328 square kilometres. SD36 has 100 elementary schools, 19 secondary schools, 5 learning centres and 4 adult education centres. Total student enrollment is approximately 74,000 and the district has approximately 9,300 employees. On any given school day, approximately 85,000 students and staff members are dependent upon the Surrey School District's emergency plans should an earthquake occur.

Three major fault lines run through the area in and around the Surrey School District. Geological reports show the Boulder Creek Fault, the South Whidby Island Fault, and the Lake/Boundary Fault could all potentially produce earthquakes measuring 6.8 on the Richter scale. In addition to these faults, shifting plates on the ocean floor off the coast of Southwest British Columbia have created the Nootka Fault Zone. This is the triple junction of the North American Plate, the Juan de Fuca Plate, and the Explorer Plate. Subduction earthquakes are generated from this fault zone, the most recent being a 6.9 quake on September 9, 2011.

United States Geological Survey and Natural Resources Canada reports show the Surrey School district is located in a seismic area called the Pacific Ring of Fire. 90% of the world's earthquakes and 81% of the world's largest earthquakes occur in the Pacific Ring of Fire area. The area encompassed by the Surrey School District is considered a high risk area for earthquake activity.

## **Background**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. They can be followed by numerous aftershocks which may occur weeks or months later. It is important to note that even a mild tremor can create a potentially hazardous situation. Fire alarms or sprinkler systems may be activated by the shaking. The procedures delineated in this plan should be implemented in response to all earthquakes regardless of magnitude.

The major threat of injury during an earthquake is from falling objects and debris. Many injuries are also sustained while entering or leaving a building. Therefore, it is important to remain inside the building until the shaking stops and quickly move away from any windows, glass, freestanding partitions, and shelves.

### ***Provincial Emergency Program***

The Provincial Emergency Program endorses the following six principles to advance emergency management in British Columbia Schools. The Surrey School District will adopt these principles in their earthquake planning in order to advance safety and emergency preparedness for faculty, staff, and students:

**1) Comprehensive:**

To promote comprehensive management in schools, including:

- a. Preparedness initiatives before an earthquake.
- b. Response activities during an earthquake.
- c. Recovery planning after an earthquake.

**2) Risk Based**

To promote a risk based approach to school emergency management that encourages each school to identify and understand its unique hazards, risks, and vulnerabilities.

**3) Multi-Hazard**

To encourage and facilitate a multi-hazard process within schools to integrate emergency management policies and procedures for identified priority hazards.

**4) Incident Command System**

To promote the principles of the British Columbia Emergency Response Management System and the Incident Command System within schools and school districts.

**5) Volunteerism**

To promote school organization, education and training of volunteers who may have little or no expertise in emergency management.

**6) Community Partnerships**

To promote involvement of stakeholders in community partnerships including public, non-profit, and private enterprises.

Because British Columbia is geographically located in one of Canada's most seismically active earthquake zones, it is important to give students and staff the awareness and knowledge they need to be prepared for a major earthquake. Providing useful knowledge and survival tools to students and staff will make emergency preparedness part of their lifestyles so they develop safe life practices that will stay with them forever. Programs such as those offered in the Provincial Emergency Program will be used to educate students and staff within the Surrey School District on earthquake preparedness.

### **Applicability**

This plan applies to all staff, students, and visitors to Surrey School District sites.

## Preparedness/Mitigation

Hazard mitigation is the most effective way to ensure a school site is adequately prepared for an earthquake. A full site inspection should be completed at the beginning of each school year, but some earthquake hazards can be mitigated on a daily basis. What is predictable is preventable, so students and staff should be aware hazards such as overhead lighting and heavy objects on shelves etc. should be secured.

Earthquake drills are of paramount importance in preparing for an actual event, as students and staff will react according to their training. Per District Policy number 5208, earthquake drills must occur at least twice yearly at school sites. Hazard areas and “safe areas” for special needs individuals with limited mobility should be identified in drills. An after drill evaluation should be done and all problems should be noted and addressed. It is recommended that an outside evaluator from the fire services be utilized to evaluate the effectiveness of the drill and offer suggestions for improvement. Sections 4.1 through 4.6 of the District Critical Incident Guide offer guidelines and suggestions for earthquake drills.

Appendix “A” covers preparedness and mitigation in greater detail.

## Response Procedures

If an earthquake happens, keep calm and remain where you are. Assess the situation and then act. Remember, most injuries and deaths are the direct result of falling objects or flying debris. The following procedures will be adhered to:

### ***Staff Actions Inside the Building During School Hours***

1. Upon first indication of an earthquake, staff members and teachers will direct other personnel and students to **DUCK, COVER, AND HOLD** and remain in this position until the shaking stops.
  - **Drop down onto your hands and knees**, (before the earthquake knocks you down). This position protects you from falling but allows you to still move if necessary.
  - **Cover your head and neck**, and your entire body if possible, under a sturdy table or desk. If there is no shelter nearby, get down next to an interior wall and cover your head and neck with your arms and hands.
  - **Hold on to your shelter**, or your head and neck until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the Incident Commander may initiate the EVACUATE BUILDINGS order. Staff will check for injuries and render first aid if possible prior to evacuating. Persons trapped by debris or who are not able to be moved due to injury will be left in place while those able to move are evacuated. The staff member

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- will make a notation on the door that persons are still inside prior to evacuating. The staff member will immediately notify the Incident Commander that injured or trapped persons are inside of a room so search and rescue teams can be directed to assist.
4. Evacuation will be done in accordance with the site evacuation plan. Staff, visitors, and students will evacuate the buildings using prescribed or other safe routes and move to the pre-designated assembly area.
  5. In the event of an evacuation at schools, teachers will bring their student roster and take attendance at the assembly area to account for students. Teachers will notify the Incident Command Post of any missing students. At SD36 administrative facilities, it is the responsibility of division supervisors or their designees to account for their personnel in cases of evacuation.
  6. The Incident Commander will direct the Damage Assessment/Utilities Unit to post a security team a safe distance away from building entrances to prevent access.
  7. The damage Assessment/Utilities Unit will notify personnel of hazards such as fallen electrical wires, broken glass, etc. and instruct them to avoid dangerous areas. This unit will also determine the need for gas and water shutoff, notify the Incident Commander of any damage or hazards, and notify the appropriate utility companies if necessary through communication with the District Emergency Operations Centre.
  8. The First Aid Unit will set up a first aid station, check for injuries, and provide appropriate first aid.
  9. If the area appears safe, the Search and Rescue Unit will make an initial inspection of school buildings to identify and assist any injured or trapped students or staff members. If emergency response is needed, the Incident Commander or designee will call 9-1-1 and provide the exact location and reason for response.
  10. The Incident Commander may initiate an off-site evacuation if warranted by changes in conditions at the school or incidents where severe weather renders outdoor staging areas unsafe.
  11. The Damage Assessment/Utilities Unit will log any damage and immediately notify the Incident Commander. The Incident Commander will relay this information to the District Emergency Operations Centre. Any affected areas of the school will not be re-opened until approval is given by the Director of Physical Plant and Transportation or designee.

***Staff Actions Outside the Building During School Hours***

1. Move students away from buildings, trees, overhead wires and poles. Get under a table or other sturdy furniture with back to windows. If no furniture is in the area, drop to knees, clasp both hands behind neck, bury face in arms, make body as small

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as possible, close eyes and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain this position until the shaking stops.

2. After the shaking stops, check for injuries and render first aid as needed.
3. Check attendance and report any missing students to the Incident Commander.
4. Stay alert for aftershocks and keep a safe distance from downed power lines.
5. Do not re-enter buildings until it has been determined safe to do so.
6. Follow instructions of the principal or designee. If evacuation has been ordered, proceed to the assembly area and report attendance to the appropriate staff member.

***Principal/Designee, (Incident Commander), Actions During School Hours***

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders and District Emergency Operations Centre. Have the site custodian shut off gas at the main valve if there is a suspected gas leak.
2. Send search and rescue team to look for any missing student or staff members.
3. Post guards a safe distance away from building entrances to assure no one re-enters buildings.
4. Notify and update the District Emergency Operations Centre of the status of operations at the school site. Appoint a Public Information Officer to consult with the District Public Information Officer if necessary.
5. Do not re-enter the school building(s) until it is determined safe to do so by the appropriate facilities inspector.
6. Initiate the Incident Command System at the school site and remain in contact with the District Emergency Operations Centre.
7. A decision will be made by the Superintendent or designee whether to close the school. If the school must be closed, notify staff and activate the Student/Parental Reunification Plan, (see Annex “R”).
8. Notify the District Emergency Operations Centre when reunification is complete and all non-essential staff members have been released. A decision will be made whether to secure the school building(s) and leave the site unoccupied, or leave staff members on site for security purposes.



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9. Consult with the District Emergency Operations Centre on re-opening of the school and Continuity of Operations.
10. Establish method of parental communication to relay plans for continuity of school operations.

***Principal/Designee Actions, (Incident Commander), During Non-School Hours***

1. Do not respond to the school site unless contact is made with the District Emergency Operations Centre.
2. Inspections of school buildings will be coordinated through the office of Maintenance and Operations to assess damage and determine corrective actions.
3. Confer with the District Superintendent if damage is apparent to determine the advisability of closing schools.
4. If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
5. Confer with the District Emergency Operations Centre to determine who will act as Public Information Officer to inform media as appropriate.
6. Work with the Maintenance Department to make notifications to utilities if needed.

**Earthquake Considerations for Special Needs Populations**

This procedure addresses considerations for the Special Needs Population in earthquake preparedness, response, and recovery planning. Special needs students and staff are a population often left out of written school emergency plans. Individuals with maladies requiring special diets, daily periodic medications or special equipment and supplies in order to sustain life, activities, dignity or reasonable comfort must be given adequate considerations in planning for disasters that can cause isolation. Individuals with limited mobility may also require special planning and training in order to accomplish the Duck-Cover-Hold technique and possible subsequent evacuation during an earthquake.

***Procedures Before and Earthquake, (Prevention/Mitigation, Preparedness)***

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary both from the school facility to the assembly area and away from any affected area. These methods should be practiced in all drills so both the special needs persons and the staff supervising them are familiar with the procedures.
2. The special needs population should have a back-up supply of medication, equipment, or supplies available to them either stored at the school site or with individuals responding

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to the school site to assist them. The individual or their appointed aide should be prepared to bring extra medication or supplies to the school site if evacuation is ordered.

3. Parents or guardians of the special needs population should be consulted concerning care considerations if the individual is isolated at a school site for either a short-term or long-term basis.
4. Special needs persons should have in their possession an individual emergency card describing their special needs. The cards should list information such as the disability, medications and their application frequencies, mobility constraints, allergies, and primary physician contact information.
5. Any power requirements for special sustaining equipment should be considered in case normal power is off for an extended period of time.
6. Assignments must be made to a staff member or special team along with training for managing the special needs of the individuals.
7. Allow for individual “self-sufficiency” as much as possible by getting the individuals involved in preparedness and response activities. Include in response planning obvious ways in which the special needs population can assist others in response to an emergency event.
8. Communicate preparedness and response information and instructions to individuals according to their need, (Braille, audio, visual aids, large print, etc.).
9. The alarm system for a fire will benefit most people if they incorporate both audible and a visual element. The hearing impaired and deaf population would be best alerted by flashing light alarms.
10. Emergency back-up lighting systems, especially in stairwells and other dark areas will benefit individuals with limited visual acuity.
11. Individuals with hypertension, dyslexia, or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed individuals sufficient information to get to safety.
12. Mobility impaired individuals should practice moving their wheelchairs or having them moved into designated safe areas, locking their wheels and covering their heads with a book or hands and arms.
13. Partnerships should be established between the able bodied and the special needs individual. The able bodied partners should be prepared to assist the special needs individual and this procedure should be practiced during drills.

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14. Rescue teams should be made aware of the best way to rescue special needs individuals. Some forms of carry or transportation could be dangerous depending upon the need of the individual.
15. Special response provisions may have to be made for ensuring Duck-Cover-Hold protection for some special needs individuals. The guidance provided in this document should be modified to fit each special situation and the special need of the individuals.
16. Visually impaired or blind persons should have an extra cane onsite even if they have a service dog. They should also be informed of alternate evacuation routes.

***Procedures During The Earthquake, (Response)***

1. Special need individuals or able-bodied partners should implement special DUCK-COVER-HOLD actions. Wheelchair-bound persons should move to pre-designated safe areas and cover heads and neck with a book or hands and arms until the shaking stops.
2. A chaotic event such as an earthquake could trigger panic attacks to persons with certain afflictions. Staff members should utilize the “buddy system” and assign a calmer student to stay with a person with such an affliction to make sure the DUCK-COVER-HOLD is performed properly during the earthquake.

***After The Earthquake, (Recovery)***

1. Hearing impaired or deaf individuals need face-to-face contact in order to read lips during post-earthquake instructions. Writing on a notepad is only practical if there is enough light to see.
2. During evacuation, sight impaired or blind individuals need to be informed about obstacles that may be in their path and may require verbal or physical guidance through hazardous areas.
3. For mobility impaired individuals, evacuation by themselves may be extremely difficult or impossible because of obstacles in their path or because of elevators not functioning due to loss of electricity. Special preplanned assistance must be provided. Elevators should not be used until they are checked by certified repair persons and deemed operable. Loss of power after an earthquake could cause persons to become stranded should they be using an elevator for evacuation when the power loss occurs.
4. Any special medication, supplies, or equipment needed by the special needs individual must be transported with them during evacuation.
5. If evacuation from the entire facility is required, utilize special transportation if needed.

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6. If special needs individuals become separated from the staff member who is familiar with them, the special needs individual should inform other staff members in the vicinity of their needs as soon as possible so proper considerations may be provided.
7. Re-establish power to specialized equipment required by special needs individuals as soon as possible.
8. Rescue of special needs individuals may require using specialized equipment and techniques. Pre-planning designed for the special needs individual should be incorporated into drills. If rescue is needed, emergency responders should be advised of the special needs of the individual being rescued.

## **Recovery**

The extent of the recovery process is directly proportionate to the magnitude of the earthquake. Even a relatively minor earthquake will generate some type of recovery efforts. Students and staff will need to be calmed and some special needs individuals may require medical attention due to emotional stress.

The recovery process after a larger earthquake will require greater effort. A school closure after an evacuation will require putting the Parental Reunification Plan into effect. If there is damage to a school facility, the buildings cannot be reoccupied until they are deemed safe for use. Classes may have to be cancelled or moved off site and the Continuity of Operations Plan will be put into effect. These types of recovery efforts should be coordinated by the site principal working in conjunction with the District Emergency Operations Centre.

Appendices “B” and “C” go into greater detail on post-earthquake recovery efforts.

## **APPENDICES**

- Appendix A: Preparedness/Mitigation
- Appendix B: District Emergency Operations Centre
- Appendix C: School Site Based Incident Command System
- Appendix D: Earthquake Response Flip Chart

## Appendix A

Surrey School District Earthquake Response Plan

Appendix A

# SITE PREPAREDNESS/MITIGATION

## EARTHQUAKE/DISASTER PLOT PLANS:

It is essential that each school site maintain an accurate “plot plan”/map of the entire facility that identifies specific emergency locations by color code - or - label as follows:

	<b>Specific Location</b>	<b>Color Code/Symbol</b>
	Electrical Switch (Main)	Blue and mark as “Main”
	Electrical Panel (Individual buildings)	Blue
	Water Valve (Main)	Green and mark as “Main”
	Water Valve (Individual buildings)	Green
	Gas Valve (Main)	Yellow and mark as “Main”
	Gas Valves (Individual buildings)	Yellow
	Fire Alarm (Main Fire Alarm Location)	Red
	Storage Areas – Disaster Team Equipment and Supplies	Orange
	Main Emergency Gates (Capable of access for large fire response units)	Label as “Main Gate”
	Other Gates	Label by name of each gate
	Student Busing Pickup and Drop Off Area	Mark “Bus Area” for each location
	Campus Cameras	Mark “Camera” for each location
	Command Center (First choice location)	Label by Name
	Assembly Center (First choice location)	Label by Name
	First Aid Center (First choice location)	Label by Name
	Student Release Center (First choice location)	Label by Name
	Command Center (First choice location)	Label by Name

**Be sure to footnote map with explanation of color codes.**

**PLEASE MAKE CERTAIN THAT YOU PROVIDE AND MAINTAIN AN ACCURATE MAP WITH THE ABOVE INFORMATION ON FILE.**

# UTILITIES

## Who to Call in Event of Power Failure/Utility Problem

1.....Director of Maintenance      Phone # \_\_\_\_\_

2.....Security                                      Phone # \_\_\_\_\_

UTILITY DO'S	UTILITY DON'TS
<p><b>GAS</b> If problem can be isolated, shut off supply at unit, i.e. heater, stove, etc.</p> <p>If problem cannot be determined, shut off building main gas valve.</p> <p>As a last resort shut off gas at meter.</p>	<p>System <b>should not be returned</b> to service until Maintenance Department has determined cause or has made repairs.</p>
<p><b>WATER</b> Try to isolate problem and shut off at area, i.e., toilets, urinals, sinks, etc.</p> <p>If leak cannot be stopped at source shut off building main water supply.</p> <p>If underground pipe is broken, shut off at water meter. Notify "Maintenance Department".</p>	<p><b>Do not</b> return system to operation unless repairs have been accomplished</p>
<p><b>ELECTRICAL</b> If problem can be isolated, shut off electrical at local breaker panel or switch.</p> <p>If electrical fires, shut off main breaker in electrical room. Do this as last resort. Notify "Maintenance Department".</p>	<p><b>Do not</b> turn system back on until "OUSD" Maintenance Department has checked system</p>

# SAFETY PRECAUTIONS

1. Know where shutoffs are for gas, water, and electricity, know how to turn off, and keep a wrench nearby.
2. Secure water heater and appliances which could move enough to rupture gas or electricity lines.
3. Keep heavy objects on low shelves.
4. Fasten storage shelves and large cabinets to the wall to prevent tipping over.
5. Inspect classrooms for loose objects (statues, T.V., display items) and secure them to wall or locate away from student seating.
6. Prevent blocking of doorways.
7. Keep cabinet doors closed/latched when not in use.
8. Store flammable, combustible, and hazardous materials safely in proper cabinets and away from exit doors.
9. Prevent over accumulation of flammable, combustible materials in classrooms, work rooms, storage areas, etc.
10. Keep glass containers in storage cupboards when not in use.
11. Keep electrical cords away from walkways and exits.
12. Remove electrical cords and extension cords after use and store them as appropriate.
13. Inspect the campus for potential objects which could become barricades such as block walls around locker areas, overhangs above walkways, etc.
14. Schedule replacement of batteries annually.



# EMERGENCY TOOLS

The following is a list of emergency tools. The list represents a minimum number of tools. Larger school sites should adjust accordingly. Each school site is to store the tools in an emergency toolbox. The emergency toolbox is to be placed in a location that would be accessible during an earthquake or other crisis/disaster. All key staff members are to be knowledgeable of the emergency toolbox location:

<b>NUMBER</b>	<b>EMERGENCY TOOLS CHECKLIST</b>
	Adjustable Crescent Wrench - 10 inch
	Hacksaw with 10" blade
	Sledge hammer - 4 lb.
	Multi-purpose Channel Lock Pliers - 9 ½ inches
	Nylon Rope - 3/8 inch, 50 feet
	Phillips Screwdriver - #3, 6 inch
	Pipe Wrench - 14 inch
	Shovel - #2
	Combination Pliers
	Standard Blade Screwdriver - 8 inch, 3/8 inch tip
	Tie Wire - 16 ½ gauge, 1 roll
	Tool Box with tray - 15 inch
	Vice Grips - 7 inch
	Wrecking Bar - 12 inch

# MITIGATION CHECKLIST

Mitigation is the effort to reduce loss of life and property by lessening the impact of disasters. This is achieved through risk analysis, which results in information that provides a foundation for mitigation activities that reduce risk in the event of a disaster.

The following checklists have been developed to assist instructors and administrators in maintaining a safe environment in school facilities. Because facilities and activities vary among schools, many of the following checklist items are subjective, or open for interpretation

Parameters for the guidelines are to be determined by the checklist administrator/designee, who should consider the activity at hand in relation to the safety checklist item. For example, “appropriate” lighting for a library setting may or may not be “appropriate” for hallways or other general building areas, depending upon a given activity.

Each instructor teaching a specialized class, such as technology education or graphic arts, is responsible for conducting safe activities and maintaining a safe environment in his or her classroom. External General Building, Specific Building Areas, General and Specialized Classrooms, and Playground/Outdoor Recreation Areas.

## Checklist Instructions

Under each general area, specific safety guidelines are listed. Columns following the guidelines are to be checked by the evaluator to indicate the need for attention in any specific area.

- A check in the “OK” column indicates that evaluator has reviewed this safety area and there is no problem.
- A check in the “Potential Problem” column indicates that corrective actions may need to be taken. In this case, a description of the nature of the problem and the plan for improvement should be included in the “Recommended Action/Plan for Improvement” section. Corrective actions can be determined by consulting the resource agencies listed in this guide. To document that corrective actions have been taken, the date of improvement should be recorded in the last column of the checklist. This date confirms that potential problems have been rectified.

Upon completion of the inspection, school administrators are responsible for maintaining a copy of the checklist and documenting follow-up actions for potential safety problems.

## Internal General Building Areas

This Internal General Building Section is intended to assist administrators and instructors in maintaining a physically safe internal environment for all students and staff. Under the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, this section addresses safety implications associated with inaccessible buildings and facilities.

The following areas are included in this section: stairs and hallways, air quality, lighting, floor safety, mechanical and electrical, storage, equipment, and faculty and staff safety training. Because these areas are broad and affect safety throughout the entire school, they should be

evaluated in addition to specific building areas or specialized classrooms. According to recent evaluations, the most common safety concerns in this area are nonfunctional exit lights and insufficient number of fire drills.

As stated earlier, many of the checklist items are subjective, or open for interpretation. Parameters for the guidelines are to be determined by the checklist administrator, who should consider the activity at hand in relation to the safety checklist item.

The district is requesting that all school sites conduct the following mitigation checklist at the beginning of each semester and maintain their checklist on file annually.

## **MITIGATION CHECKLIST**

**Name of school:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Stairs and Hallways</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Appropriate lighting			
Satisfactory housekeeping			
Landings free of obstacles and storage			
Handrails in good repair			
Nonskid treads/surface			
Major elevation differences are clearly marked			
Lockers do not obstruct access			
Lockers secure and in good condition			
Readily accessible fire extinguishers			
Other			

<b>Air Quality, Ventilation, Environment</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Proper handling, storage, labeling, and disposal of chemicals, gas, petroleum, herbicides, and other hazardous materials; maintenance of Material Safety Data Sheets			
Appropriate disposal of solid waste			
Satisfactory housekeeping/sanitization measures			
Documentation of chemicals used on campus			
School site contacts the air quality regulatory body to determine air quality when it appears to be substandard			
District and school site confers on air quality in the event of a brush fire in the immediate area			
Other			

<b>Lighting</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Appropriate lighting			
Exit lights illuminated and have secondary power source			
Operational emergency exit lighting has secondary power source			
Lighting fixtures are mounted, clean, and operational			
Other			

<b>Floor Safety</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Floors in good repair; no obstacles, protruding objects, or indentations			
Carpet is secured with no curled edges			
Non-slip adhesive treads on stairs, floors, and ramps			
Elevation differences are clearly marked			
Use of non-slip floor mats at entrances and exits during periods of inclement weather			
Wet floor signs are displayed when necessary			
Spills and moisture are cleaned immediately			
Other			

<b>Storage</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Satisfactory housekeeping			
Restricted storage areas are locked; keys are in a safe and accessible location for administrators/staff			
Chemicals and medications are stored properly in locked cabinets or closets			
No storage items within 18 inches of the sprinkler system			
Heavy items are stored on lower shelves			
Other			

<b>Mechanical and Electrical</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Building is free of non-code electrical wiring			
Electrical boxes are properly secured			
Switches, electrical outlets and covers are in good condition			
Building is free of permanent use of extension cords in place of permanent wiring			
Electrical loads are placed on power strips (power surges) and are within proper amp rating of circuit			
Electrical panels are free of exposed wires or terminals			
Electrical receptacles located outdoors or in close proximity to sinks, wet areas, pipes, or other grounded equipment protected by ground fault circuit interrupters (GFCI)			
Electrical motors are clean and lubricated periodically			
Electrical panel switches and circuit breakers are labeled to indicate the equipment they control			
Electrical cords are coiled and stored in the proper place			
Other			

<b>Equipment</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Fire alarm systems (audio & visual) are operational			
Operational fire extinguishers with up-to-date inspection tags: <ul style="list-style-type: none"> <li>• In proper place and adequately charged</li> <li>• Date of last inspection within last 12 months</li> </ul>			
Where appropriate - smoke detectors are operational			
Clean-up kits in place for hazardous spills and blood borne pathogens			
First aid kit is adequately stocked and readily available			
Other			

<b>Elementary Playground Safety Checklist:</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Make sure surfaces around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.			
Check that protective surfacing extends at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.			
Check for dangerous hardware, like open "S" hooks or protruding bolt ends.			
Identify any spaces that could trap children.			
Check for sharp points or edges in equipment.			
Look out for tripping hazards, like exposed concrete footings, tree stumps, and rocks.			
Make sure elevated surfaces, like platforms and ramps, have guardrails to prevent falls.			
Check playgrounds regularly to see that equipment and surfacing are in good condition.			
Confirm that playground areas are included in your campus supervision daily plan.			
Other			



<b>Training</b>	<b>OK</b>	<b>Potential Problem</b>	<b>Recommended Action/Plan for Improvement</b>
Identify staff members who have been trained in handling body fluids: <ul style="list-style-type: none"> <li>• Spill kits</li> <li>• Absorption control</li> <li>• Proper disposal of fluids</li> <li>• Hand washing</li> <li>• Housekeeping</li> <li>• Personal protective equipment</li> </ul>			
Identify staff members trained to accommodate people with disabilities			
School site is to maintain emergency contact numbers and are to cooperate with outside agencies consulting on school safety training matters			
School site maintains comprehensive documentation of any accidents/injuries and corrective actions			
The eEOP teams have been identified and posted in the school's emergency response material to be used in the event of an emergency situation.			
Other			

### **CHECKLIST CERTIFICATION**

I hereby certify that the above mitigation check list has been completed, areas requiring correction have been identified and this completed check list has been submitted to the school's administration for review.

Signature of Evaluator:

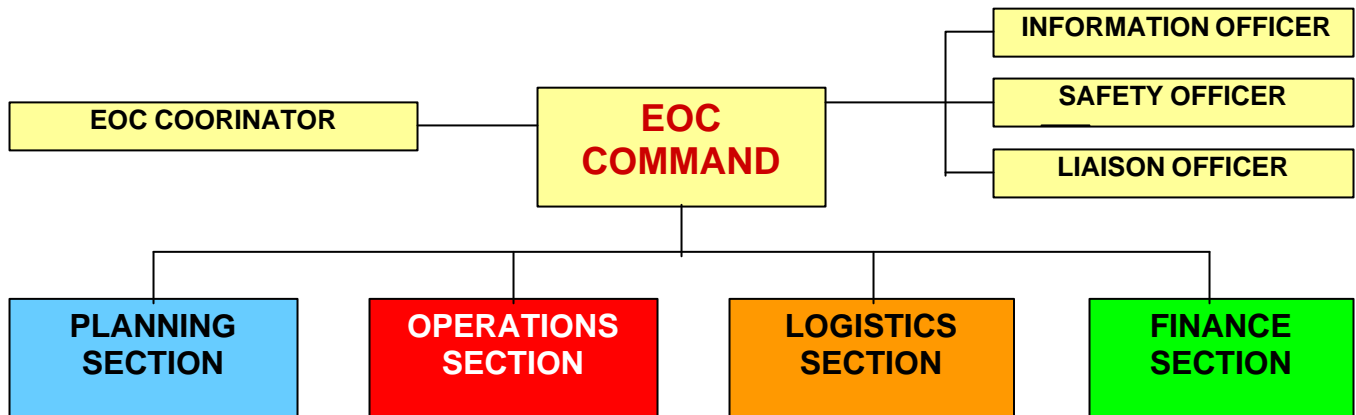
Date:

## Appendix B

## EMERGENCY OPERATION CENTER (EOC) DISTRICT OFFICE BASED

**Location of EOC:** Unless otherwise designated by the “Incident Commander”, the District’s EOC shall be located at the Surrey School District’s Education Center. In addition, there will be two identified staging areas pre-determined, in the event that the District Office cannot be activated.

**Team Assignments:** The District’s Emergency Operations Center (EOC) will be staffed primarily by the employees at the District Office, MOT facilities and other specific office locations. The team assignments and responsibilities for the Emergency Operations Center have been identified team members have been notified. The chart below identifies the most probable “Command Structure” that will be initiated in the event of a major earthquake.



The following information contains: (1) Check list to be used for each team that will commence with mobilization and conclude with demobilization; (2) One page overview of EOC teams; (3) One page overview with probable team assignments; and (4) EOC forms and other documents.

Surrey School District Earthquake Response Plan

Appendix B

# EOC – INCIDENT COMMANDER CHECKLIST

<b>COMPLETED</b>	<b>ACTIVATION</b>
	Determine appropriate level of activation based on situation as known
	Mobilize appropriate personnel for initial activation of EOC
	Respond immediately to EOC site and determine operational status.
	Obtain briefing from whatever sources are available
<b>COMPLETED</b>	<b>START UP ACTIONS</b>
	Assign staff to initiate check-in procedures
	Ensure that the EOC organization and Staffing chart is posted and that arriving team members are assigned by name
	Ensure that the EOC organization and Staffing chart is posted and that arriving team members are assigned by name
	Ensure that EOC is properly set up and ready for operations.
	Ensure that section coordinators (general staff) are in place as soon as possible and are staffing their respective sections.
	Ensure that the management function is staffed as soon as possible at the level needed. (Information, liaison, etc.).
	Ensure that field agency representatives have been assigned to other facilities as necessary.
	Ensure that telephone and/or radio communications with other facilities are established and tested.
	Open and maintain a position log.
	Confirm the delegation of authority as required from the agency administrator. Obtain any guidance or direction as necessary.
	Schedule the first planning meeting.
	Confer with Operations Section Coordinator and other general staff to determine what representation is needed at the EOC from other agencies.
	Determine need, and establish, if necessary, a deputy position.
	Request additional personnel support as needed for the organization.
<b style="color: red;">INCIDENT COMMANDER CHECKLIST – CONTINUED ON THE NEXT PAGE</b>	



# EOC – COORDINATOR CHECKLIST

<b>EOC COORDINATOR ASSIGNMENT – CHECKLIST</b>	
<b>COMPLETED</b>	<b>ASSIGNMENT</b>
	The EOC Coordinator is assigned to assist the EOC Incident Commander. The EOC Coordinator facilitates the overall functioning of the EOC and coordination with other agencies and ICS levels.
	The EOC Coordinator shall review the EOC Incident Commander's Checklist and shall assist the EOC Incident Commander in the implementation and management of the District's Earthquake Disaster Preparedness Plan.
	In addition to assisting the EOC Incident Commander, the EOC Coordinator shall assist the Liaison Officer in communicating and coordinating the district's plan with any "Agency Representative" assigned to the EOC.
	"An agency representative" is an individual assigned to the EOC from another agency. The agency representative should be able to speak for his/her agency within established limits. The agency representative may facilitate requests to his/her agency, but does not directly pass or process resource requests."

# EOC – SAFETY/SECURITYCHECKLIST

COMPLETED	SECURITY ACTIVATION
	Check-in upon arrival at the EOC.
	Report to the EOC Incident Commander.
	Obtain a briefing on the situation.
	Review position responsibilities.
	Determine operating location and set-up as necessary.
	Clarify any issues regarding your authority and assignment and what others in the organization do.
	Advise EOC Security Office. Secure information regarding emergency conditions.
	Tour the entire facility area and determine the scope of on-going operations.
	Evaluate conditions and advise the EOC Incident Commander of any conditions and actions which might result in liability - e.g., oversights, improper response actions, etc.
	Study the facility to learn the location of all fire extinguisher, fire hoses, and emergency manual pull stations.
	Be familiar with particularly hazardous conditions in the facility.
	Following an earthquake provide guidance regarding actions to be taken in preparation for aftershocks.
	Coordinate Security to obtain assistance for any special safety requirements.
	Keep the Director advised of safety conditions.
	Coordinate with Finance/Administration on any personnel injury claims or records preparation as necessary for proper case evaluation and closure.
COMPLETED	SAFETY/SECURITY DEACTIVATION
	Deactivate the Safety Officer position and close out logs when authorized by the Incident Commander.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Be prepared to provide input to the After-Action Report.
	Determine what follow up to your assignment might be required before you leave.
	Leave forwarding phone number where you can be reached.

# EOC PUBLIC INFORMATION OFFICER CHECKLIST

COMPLETED	PUBLIC INFORMATION ACTIVATION
	Check-in upon arrival at the EOC.
	Report to EOC Incident Commander.
	Obtain a briefing on the situation.
	Review position responsibilities.
	Determine operating location and set-up as necessary.
	Clarify any issues regarding your authority and assignment and what others in the organization do.
	Meet with Communications Unit Coordinator. <ul style="list-style-type: none"> <li>A. Obtain briefing on on-site and external communications capabilities and restrictions.</li> <li>B. Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special request known.</li> </ul>
	Determine 24-hour staff requirements and request additional support as required.
	Determine the need for Group or Unit establishment.
	Make required personnel assignments as staff arrives at the EOC.
COMPLETED	PUBLIC INFORMATION OPERATIONAL DUTIES
	Secure guidance from the Incident Commander regarding the information available and proper for release under the initial conditions.
	Interact with other branches to provide and obtain information relative to public information operations.
	Coordinate with the Situation Status Unit and define areas of special interest for public information action. Identify means for securing the information as it is developed.
	Develop a news briefing schedule. Arrange for preparation of briefing materials as required.
	Develop an information release program.
	Contact other public information officers by whatever communications are available and determine which radio and TV stations are operational.
	Maintain an up-to-date picture of the situation for presentation to media.
	Determine requirements for support to the emergency public information function at other EOC levels.
<b>PIO OFFICER CHECKLIST – CONTINUED ON THE NEXT PAGE</b>	



**PIO OFFICER CHECKLIST – CONTINUED**

	Determine overall staffing requirements (including support to local jurisdictions) and request additional support as required.
	Obtain, process, and summarize information received in a form usable in presentations.
	Provide periodic briefings and press releases about the disaster situation throughout the affected areas.
	Assist in making arrangements with adjacent jurisdictions, etc., for media visits.
	Establish content for state Emergency Broadcast System (EBS) releases. Provide this information through appropriate EBS links. Monitor EBS releases.
	As required, periodically prepare briefings for the jurisdiction executives or elected officials.
	Ensure that the rumor control function is established as necessary and has the means for identifying false or erroneous information. Develop procedure to be used to squelch such information.
	Monitor broadcast media. Use to develop follow-on news releases and rumor control.
	Ensure that file copies are maintained of all information released.
	Provide copies of all releases to the EOC Incident Commander.
	Keep the EOC Incident Commander advised of all unusual requests for information and of all major critical or unfavorable media comments. Provide an estimate of the impact and severity and make recommendations as appropriate.
	Conduct shift change briefings in detail. Ensure that in-progress activities are identified and follow-on requirements are known.
	Prepare final news releases and advise media representatives of points-of-contact for follow-on stories.
<b>COMPLETED</b>	<b>PUBLIC INFORMATION DEACTIVATION</b>
	Deactivate the Public Information position and close out logs when authorized by the EOC Director.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Be prepared to provide input to the after action report.
	Determine what follow up to your assignment might be required before you leave.
	Leave forwarding phone number where you can be reached.

# EOC LIAISON OFFICER CHECKLIST

COMPLETED	LIAISON OFFICER ACTIVATION
	Check-in upon arrival at EOC.
	Report to EOC Incident Commander.
	Obtain a briefing on the situation.
	Review position responsibilities.
	Determine operating location and set-up as necessary.
	Clarify any issues regarding your authority and assignment and what others in the organization do.
	Meet with Communications Unit Coordinator. A. Obtain briefing on on-site and external communications capabilities and restrictions. B. Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known
COMPLETED	LIAISON OFFICER OPERATIONAL DUTIES
	Contact all on-site Agency Representatives. Make sure: A. They have signed into the EOC. B. Understand their assigned function. C. Know their work location. D. Understand EOC organization and floor plan (provide both).
	Determine if outside liaison is required with other agencies such as: A. Other agencies B. Volunteer Organizations C. Private Sector organizations D. Utilities not already represented
	Request additional personnel to fill these needs as required.
	Brief Agency Representatives on current situation, priorities and action plan.
	Request Agency Representatives contact their agency, determine level of activation of agency facilities and obtain any intelligence or situation information that may be useful to the EOC.
	Respond to requests for liaison personnel from other agencies.
	Determine if there are any communication problems in contacting external agencies. Provide information to the Communications Unit.
<b>LIAISON CHECKLIST – CONTINUED ON THE NEXT PAGE</b>	

<b>LIAISON OFFICER CHECKLIST – CONTINUED</b>	
	Know the working location for any Agency Representative assigned directly to a Branch.
	Compile list of Agency Representatives and make available (Agency, Name, EOC phone) to all Section and Branch Coordinators.
	Respond to requests from Sections/Branches for Agency information. Direct requesters to appropriate Agency Representatives.
	Provide periodic update briefings to Agency Representatives as necessary.
<b>COMPLETED</b>	<b>LIAISON OFFICER DEACTIVATION</b>
	Release Agency Representatives no longer required in the EOC after coordination with the EOC Incident Commander and rest of the General Staff.
	Deactivate the Liaison position and close out logs when authorized by the Incident Commander.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Determine what follow up to your assignment might be required before you leave.
	Leave forwarding phone number where you can be reached.

# EOC PLANING & INTELLIGENCE CHECKLIST

COMPLETED	PLANNING & INTELLIGENCE ACTIVATION
	Check-in upon arrival at the EOC.
	Report to the EOC Incident Commander.
	Obtain a briefing on the situation.
	Review your position responsibilities.
	Set-up section work station, including maps and status boards. Use your kit materials and on-site supplies.
	Determine if other section staff are at the EOC.
	Review organization in place at the EOC. Know where to go for information or support.
	Clarify any issues you may have regarding your authority and assignment, and what other in the organization do.
	Open and maintain section logs.
	Meet with the Communications Unit Coordinator. A. Obtain briefing on on-site and external communications capabilities and restrictions. B. Establish operating procedure with Communications Unit for use of telephone or radio systems. Make any priorities or special requests known.
	Contact your agency headquarters and advise them of your arrival.
	Establish contact with other adjacent EOCs. Determine status of Planning/Intelligence section at other EOCs.
	Obtain and review status and major incident reports and other reports from adjacent areas that have arrived at the EOC.
	Meet with Operations Section and Logistics Section Coordinators and exchange available situation information.
	Based on the situation as known or forecast, determine likely future information and personnel support needs.
	Review responsibilities of units in section. Develop plan for carrying out all responsibilities.
	Activate organizational elements within section as needed and designate coordinators for each element.
	Make a list of key issues currently facing your Section. Clearly establish with assembled personnel action items to be accomplished immediately.
	Request additional personnel for the section as necessary for maintaining a two-shift operation.
	Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
<b>PLANNING &amp; INTELLIGENCE CHECKLIST–CONTINUED ON THE NEXT PAGE</b>	

**PLANNING & INTELLIGENCE CHECKLIST – CONTINUED**

<b>COMPLETED</b>	<b>PLANNING &amp; INTELLIGENCE OPERATIONAL DUTIES</b>
	Provide situation briefings in conjunction with branch/unit coordinators.
	Ensure that section logs and files are maintained.
	Anticipate potential situation changes, such as severe aftershocks, in all section planning.
	Develop a backup plan for all plans and procedures requiring off-site communications.
	Keep up to date on situation. Maintain current status at all times.
	Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
	Make sure that all contacts with the media are fully coordinated first with the Emergency Public Information Officer.
	Conduct periodic briefings for section.
	Ensure that all organizational elements are aware of priorities.
	Attend Director's Action Planning Meetings in conjunction with branch/unit coordinators.
	Brief Director on major problem areas that now need or will require solutions.
	Share status information with other sections as appropriate.
	Monitor the establishment of branches/units/within your Section.
	Determine the need for and designate Branch Unit Coordinators.
	Brief your relief at shift change time.
<b>COMPLETED</b>	<b>PLANNING &amp; INTELLIGENCE DEACTIVATION</b>
	Authorize deactivation of organizational elements within the section when they are no longer required. Ensure that any open actions are handled by section or transferred to other EOC elements as appropriate.
	Deactivate the Section and close out logs when authorized by the EOC Director.
	Ensure that any open actions are assigned to the appropriate agency or element for follow-on support.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Be prepared to provide input to the After-Action Report.

# EOC OPERATIONS CHECKLIST

COMPLETED	OPERATIONS ACTIVATION
	Check-in upon arrival at the EOC.
	Report to the EOC Incident Commander.
	Obtain a briefing on the situation.
	Review your position responsibilities.
	Determine if other section staff are at the EOC.
	Ensure that the Operations Section is set up properly and that appropriate personnel, equipment and supplies are in place. Set-up your work station, including maps and status boards. Use your kit materials and on-site supplies.
	Review organization in place at the EOC. Know where to go for information or support.
	Clarify any issues you may have regarding your authority and assignment, and what others in the organization do.
	Open and maintain section logs.
	Meet with Communications Unit Coordinator. A. Obtain briefing on on-site and external communications capabilities and restrictions. B. Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known.
	Attempts to determine estimated times of arrival of requested staff who are not yet on sight.
	Clarify any issues you may have regarding your authority and assignment, and what others in the organization do.
	Meet with Communications Unit Coordinator. A. Obtain briefing on on-site and external communications capabilities and restrictions. B. Establish operating procedure with Communications Unit for use of telephone and radio systems.
	Make any priorities or special requests known.
	Attempts to determine estimated times of arrival of requested staff who are not yet on sight.
	Establish contact with adjacent EOCs. Determine status of Operations section at other EOCs. Determine status of any requests for assistance. Open and maintain section logs.
<b>OPERATIONS CHECKLIST-CONTINUED ON THE NEXT PAGE</b>	

**OPERATIONS CHECKLIST – CONTINUED**

	Meet with Planning Section Coordinator. Obtain and review any major incident reports. Obtain from the Planning Section additional field operational information that may pertain to or affect section operation.
	Ensure that Agency Representatives from your jurisdiction are in place or en-route to the affected other EOCs.
	Establish communications with Agency Representatives as soon as possible.
	Based on the situation as known or forecast, determine likely future Operations Section needs.
	Review responsibilities of branches in section. Develop plan for carrying out all responsibilities.
	Make a list of key issues currently facing your Section. Clearly establish with assembled personnel action items to be accomplished within an established time period.
	Activate organizational elements within section as needed and designate coordinators for each element.
	Determine need for representation or participation of outside mutual aid system resource representatives.
	Request additional personnel for the section as necessary for maintaining a two-shift EOC operation.
	Advise Incident Commander of Section status.
	Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur
<b>COMPLETED</b>	<b>OPERATIONS OPERATIONAL DUTIES</b>
	Ensure that section EOC logs and files are maintained.
	Anticipate potential situation changes, such as severe aftershocks, in all section planning. Develop a backup plan for all plans and procedures requiring off-site communications.
	Keep up to date on situation and resources associated with your section. Maintain current status at all times.
	Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
	Provide situation and resources information to the Planning Section on a periodic basis or as the situation requires.
	Make sure that all contacts with the media are fully coordinated first with the Emergency Public Information Officer.
	Conduct periodic briefings and work to reach consensus among staff on objectives for forth-coming operational periods.
<b>OPERATIONS CHECKLIST–CONTINUED ON THE NEXT PAGE</b>	

**OPERATIONS CHECKLIST – CONTINUED**

	Attend and participate in EOC Director's planning meetings.
	Work closely with the Planning/Intelligence Section Coordinator in the development of action plans.
	Work closely with each Branch Coordinators to ensure Operations objectives as defined in the current action plan are being addressed.
	Ensure that Branches coordinate all resource needs through the Logistics Section.
	Ensure that intelligence information from Branch Coordinators and Agency Representatives is made available to the Planning/Intelligence Section.
	Ensure that all fiscal and administrative requirements are coordinated through the Finance/Administration Section: (1) Notification of any emergency expenditures. (2) Daily Time-Sheets.
	Brief EOC Incident Commander on major problem areas that now need or will require solutions.
	Brief Branch Coordinators periodically on any updated information you may have received.
	Share status information with other sections as appropriate.
	Brief your relief at shift change time.
	Deactivate Branches when no longer required. Ensure that all paper work is complete and logs are closed.
<b>COMPLETED</b>	<b>OPERATIONS DEACTIVATION</b>
	Authorize deactivation of organizational elements within the section when they are no longer required. Ensure that any open actions are handled by section or transferred to other EOC elements as appropriate.
	Deactivate the Section and close out logs when authorized by EOC Incident Commander.
	Ensure that any open actions are assigned to the appropriate agency or element for follow-on support.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Be prepared to provide input to the After-Action Report.



# EOC LOGISTICS CHECKLIST

COMPLETED	LOGISTICS ACTIVATION
	Check-in upon arrival at the EOC.
	Report to the EOC Incident Commander.
	Obtain a briefing on the situation.
	Review your position responsibilities.
	Set-up section work station, including maps and status boards. Use your kit materials and on-site supplies.
	Determine if other Logistics section staff are at the EOC and meet with them.
	Review organization in place at the EOC. Know where to go for information or support.
	Clarify any issues you may have regarding your authority and assignment and what others in the organization do.
	Open and maintain section logs.
	Meet with Communications Unit Coordinator.
	Obtain briefing on EOC on-site and external communications capabilities and restrictions.
	Establish operating procedure with Communications Unit for use of telephone and radio systems. Establish initial operating priorities for use of telephone and radio systems.
	Contact your agency headquarters and advise them of your arrival.
	Establish contact with adjacent EOCs and determine status of logistical functions. Determine status of any requests for assistance.
	Meet with Planning Section Coordinator. Obtain best information available on situation.
	Meet with Operations Section Coordinator. Review resource needs and procedures for coordinating requests between sections.
	Meet with Finance/Administration Coordinator. Review financial and administrative support needs and procedures. Determine level of purchasing authority to be delegated to Logistics Section.
	Based on the situation as known or forecast, determine likely future Logistics needs for resources and personnel.
	Review responsibilities of units in section. Develop plan for carrying out all responsibilities.
	Activate organizational elements within section as needed and designate coordinators for each element.
<b>LOGISTICS CHECKLIST-CONTINUED ON THE NEXT PAGE</b>	

## **LOGISTICS CHECKLIST – CONTINUED**

	Make a list of key issues currently facing your Section. Clearly establish with assembled personnel, action items to be accomplished within the next operational period.
	Request additional personnel for the section as necessary for maintaining a two-shift operation.
	Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
<b>COMPLETED</b>	<b>LOGISTICS OPERATIONAL DUTIES</b>
	Ensure that section logs and files are maintained.
	Anticipate potential situation changes, such as severe aftershocks, in all section planning. Develop a backup plan for all plans and procedures requiring off-site communications.
	Keep up to date on situation and resources associated with your section. Maintain current status at all times.
	Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
	Attend Action Planning Meetings in conjunction with Branch Coordinators.
	Ensure that orders for additional resources necessary to meet known or expected demands have been placed, and are being coordinated.
	Provide situation and resources information to the Planning Section on a periodic basis or as the situation requires.
	Make sure that all contacts with the media are fully coordinated first with the Emergency Public Information Officer.
	Conduct periodic briefings for section. Ensure that all organizational elements are aware of priorities. Determine if there are unmet needs or problems.
	Brief EOC Incident Commander on major problem areas that now need or will require solutions.
	Share status information with other sections as appropriate.
	Brief your relief at shift change time.
	<b>LOGISTICS CHECKLIST–CONTINUED ON THE NEXT PAGE</b>

**LOGISTICS CHECKLIST – CONTINUED**

<b>COMPLETED</b>	<b>LOGISTICS DEACTIVATION</b>
	Authorize deactivation of organization elements within the section when they are no longer required. Ensure that any open actions are handled by section or transferred to other EOC elements as appropriate.
	Deactivate the Section and close out logs when authorized by the EOC Incident Commander.
	Ensure that any open actions are assigned to the appropriate agency or element for follow-on support.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Be prepared to provide input to the "after-action" Report.

# EOC FINANCE/ADMINISTRATION CHECKLIST

COMPLETED	FINANCE ADMINISTRATION ACTIVATION
	Check-in upon arrival at the EOC.
	Report to the EOC Incident Commander.
	Obtain a briefing on the situation.
	Review your position responsibilities.
	Set-up section work station, including maps and status boards. Use your kit materials and on-site supplies.
	Determine if other section staff are at the EOC.
	Review organization in place at the EOC. Know where to go for information or support.
	Clarify any issues you may have regarding your authority and assignment, and what others in the organization do.
	Open and maintain section logs.
	Meet with Communications Unit Coordinator. A. Obtain briefing on on-site and external communications capabilities and restrictions. B. Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known.
	Contact your agency headquarters and advise them of your arrival.
	Confer with EOC Director on delegation of purchasing authority to section. Determine appropriate purchasing limits to delegate to Logistics Section.
	Meet with Operations and Logistics Coordinators. Determine financial and administrative support needs. Review procedures for on-going support from section. Establish purchasing limits for Logistics Section.
	Based on the situation as known or forecast, determine likely future Finance/Administration section personnel and support needs.
	Activate organizational elements within section as needed and designate coordinators for each element.
	Request additional personnel for the section as necessary for maintaining a two-shift operation.
	Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
<b>FINANCE ADMINISTRATION CHECKLIST-CONTINUED ON THE NEXT PAGE</b>	

## FINANCE ADMINISTRATION CHECKLIST – CONTINUED

COMPLETED	FINANCE ADMINISTRATION OPERATIONAL DUTIES
	Ensure that section logs and files are maintained.
	Carry out responsibilities of Finance/Administrative Section units that are not currently activated.
	Anticipate potential situation changes, such as severe aftershocks, in all section planning. Develop a backup plan for all plans and procedures requiring off-site communications.
	Keep up to date on situation and resources associated with your section. Maintain current status at all times.
	Maintain current displays associated with your area. Make sure that information reports or displays you prepare are clear and understandable.
	Provide situation and resources information to the Planning Section on a periodic basis or as the situation requires.
	Make sure that all contacts with the media are fully coordinated first with the emergency Public Information Officer.
	Participate in Director's action planning meetings.
	Conduct periodic briefings for section. Ensure that all organizational elements are aware of priorities.
	Monitor section activities and adjust section organization as appropriate.
	Resolve problems that arise in conduct of section responsibilities.
	Brief EOC Director on major problem areas that now need or will require solutions.
	Share status information with other sections as appropriate.
	Keep agency administrators apprised of overall financial situation.
	Brief your relief at shift change time.
COMPLETED	FINANCE ADMINISTRATION DEACTIVATION
	Authorize deactivation of organizational elements within the section when they are no longer required. Ensure that any open actions are handled by section or transferred to other EOC elements as appropriate.
	Ensure that any open actions are assigned to the appropriate agency or element for follow-on support.
	Ensure that any required forms or reports are completed prior to your release and departure.
	Be prepared to provide input to the After-Action Report.
	Deactivate the Section and close out logs when authorized by the EOC Incident Commander.

# SURREY SCHOOL DISTRICT EMERGENCY OPERATIONS CENTER EOC STAFF RESPONSIBILITIES

## EOC INCIDENT COMMAND (MANAGEMENT)

Responsible for overall emergency policy and coordination through the joint efforts of governmental agencies and private organization.

**EOC Coordinator   Safety/Security Officer   Public Information Officer   Liaison Officer**

### Operations Coordinator

Responsible for coordinating all jurisdictional operations in support of the emergency response through implementation of the district's Incident/Disaster Plan.

Fire and rescue  
(hazardous materials)  
(heavy rescue)

Law enforcement  
(facilities management)  
(movement)

Community Service  
(medical & health care  
& shelter, facility  
inspection, animal  
control)

Public works and  
utilities (construction  
and engineering)

### Planning & Intelligence Coordinator

Responsible for collecting, evaluating, and disseminating information; developing the district's Incident/Disaster Plan in coordination with other functions; and maintaining documentation.

Situation assessment

Documentation

Advance planning

### Logistics Coordinator

Responsible for providing facilities, services, personnel, equipment, and materials.

Communications &  
information systems

Transportation  
services

Personnel

Supply/procurement

Facilities  
coordination

### Finance Administration Coordinator

Responsible for financial activities and other administrative aspects.

Purchasing

Compensation &  
claims

Accounting & record-  
keeping

## Appendix C

## **INCIDENT COMMAND SYSTEM “SCHOOL/SITE” BASED**

### **SCHOOL/SITE INCIDENT COMMAND SYSTEM**

#### **IMMEDIATE ACTIVATION OF SCHOOL/SITE ICS AND DISTRICT EOC**

In the event of a major earthquake/emergency all school/site will immediately activate their “Incident Command System” procedures and the District’s main administration shall immediately activate the District’s “Emergency Operations Center” procedures

The following pages contain specific information necessary for the activation of a school/site “Incident Command Post”. The staff of each school, site and district office may review this plan and be familiar with the procedures by accessing the material. In addition, each site shall take the necessary action for preparedness by (1) having a working knowledge of the plan, (2) duplicating necessary forms, (3) identifying potential team leaders and team members, and conducting drills practicing the activation of this plan.

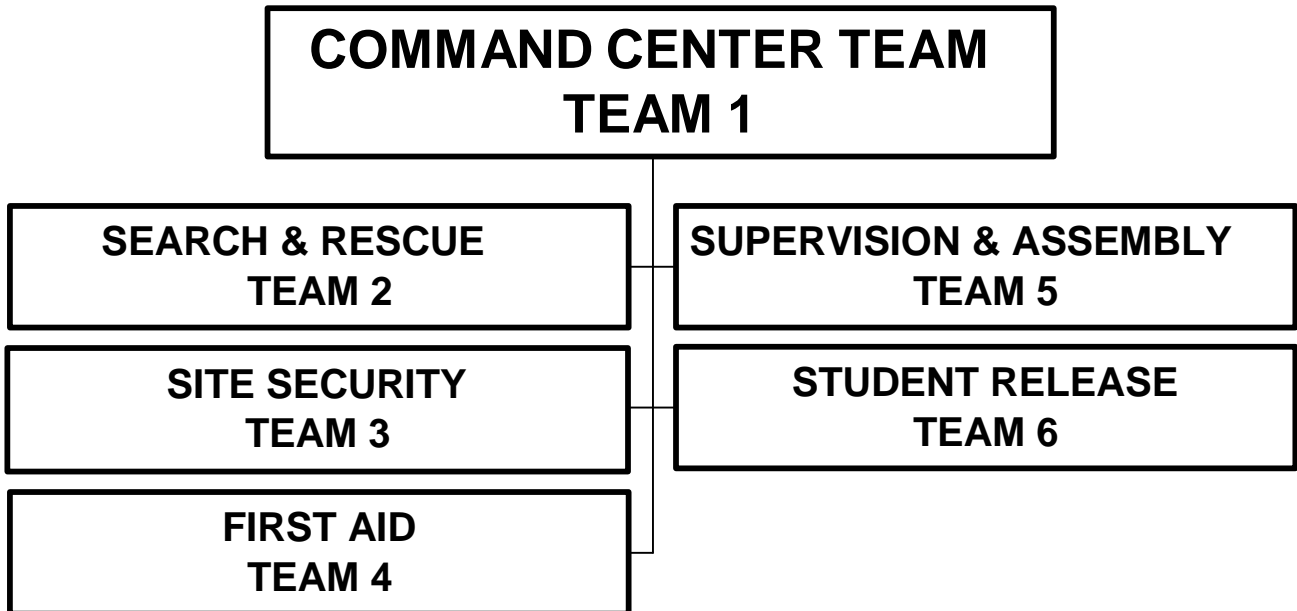
**PLEASE NOTE:** All “School/Sites and the District Office” shall identify three pre-determined staging areas:

1. Identify your primary staging area **(to be on campus.)**
2. Identify a secondary staging area **(to be on campus)** to be used in the event that that the primary staging area is “at risk”, damaged or in the event that the ICS/EOC shall become inoperable or need to be relocated.
3. Identify a third staging area **(to be off campus.)** Identify multiple exist routes to the off campus staging area.



**TEAM ASSIGNMENTS:** Each school/site shall have in place six Incident Command Post teams. The six teams are to have identified staff members and are to be prepared to implement the District's "Earthquake Disaster Preparedness Plan". The six teams are as follows:

**SD36 EARTHQUAKE DISASTER PREPAREDNESS PLAN**  
**SCHOOL SITE RESPONSE TEAMS**



The seventh team that will be discussed later in this section is the "Psychological Services Response Team". This component is essential for all major emergencies. Include the "Psychological Services Response Team" in your school sites earthquake crisis disaster preparedness planning.

Surrey School District Earthquake Response Plan

Appendix C

# COMMAND CENTER – TEAM 1

<b>CHECK LIST – INCIDENT COMMAND CENTER TEAM 1</b>	
<b>COMPLETED</b>	<b>COMMAND CENTER - TEAM MEMBERS</b>
	Incident Commander School/Site - Site Administrator (or designee per chain of command)
	1. Main Office - Secretary and Clerk(s)
	2. Teachers/Psychologist
	3. Students (Consider translation needs)
<b>COMPLETED</b>	<b>COMMAND CENTER – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)</b>
	Two-way radio (for long range communication)
	Battery operated AM/FM radio
	Bull horn or other portable loudspeaker system
	Walkie-talkie for Team Leader
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Emergency telephone numbers
	Incident Log forms <b>(Xerox a large supply and place with disaster supplies)</b>
	Pens/pencils, signs/posters (for making gate signs, etc.)
	Staff List
	Student Body List (alphabetical or by class period) and/or Emergency Cards
	3 x 5 cards (optional.)
	Flashlights
	Plot Plan - School Map
	Communications Script
<b>COMPLETED</b>	<b>COMMAND CENTER – RESPONSIBILITIES &amp; ACTIVITIES</b>
	Receive warning signal from EOC and/or recognize sign(s) of incident such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.
	Alert school or site via appropriate warning signal.
	Report to predetermined meeting site for meeting with all teams.
	Locate/distribute equipment/supplies for Command Center team members.
	Determine team leader (principal or designee) and chain of command.

	Determine needed incident/disaster plan modification according to type of disaster.
	Determine need for alternative methods for communication/transportation such as bicycles, motorcycles, etc.
	Determine access needs for vehicles on campus.
	<p>Assemble all other reporting teams at predetermined meeting site, issue equipment, and instruct teams to implement appropriate, assigned responsibilities. Important things to discuss with teams and/or Team Leaders are:</p> <ul style="list-style-type: none"> <li>A. Whether or not students are to remain in classrooms or move to Assembly Area. (Also which Assembly Area to be used.)</li> <li>B. Whether or not the site will be used for other school or community evacuees and locations for placing evacuees.</li> <li>C. Whether or not evacuation to another site is indicated.</li> <li>D. Location and/or method for handling media personnel.</li> </ul> <p><b>PLEASE NOTE:</b> These discussion items may not be resolved until teams begin their assigned responsibilities and team leaders report findings to Command Center.</p>
	Set up Incident Command Post near assembly area or alternative site.
	Establish Main Gate/Reunion Gate at the same or separate locations depending upon need.
	<p>Establish a communications center and designate persons in charge. (Communications may be by phone, two-way radio, CB radio, walkie-talkie, messengers.)</p> <ul style="list-style-type: none"> <li>A. Set up the communications center in the office if phones are available or in the Assembly Area if no phone service. (If in the office, communication with Command Center at Assembly Area will be by walkie-talkie.)</li> <li>B. Designate two people for communications: one as Communications Officer who conducts internal and external communication under supervision of Command Center Team Leader; the other as Information Assistant who aids in releasing selected information about disaster victims.</li> <li>C. Instruct the Communications Officer and Information Assistant in correct use of Communications Script for making appropriate responses when talking by phone, or in person, to outsiders who are requesting information about the disaster and loved ones. <b>ALL COMMUNICATIONS WITH MEDIA WILL BE THROUGH THE DISTRICT'S EOC PUBIC INFORMATIO OFFICER (PIO).</b></li> <li>D. Monitor all internal communication and approve all external communications, bulletins, and announcements to community, parents, and news media.</li> </ul>

	<p>E. Appoint person to monitor the Emergency Broadcast System on the battery operated radio) to keep abreast of external conditions and events that may affect the disaster site and local community, and for instructions in event of major disaster.</p>
	Disseminate messages to other schools as directed by EOC.
	<p>Be prepared to report when contacted by EOC about emergency needs, which may include evacuation or becoming an evacuation site. Important things to report:</p> <ul style="list-style-type: none"> <li>A. Condition of campus/site.</li> <li>B. Condition of staff and students.</li> <li>C. Immediate assistance, medical, psychological needs, supplies, food, etc., needed.</li> <li>D. Whether or not evacuation to another site is indicated.</li> <li>E. Whether or not the site will be used as an evacuation site for other school(s) or community members.</li> <li>F. How long school/site can hold out without assistance.</li> <li>G. Consequences, if no immediate help is sent.</li> <li>H. Neighborhood conditions.</li> <li>I. Advisability of closing school. (Students must remain under supervision at school and/or be reunited with parents/reliable adults.)</li> </ul>
	Refer all major media to the District's EOC Public Information Officer
	<p>Monitor evacuation to the Assembly Area.</p> <ul style="list-style-type: none"> <li>A. In case of earthquake and the Intercom is not working, the teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided and it appears safe to do so.</li> <li>B. If intercom is working, Command Center may announce when to move to Assembly Area.</li> <li>C. If damage is great, Search and Rescue may be dispatched to assist classrooms in the evacuation process.</li> </ul>
	<p>Account for all persons on the site according to Accountability Reports sent in by teachers from the Assembly Area and input from various Team Leaders.</p> <ul style="list-style-type: none"> <li>A. Use Staff List and Student Body List (master lists) for documenting persons who are missing or injured and update when found, released for medical care, etc.</li> <li>B. If desired, use 3 x 5 cards to maintain an alphabetized, quick reference of missing persons and update master lists when found.</li> <li>C. Maintain close contact with the Supervision Team and Student Release Team regarding the location and release of students and document on master lists.</li> </ul>

	D. If documentation of student release is kept separately by the Student Release Team, maintain needed communications regarding the missing persons, students released to parents/adults, persons sent to medical care facilities, etc.
	Determine needs for medical assistance, urgent repairs, supplies, transportation, additional personnel, food, coffee, etc.
	Maintain constant contact with all Team Leaders and direct all disaster plan activities. (Done via walkie-talkie or runners from each team.) Communication between Team Leaders from Command Center, First Aid and Student Release Team will be essential in handling information and reuniting of families with injured (or dead) victims.
	Request Assembly Area Coordinator to assign students from Assembly Area to serve on any teams as may be needed.
	Communicate with EOC to report status of students and staff, school facilities, problems, and to obtain authority for major decisions.
	Be prepared to make decisions without EOC if a major disaster has rendered personnel and EOC site inoperable.
	Document all activities, events, actions, personnel, supplies used, and action taken throughout the incident/disaster. This is required by law. Make certain that you use or follow the format on the Incident/disaster Log Form

# SEARCH & RESCUE – TEAM 2

<b>CHECK LIST – SEARCH AND RESCUE TEAM 2</b>	
<b>COMPLETED</b>	<b>SEARCH AND RESCUE - TEAM MEMBERS</b>
	Teachers, Counselors, and/or Assistant Principal
	Custodian
	Maintenance personnel if on site
	Students as appropriate (In event of major incident, many personnel and students may be needed to provide immediate first aid until First Aid Team summoned and help arrives).
<b>COMPLETED</b>	<b>SEARCH AND RESCUE – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)</b>
	Walkie-talkie for Team Leader (an all team members, if possible)
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Master keys
	Fire extinguishers
	Emergency Tools.
	Map of school (worksite) designating all rooms and occupancy by personnel, students, use as storage, etc.
	Tag board and marking pen (for making emergency signs as needed.)
<b>COMPLETED</b>	<b>SEARCH AND RESCUE – RESPONSIBILITIES &amp; ACTIVITIES</b>
	Interpret meaning of warning signal and/or recognize sign(s) of incident such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack), etc.
	Report to predetermined meeting site for all teams.
	Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities.
	Confirm assignments with Command Center and maintain contact with team leader.
	Work in pairs and Search campus in a methodical pattern to find injured and/or missing persons. Pay particular attention to all restrooms, library, attendance areas, storage areas, locker rooms, classrooms, closets, etc. <ul style="list-style-type: none"> <li>A. Explore each room visually, vocally, and physically and mark a appropriate to indicate that the area has been searched.</li> <li>B. Look, call out for replies, and actively search through rubble.</li> <li>C. Use available equipment to get to persons covered with debris.</li> </ul>

	If possible, have one team member remain with any injured person while other team member reports to Command Center or First Aid Station to summon first aid as soon as possible. (Use of walkie-talkie will hasten this process).
	Assess damage to specific structures and report damage and/or usability to Command Center. Station team members as guards near unsafe buildings, indicated, to prevent re-entry until declared safe. If needed, ask Command Center to assign students as guards. Mark unsafe areas with signs. Direct loiterers to appropriate location.
	Maintain constant communication with Command Center.

# SITE SECURITY – TEAM 3

<b>CHECK LIST – SITE SECURITY TEAM 3</b>	
<b>COMPLETED</b>	<b>SITE SECURITY - TEAM MEMBERS</b>
	Teacher, Counselor, and/or Assistant Principals
	Custodian
	Maintenance Personnel, if on site
	Students
<b>COMPLETED</b>	<b>SITE SECURITY – EQUIPMENT AND SUPPLIES</b> (Store in multiple locations as appropriate)
	Walkie-talkie for Team Leader (and all team members if possible, especially on unsecured campus/site)
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Master keys
	Appropriate pre-made signs (such as: Main Entrance, Parent Information Here, Media Report Here, Reunion Gate, etc.)
	Flashlights
	Fire extinguisher
	Sanitation supplies - Toilet paper, plastic bags for lining wastebaskets as emergency toilets, voting booths for toilet privacy, etc. Coordinate these with the First Aid Team
	Optional - emergency generator and fuel
	Valve keys-wrenches (for turning off utilities). Misc. tools for emergency repairs
<b>COMPLETED</b>	<b>SITE SECURITY – RESPONSIBILITIES &amp; ACTIVITIES</b>
	Interpret meaning of warning signal and/or recognized sign(s) of incident such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack, etc.)
	Report to predetermined meeting site for all teams.
	Locate & distribute equipment, supplies, and instructions for conducting assigned responsibilities.
	Confirm Team Leader assignment with Command Center and maintain contact.
	Work in pairs.
	Secure the school by locking all external gates, entrances, etc.(If <b>locked</b> campus/site) Assign team members to monitor main gate.



	-or-
	(If <b>unsecured</b> campus/site) Assign team members to patrol specific areas for controlling persons coming onto campus.
	<ul style="list-style-type: none"> <li>A. Post appropriate signs.</li> <li>B. Direct fire, police, rescue, ambulance, etc., to area(s) of need.</li> <li>C. Refer media to District's EOC Public Information Officer.</li> <li>D. Direct parents to Reunion Gate (if separate from Main Gate).</li> <li>E. Talk with Command Center via walkie-talkie (if available) regarding any problems.</li> </ul>
	Check all utilities (water, gas, electricity) and turn off valves, if needed.
	Determine sanitation conditions and remedy when possible.
	Assist maintenance/operations personnel or utility company technicians, if needed, in emergency repair.
	Station team members as guards near unsafe buildings, if indicated, to prevent re-entry until declared safe. If needed, ask Command Center to assign students from the Support Team as guards.
	Operate an existing emergency generator, if needed.
	Communicate with the Command Center.

# FIRST AID – TEAM 4

<b>CHECK LIST – FIRST AID TEAM 4</b>	
<b>COMPLETED</b>	<b>FIRST AID - TEAM MEMBERS</b>
	School nurse
	Health clerk
	Other certificated and classified personnel
	Students as appropriate
<b>COMPLETED</b>	<b>FIRST AID – EQUIPMENT AND SUPPLIES</b> <b>(Store in multiple locations as appropriate)</b>
	Walkie-talkie for Team Leader
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Any student medications
	First Aid supplies
	(Optional) Covering for outside first aid station.
	Refer to California Emergency First Aid Handbook (Hard Copy Plan)
<b>COMPLETED</b>	<b>FIRST AID – RESPONSIBILITIES &amp; ACTIVITIES</b>
	<b>Interpret meaning of warning signal and/or recognize sign(s)</b> of incident such as earth tremor (earthquake, explosive sound, gunshots, etc.) <b>and respond appropriately.</b>
	<b>Report to predetermined meeting</b> site and quickly verify the following predetermined assignments: A. Team members present and accounted for. B. Team members responsible for: <ul style="list-style-type: none"> <li>• Initial mass casualty assessment/care.</li> <li>• Obtaining First Aid Station supplies.</li> <li>• First Aid Station set up (indoors if accessible/safe or outdoors as needed).</li> <li>• Human Relations Coordinator (family support for seriously injured/deceased loved ones).</li> <li>• Confirming all of the above with the Command Center.</li> </ul>
	<b>Conduct initial assessment and care for mass casualty victims.</b> A. Work in pairs whenever possible and use Disaster/Crisis First Aid Kits. B. For persons using <u>First Aid assessment skills</u> : <ul style="list-style-type: none"> <li>• Assess victims for urgent needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Care for bleeding, shock, breathing, etc., according to severity/number of victims.</li> </ul> <p>C. For persons using <u>Triage assessment skills</u>:</p> <ul style="list-style-type: none"> <li>• Access for mobility, breathing, circulation, and mental status.</li> <li>• Stabilize and tag according to assessment findings.</li> </ul> <p>D. According to the number of victims, hazardous surroundings, available personnel, etc., provide further care at incident site (supplies must be brought from First Aid Station) or after transport to First Aid Station.</p>
	<p><b>Obtain supplies and set up First Aid Station</b> as soon as possible. Use "Layout Map" to assemble/organize supplies in the 9 first aid categories.</p>
	<p><b>Maintain communication with the Command Center.</b></p> <ul style="list-style-type: none"> <li>A. Status and needs of victims.</li> <li>B. Locations of victims still needing initial care.</li> <li>C. Available medical care, when it will be available, and location for student release via ambulance.</li> <li>D. Request for additional supplies and assistance.</li> </ul>
	<p><b>Conduct first aid for stabilization and maintenance efforts.</b></p> <ul style="list-style-type: none"> <li>A. Receive transported victims at First Aid Station for maximizing first aid care at one location.</li> <li>B. Provide care for wounds, shock, fractures, other first aid not rendered during initial response to mass casualties, emotional support, etc.</li> </ul>
	<p><b>Document first aid care and release of victims</b> as follows:</p> <ul style="list-style-type: none"> <li>A. Document first aid for each victim using 3 x 5 cards, which are then tied around the victim's neck: <ul style="list-style-type: none"> <li>• Name</li> <li>• Date</li> <li>• Injury</li> <li>• First Aid Given</li> </ul> </li> <li>B. If victim is unable to talk or deceased, attach name tag for identification purposes.</li> <li>C. When released, remove 3 x 5 card from neck, record release time/destination, and retain card as permanent record.</li> <li>D. If to be released via ambulance, transport student to campus area designated for that purpose.</li> <li>E. Report released victims to Command Center.</li> </ul>

	<p><b>Provide for morgue care.</b></p> <ul style="list-style-type: none"> <li>A. Cover deceased with sheets until identified with a name tag.</li> <li>B. Document name/pertinent data on 3 x 5 card and maintain as permanent record at First Aid Station.</li> <li>C. Place in body bag (33 gallon plastic bag will suffice), seal, identify and transport when time permits to morgue location (indoor room, locked, away from the living and any food preparation areas.)</li> <li>D. Have Human Relations Coordinator available to assist grieving family members or friends who come to identify loved ones or learn of their death.</li> </ul>
	<p>Be prepared to cooperate with and provide care under direction of the following first aid/medical personnel who assist in disaster/crisis events.</p> <ul style="list-style-type: none"> <li>A. Red Cross first aid and nursing volunteers.</li> <li>B. Paramedics.</li> <li>C. Fire Medical Aid Division or other medical personnel.</li> </ul>

# SUPERVISION & ASSEMBLY – TEAM 5

<b>CHECK LIST – SUPERVISION &amp; ASSEMBLY TEAM 5</b>																									
<b>COMPLETED</b>	<b>SUPERVISION &amp; ASSEMBLY - TEAM MEMBERS</b>																								
	Teachers and teacher assistants																								
	Students																								
<b>COMPLETED</b>	<b>SUPERVISION &amp; ASSEMBLY – EQUIPMENT AND SUPPLIES</b> (Store in multiple locations as appropriate)																								
	Incident/Disaster Plan folder A. Emergency Procedures Check List B. Student Accountability Report forms ( <b>Xerox a large quantity for immediate use</b> ) C. Travel Route map D. Assembly Area Map																								
	Identification for Team Leader (orange vest and red baseball cap)																								
	Identification for all team members (orange vests)																								
	Crowd control ideas (group exercises, songs, teaching games, stress relievers, etc.)																								
	Attendance Folder (for all periods)																								
	Classroom first aid supplies:  <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Supplies</u></th> <th style="text-align: center;"><u>Amount</u></th> <th style="text-align: left;"><u>How Used</u></th> </tr> </thead> <tbody> <tr> <td>Storage Container.....</td> <td style="text-align: center;">1 .....</td> <td>Store first aid supplies for incident use.</td> </tr> <tr> <td style="padding-left: 20px;">(Backpack or other container with contents in ziplock baggies)</td> <td></td> <td></td> </tr> <tr> <td>Gauze pads, non-sterile (3 x 3 or 4 x 4) .....</td> <td style="text-align: center;">50</td> <td>Cover wounds, apply pressure for control of bleeding, and clean minor wounds.</td> </tr> <tr> <td style="padding-left: 40px;">Roller Gauze, 4" wide.....</td> <td style="text-align: center;">1</td> <td>Secure gauze pads over wounds.</td> </tr> <tr> <td style="padding-left: 40px;">Adhesive tape, 1" wide.....</td> <td style="text-align: center;">1</td> <td>Secure gauze pads or bandages over wounds.</td> </tr> <tr> <td style="padding-left: 40px;">Scissors.....</td> <td style="text-align: center;">1 pr</td> <td>Cut roller gauze</td> </tr> <tr> <td style="padding-left: 40px;">Phisoderm in 4 oz. (approx.)... container</td> <td style="text-align: center;">1</td> <td>Clean wounds.</td> </tr> </tbody> </table>	<u>Supplies</u>	<u>Amount</u>	<u>How Used</u>	Storage Container.....	1 .....	Store first aid supplies for incident use.	(Backpack or other container with contents in ziplock baggies)			Gauze pads, non-sterile (3 x 3 or 4 x 4) .....	50	Cover wounds, apply pressure for control of bleeding, and clean minor wounds.	Roller Gauze, 4" wide.....	1	Secure gauze pads over wounds.	Adhesive tape, 1" wide.....	1	Secure gauze pads or bandages over wounds.	Scissors.....	1 pr	Cut roller gauze	Phisoderm in 4 oz. (approx.)... container	1	Clean wounds.
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	<p>Band-aids, Regular size, 1"x3" 20 Cover minor wounds.</p> <p>Band-aids, Large size, 2"x4". 10</p> <p>Latex Gloves..... Medium-20 Protection from blood &amp; body fluids Large - 20</p> <p>For trained teachers only....10 of Label victims each color. Triage tags made of red and yellow laminated construction paper (4" x 5") with 24" ties attached.</p> <p>Red = Immediate Yellow = Delayed</p>
	Walkie-talkie for Team Leader
	Bull horn or other portable loudspeaker system (May be same one used by Command Center.)
	Keys (if any) to Assembly Area entrance
	Signs and stakes (Optional for Assembly Area markers)
	Incident Logs or equivalent
	Pencils/pens
	3 x 5 cards and file box for holding alphabetized cards of community evacuees
<b>COMPLETED</b>	<b>SUPERVISION &amp; ASSEMBLY RESPONSIBILITIES &amp; ACTIVITIES</b>
	Interpret meaning of warning signal and/or recognized sign(s) of incident such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack), etc.
	<p>Give appropriate command, "Duck, Cover, Hold" or "Evacuate." (Staff members not with assigned students shall report to their predetermined location.)</p> <p>A. Determine injured persons and assist as appropriate.</p> <p>B. Determine need for cooperation with neighboring teacher (one teacher may assist two classes of students if second teacher is injured or must remain with injured students until first aid arrives.)</p> <p>C. In case of earthquake and there are injured, immovable students and no other teacher to assist, surround injured student(s) with suitable furniture for protection from further</p>

	earthquake action and take remaining students to Assembly Area. If teacher aide or volunteer is present, assign to remain with student(s) in classroom until help arrives.
	Evacuate to Assembly Area, as practiced, when given signal or deemed appropriate.
	Unlock/open any entrance to the Assembly Area. A. Plan for a main assembly area outdoors and alternative sites in case the main Assembly Area is not accessible or is in danger from possible hazards such as pending explosion, etc. B. Practice using alternate routes to Assembly Area by blocking routes during practice sessions.
	Assign team members to control entrances to Assembly Areas.
	Direct classes or students to Assembly Area stations (each team member must have Assembly Area map in hand).
	Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities at Assembly Area.
	Confirm Assembly Area Assignment with Command Center.
	Complete Student Accountability Reports and turn it in to Command Center .
	<b><u>Role of Assembly Area Coordinator:</u></b> Manage Assembly Area activities as follows: C. Assist in obtaining Student Accountability Reports from teachers for Command Center (located at Assembly Area). D. Assign students to assist in Assembly Area as needed. E. Assign students or staff to serve on other teams when requested by Command Center. F. Document important events to be acted upon and/or for future records, as needed. (Use Incident/Disaster Log forms or equivalent). G. Cooperate with Command Center Team and the Student Release Team in the location and release of students.
	2. Document on attendance folder when students are sent to reunion gate for release to parent/adult.
	3. Supervise and reassure students throughout duration of emergency using Crowd Control ideas to reduce stress and create an "esprit de corps."
	4. Use the same equipment, supplies, and responsibilities guidelines when evacuating with students to another school or site.

# STUDENT RELEASE – TEAM 6

<b>CHECK LIST – STUDENT RELEASE TEAM 6</b>	
<b>COMPLETED</b>	<b>STUDENT RELEASE - TEAM MEMBERS</b>
	Teacher (or Assistant Principal or Counselor)
	Clerk(s) (interpreter, if needed)
	Students
<b>COMPLETED</b>	<b>STUDENT RELEASE – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)</b>
	Walkie-talkie for Team Leader
	Walkie-talkie for other team members assigned to Main Gate and Reunion Gate (if separate from Main Gate)
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Keys for any gate/door to Reunion Gate
	Assembly Area Maps, 1 per team member
	Student Body List (alphabetized or by class period) and/or Emergency Cards
	Pens and pencils
	Table to hold above materials.
	Incident Student Sign Out Sheets <b>(Xerox a large supply and store with supplies.)</b>
<b>COMPLETED</b>	<b>STUDENT RELEASE – RESPONSIBILITIES &amp; ACTIVITIES</b>
	Interpret meaning of warning signal and/or recognized sign(s) of incident, such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc..
	Report to predetermined meeting site.
	Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities.
	Confirm Team Leader assignment with Command Center.
	Work in pairs when possible. Set up Reunion Gate with Student Body List (and/or Emergency Cards) and related supplies on table.
	Communicate between teams as needed in the location and release of students.
	Assign team members to Main Gate and Reunion Gate (if separate locations) for receiving parent requests, sending messages, and locating students for release.



	Arrange for responsible First Aid Team member or designee to provide emotional support while informing family members about the condition of loved ones who are injured or dead.
	Process reuniting of students with parents/reliable adults:  <b>Please Note:</b> When Main Gate and Reunion Gate are at separate locations, the documentation of student release may occur at the Main Gate, Reunion Gate or both. Advance planning is necessary to assure accountability.
	Receive parent/adult request for child at Main Gate or Reunion Gate. If gates are at separate locations, notify Reunion Gate of request and send parent to that location.
	If gates are at separate location: Main Gate may document student release noting time, name of adult and destination.
	Upon request, call for student from Assembly Area (or other known location) via walkie-talkie or student messenger. <ul style="list-style-type: none"> <li>• Question student (not in the presence of the adult) to verify that this is an appropriate release. Verify the following:</li> <li>• Who is this person that has come to pick you up? (If parent, proceed with Step d).</li> <li>• Do parents know this person?</li> <li>• Where does this person live? Have you been there before?</li> <li>• Do you feel comfortable going with this person?</li> <li>• Do you think your parents would want you to go with this person?</li> </ul>
	If adult is parent or verified as reliable, release child.
	If Main Gate is responsible for documenting release at time of parent request, Reunion Gate will only release students that have been called from Assembly Area per request of Main Gate.
	If student is not released, send student back to Assembly Area along with notification via walkie-talkie or messenger.
	If Main Gate is at separate area and responsible for release documentation, report all retained students to Main Gate for accounting purposes.
	Document releases on Sign Out Sheet.

# POST INCIDENT

## PSYCHOLOGICAL SERVICES

### CRISIS RESPONSE – TEAM 7

<b>CHECK LIST – SEARCH AND RESCUE TEAM 2</b>	
<b>COMPLETED</b>	<b>CRISIS RESPONSE - TEAM MEMBERS</b>
	School Psychologist
	School Counselors
<b>COMPLETED</b>	<b>CRISIS RESPONSE – EQUIPMENT AND SUPPLIES</b> (Store in multiple locations as appropriate)
	Identification Badges
	School Map
	School Staff List
	Psychological First Aid Packet <ul style="list-style-type: none"> <li>• “Student Referral Checklist” for completion by teachers and staff</li> <li>• Crisis Referral Logs</li> <li>• Crisis Interview Form Cards</li> <li>• Counseling Agency Lists</li> <li>• Coping with Loss/Crisis Handouts</li> </ul>
<b>COMPLETED</b>	<b>CRISIS RESPONSE – RESPONSIBILITIES &amp; ACTIVITIES</b>
	Prior to initiating a crisis response, collect information from the Director of Pupil Personnel Services or the Coordinator of Psychology Services.
	Upon arrival at the school site, gather factual information and consult with principal regarding interventions needed. Consult as necessary with the on-site first aid team.
	Before disseminating information, review with principal what, how, and who will share information with staff, students, parents, neighboring schools and the community. Providing factual information controls rumors.
	To initiate the Crisis Referral Process, provide referral checklists to teacher and other school staff and maintain a Student Referral Log.
	Prior to beginning interventions, ascertain that all team members are fully informed and have been assigned confidential work space
	Identify high risk students by obtaining oral input and student referral checklists from school staff.
	Prioritize and assign interventions with students including individual interviews, classroom presentations, group counseling, and referral to

	community agencies.
	Consider interventions with parents including phone calls, parent meetings, and referrals to community agencies.
	Plan interventions with faculty including individual consultation and staff meetings in the morning and at school closure.
	At the end of each daily, debrief Psychological Services Crisis Team by reviewing process/status of referred students, prioritizing needs, planning follow up actions and providing support to team members.

The following pages contain “Forms” to be used by the School/Site ICP Teams”. Please review the forms and duplicate as needed.

**Earthquake, Disaster Preparedness Plan**  
**One Page Overview of ICS Teams and Responsibilities**

<b>Team</b>	<b>Team Name</b>	<b>Personnel</b>	<b>General Responsibilities</b>
<b>1</b>	<b>Command Center</b>	Site administrators, secretaries, clerk, teachers, students	<ol style="list-style-type: none"> <li>1. Account for the presence of all students and staff.</li> <li>2. Implement and coordinate all disaster operations.</li> <li>3. Control internal and external communication.</li> <li>4. Maintain log and prepare reports for Superintendent and District's EOC.</li> </ol>
<b>2</b>	<b>Search and Rescue</b>	Teacher (or assistant principals and/or counselors). custodian, when available, maintenance personnel if on site.	<ol style="list-style-type: none"> <li>1. Search campus in a methodical pattern to find injured and missing persons.</li> <li>2. Report location of all injured persons to Command Center.</li> <li>3. Access damage to structures and report to Command Center.</li> <li>4. Station team members as guards near unsafe buildings to prevent re-entry.</li> <li>5. Direct loiterers to appropriate locations.</li> </ol>
<b>3</b>	<b>Site Security</b>	Teachers, (or assistant principals, and/or counselors), custodian as soon as available, maintenance personnel, if on site.	<ol style="list-style-type: none"> <li>1. Secure school/site by locking all external gates, doors, etc.</li> <li>2. Monitor Main Gate and any entrances.</li> <li>3. Route fire and rescue, ambulance, police.</li> <li>4. Escort media to Information Center.</li> <li>5. Check all utilities (water, gas, electricity).</li> <li>6. Determine sanitation conditions.</li> <li>7. Report conditions to Command Center.</li> <li>8. Assist on Search and rescue Team as needed.</li> </ol>
<b>4</b>	<b>First Aid</b>	School nurse, health clerk, teachers.	<ol style="list-style-type: none"> <li>1. Administer first aid.</li> <li>2. Document name, injury, first aid given.</li> <li>3. Determine need for medical assistance.</li> <li>4. Work cooperatively with outside agencies.</li> <li>5. Keep Command Center informed.</li> <li>6. Maintain morgue as needed.</li> </ol>
<b>5</b>	<b>Supervision &amp; Assembly</b>	Teachers or other staff members.	<ol style="list-style-type: none"> <li>1. Evacuate and direct class or students, when appropriate, using pre- determined routes to pre-planned station at Assembly Area.</li> <li>2. Assign someone as Assembly area Coordinator.</li> <li>3. Control entrances to assembly area.</li> <li>4. Manage all assembly area activities and communications.</li> <li>5. Account for students.</li> <li>6. Determine need for assisting neighboring teacher.</li> <li>7. Supervise and reassure student throughout duration of disaster.</li> </ol>
<b>6</b>	<b>Student Release</b>		<ol style="list-style-type: none"> <li>1. Staff main gate and reunion gate.</li> <li>2. Establish messenger system between Main Gate, Reunion Gate, and Assembly Area.</li> <li>3. Process the reuniting of students with parents, guardians and family members.</li> <li>4. Document the records of released students on the sign out sheet.</li> </ol>

**EARTHQUAKE DISASTER PREPAREDNESS PLAN – ONE PAGE ICP TEAM ASSIGNMENTS**

<b>No.</b>	<b>Name of Staff Member (Place an X in the box to mark ICP team assignment)</b>	<b>#1 Command Center</b>	<b>#2 Search &amp; Rescue</b>	<b>#3 Site Security</b>	<b>#4 First Aid</b>	<b>#5 Supervise Assembly</b>	<b>#6 Student Release</b>
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## ICS - EARTHQUAKE DISASTER LOG

Please make a chronological record of all pertinent information and events as they occur throughout this disaster.

School: \_\_\_\_\_ Nature of disaster: \_\_\_\_\_ Date: \_\_\_\_\_ Page #: \_\_\_\_\_

Time-AM/PM	Information/description of activities/action taken/people involved/material used/re-location/comments, etc.	Name of the recorder

All pages in this log are to be returned to the school site’s EOC Command Center. If additional sheets are needed, please use notebook or Xerox paper and follow page format. There is a legal mandate to maintain an accurate log throughout an incident.

# ICS - STUDENT ACCOUNTABILITY REPORT

Please complete the following. If a yes answer is reported, make certain that each student is identified.

Name of Teacher: \_\_\_\_\_ Room # \_\_\_\_\_ Date: \_\_\_\_\_

Are any students absent?		No _____	Yes _____
1.	5.		
2.	6.		
3.	7.		
4.	8.		

Are any students in your class injured?		No _____	Yes _____
1.	5.		
2.	6.		
3.	7.		
4.	8.		

Were any injured students left in the classroom?		No _____	Yes _____
Names:	Location:		
1.			
2.			
3.			
4.			

Are any students missing?		No _____	Yes _____
1.	Comments:		
2.			
3.			
4.			

There are additional comments on the back of this page?		No _____	Yes _____





# EARTHQUAKE/DISASTER ICS COMMUNICATIONS SCRIPT

(To be used by Communications Officer at the School Site's and District's Command Center)

Directions: When answering phone calls or talking personally to outsiders, state only the appropriate information from the list below. DO NOT make any other comments.

**(PLEASE NOTE:** When family members inquire at Reunion Gate about victims who are seriously injured or dead, they will be referred to members of the First Aid Team who will give emotional support while informing them of their loved ones.)

## GENERAL INFORMATION RESPONSES

- ⑤ \_\_\_\_\_ has just experienced \_\_\_\_\_.  
(Name of school/work site) (Type of disaster)
- ⑤ Students **(are being) (have been)** accounted for.
- ⑤ Help **(is here) (is on the way.)** Help may include the following:  
⑤ Police ⑤ Fireman/Paramedics ⑤ Emergency Medical Services ⑤ Red Cross
- ⑤ Family members may report to the \_\_\_\_\_ to inquire about specific students or employees.  
(Location of Reunion Gate)
- ⑤ No further information is available at this time.

## RESPONSES ABOUT KNOWN DISASTER VICTIMS

- ⑤ Your **(child, husband, wife, friend)** is in the Assembly Area and is under supervision. Please report to the \_\_\_\_\_ to be reunited with **him/her**.  
(Location of Reunion Gate)
- ⑤ Your **(child, husband, wife, friend)** is in a safe area and receiving routine first aid there. Please report to the \_\_\_\_\_ to be reunited with **him/her**.  
(Location of Reunion Gate)
- ⑤ Your **(child, husband, wife, friend)** has been taken to the "Emergency Room." You need to go to the "Emergency Room" at \_\_\_\_\_.  
(Name and address of hospital or emergency room)
- ⑤ **IN CASES OF MAJOR INJURY/DEATH. STATE THE FOLLOWING:** Please report to \_\_\_\_\_. Ask for the person in charge who will help you find him/her. No further information is available at this time.

## PRE-PLANNING WITH PERSONNEL & STUDENTS:

1. Preplanning should include all personnel including **Child Care**, walk-on coaches, etc. in the event of disaster occurring outside of regular school hours.
2. Everyone should have a general understanding of all teams.
3. Team members should be familiar with their assigned team responsibilities.
4. Everyone must know the drop, fire and take cover warning signals and what to do. (See Appendix, Drop, Fire and Take Cover chart.)
5. Everyone should know what to do if an earthquake occurs when they are inside or outside a building, or in route to or from school/work. In additions, everyone should participate in making the school, worksite, and their homes earthquake safe.
6. Everyone should know that the safest way to escape from fire or smoke in a building is to drop to the floor and crawl out. The oxygen is better and visibility is greater because smoke and heat rise.
7. Several personnel at each school site (and selected students) must know how to turn off the utilities in case the assigned persons are injured and unable to perform their duties. "How to" information must be prepared in written form and all personnel must have hands-on experience. Each school/worksite should determine the most appropriate location for storing needed equipment, preferably in close proximity to utility shut-off valves.
8. In a major disaster, a school/site may need to function alone for 72 hours before Fire and Police are available to give added assistance.
9. Staff and student responsibilities during a disaster will be affected by a variety of situations and/or potential problems. Under direction of the principal, collaboration among staff members is vital for identifying such situations or problems unique to their school or work locations and determining appropriate solutions. The following examples serve as ideas for stimulating appropriate problem solving during preplanning for disaster.
  - A. Situation: A disaster may occur during lunch, nutrition, recess, assembly or other times when students are not under teacher supervision in regularly assigned classrooms.
    - Possible Solutions: All students should be trained to take the appropriate initial response for drop, fire, and take cover (see Appendix, Drop, Fire and Take Cover Chart.)
    - If the disaster warrants moving to the appropriate station at the Assembly Area of taking cover indoors, students must be trained to do so using the buddy system (moving in pairs).

- If disaster should strike at secondary schools between classes, at lunch time or nutrition, students should be trained to report to the Assembly Area station according to where they were the preceding period. That teacher would have the most current information for accountability purposes.
  - Primary grade teachers may want to explore the best way to assist K-3 students if disaster strikes at lunchtime or recess when there is minimal adult supervision. One alternative is to have teachers go to the students and help them move to the Assembly Area. Obviously preplanning and practice sessions are essential for learning the appropriate responses during these unique situations.
- B. Situation: Disaster may occur while students and staff are in route to or from school.
- Possible Solutions: See the information regarding what to do if earthquake occurs while going to and from school. This information pertains to both students and employees. Staff members may want to preplan for the possibility that some frightened children (and even adults) may seek protection at schools when an earthquake has occurred soon after close of the school day.
- C. Situation: A disaster may occur when some staff members are off campus at various times of the day or when some staff members are seriously injured.
- Possible Solutions: See Accounting Team for information on how one teacher may assist two classes in case a second teacher is injured. A similar concept may need to be explored for those times when adequate personnel are not available. If students report to their assigned stations at the Assembly Area and the assigned teacher is missing, a neighboring teacher could provide supervision as needed. Older students could also be assigned as helpers when there is a limited number of teachers to provide supervision.
- D. Situation: A disaster may occur when some students are in alternate locations on campus, rather than in their regularly assigned classroom, because of removal from class due to a discipline problem, referral to a counselor, serving as a messenger, etc.
- Possible Solutions: Such students could be trained to report to their regularly assigned location at the Assembly Area or to a specific location predetermined by the needs of each school.
  - In event of take cover, all students are to take immediate cover, indoors, if possible. (See Appendix, Drop, Fire, Take Cover Chart.) Students out on campus during regular class time could be trained to take cover in the nearest classroom or office. Exploration of alternatives and practice sessions will help to determine the effectiveness of preplanning for this situation.

10. The disaster plan may be used as is or may be combined according to the needs of each school, office, MOT, Outdoor School, R.O.P., Work Experience, etc. When planning to combine teams, each site administrator should collaborate with school personnel to explore various alternatives and thus determine the most effective method for team formation.
- A. Teacher availability for staffing teams that do not require student supervision will vary at all secondary schools according to each period and who has conference time that period. One idea for handling this situation is to have everyone trained for staffing teams that do not supervise students. Thus, a teacher may be on a Team (in charge of his or her classroom) every period except conference period when such teacher is then a member of a non-student supervisory team. Again collaboration among school personnel is an effective way for resolving such team membership.
  - B. All teams must have a chain of command in case team members are unable to participate due to injury, etc.
  - C. The Disaster Plan specifies that all team members work in pairs (buddy system). Working in pairs is necessary for safety, correctly performing responsibilities, and for getting help and supplies via a runner while the other person attends to a needed task or remains with a victim.
  - D. Pairs may be staff paired with older reliable students. Pairing staff with students extends the use of staff members. In addition, when staff are teamed with students, the staff person can remain with injured persons, etc., and send the student as a runner to summon aid.
  - E. Teachers may need to serve on specific teams other than the Accountability Team (teachers in charge of classrooms). To facilitate this, it may be necessary for one teacher to be in charge of two classrooms thus freeing the second teacher for assignment to another team.
  - F. All teams may predetermine a home base station, if needed, for use during the disaster. The home base is a place for checking in, making reports to the Team Leader, where runners may report, etc. It may be wise to have home base be at the Command Center/Assembly Area for all teams.
  - G. At the time of disaster, all teams must first assemble at a predetermined meeting site as determined by the school/site.
  - H. Such assembly provides for:
    - Determining which team members were able to report.
    - Determining needed assistance to replace missing team members.
    - Confirming the Team Leader assignment.
    - Confirming the home base station for each team.
    - Communication with Command Center regarding specific responsibilities according to the type of disaster.
    - Obtaining all equipment and supplies.
    - Proceeding with responsibilities using a fully operating team.

11. At the time of disaster, everyone at a common location becomes a "temporary family." Although personnel will be assisting on disaster teams, they will also have concerns about their own family members and homes. As time progresses, students will be reunited with their parents/responsible adults and there will be a diminishing need for personnel and team responsibilities. In preplanning, consideration should be given to this fact and a buddy system should be established for releasing employees to check on their loved ones and homes. For example, if there is a need for fewer personnel at the school/worksite, a staff member who lives nearby could leave with approval of the Command Center Team Leader, check on his/her home situation, return, and assist for a fellow employee who resides further away. Under direction of the principal, collaboration among staff members will be helpful in preplanning for this possibility.
12. When students and personnel have been trained in appropriate responses for Drop, Fire, and Take Cover, and team membership has been agreed upon, practice of mock situations will be essential for evaluating success and needed modifications. In addition, students can participate in periodic school-home communication by taking home written parent notices and returning parent signed statements that families discussed the school's disaster information pertaining to parent and student responsibilities.
13. All students should be trained to remain on campus and participate fully in appropriate disaster plan operations. If some student should become frightened or belligerent and refuse adult supervision by leaving the campus, the adult in charge should document the effort made to remind such student of his/her responsibilities to remain on campus and the approximate time such student left adult supervision. Such documentation should be made on the reverse side of the Accountability Report whenever possible.



## Appendix D

## Surrey School District Earthquake Response Plan

### Appendix D

# Earthquake Response Check List

- Stay under desks, away from windows - sit on floor with back against a wall, cover back of neck and head with your arms.**
- Wait for shaking to stop (wait at least 60 seconds) - check yourself and others around you for injuries.
- Be alert to after shocks (they can be as strong, or stronger than initial shock).
- Decision to evacuate all or part of school should not be automatic - there may be more danger outside the building than inside. Beware of material falling from above (i.e. windows and material from overhead).
- Identify safe evacuation routes and safe assembly area (preplanning necessary).
- Signal staff and students to evacuate. **DO NOT USE FIRE ALARM.** Do not use elevators.
- Determine names, ages and possible locations of unaccounted for students/staff, including any students/staff waiting in secure areas of the school for assistance to be removed from the building.
- Ensure all power, fuel and water mains have been shut off - contact School District Maintenance Department if required. (You may wish to check with Terasen Gas, but if there is no gas leak, then leave gas on. It could take a long time to have a gas fitter restore service.)
- Check for possible fires, utility leaks, hazardous material spills and call emergency services (**911**) and provincial emergency response as necessary. **1-800-663-3456** (24 hours).
- Implement procedures for communication, safety glasses, face masks, hard hats, search and rescue, first aid, shelter, supervision, student/staff release, etc.
- Ensure staff/students remain away from buildings, overhead power lines, trees or other hazards that may fall while outside. An open field is a good location.
- Attempt to contact School District Board Office to relay your status.**
- Await instructions from emergency officials over battery-operated or car radio where possible.
- Consider school plans for an extended stay with students and/or emergency evacuation to another site.
- Schools will remain open indefinitely until every child has been released to a parent/guardian or authorized person.
- Do not re-enter building until approval given by Director, Physical Plant & Transportation or designate.