

**EMERGENCY/  
DISASTER  
RESPONSE PLAN**

For

**O'DEA HIGH SCHOOL**

Updated on  
June 17, 2010

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# Important Phone Numbers

Various phone numbers are listed on original document.

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# Class Matrix

Class matrix goes in here.

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# **BUILDING-SITE EMERGENCY/DISASTER RESPONSE PLANNING TEAM**

---

- Principal/Assistant Principal
- Teacher(s)
- Parent(s)
- Students (when appropriate)
- Administration
- Custodian
- Counselor
- Miscellaneous Volunteers

This is to show that everyone is evolved in an emergency.

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# Response Considerations

## Incident Classifications

These are the steps in case of an actual incident/earthquake/disaster occurs.

Initiate Emergency/Incident Response: **Communicate to staff in clear language indicating type of Emergency/Crisis Response.**

- Handled within school = no police response needed
- 911 Initiated – call to school or district office
- **911 – Police/Fire Response requested**

### Emergency Contact Person

Each school/site shall designate or assign a person to be the “Public Information Officer” who will meet the Emergency Response Agency on their arrival and provide the following:

- Update of emergency/crisis situation
- Who is School Incident Commander
- Building diagram
- Location of “School Base Command Post”
- Any additional information requested

### School “Evacuation Procedures”

- Consider need for:
  - (Providing food and beverage)
  - (Dispensing medications)
  - (Student-parent reunification)

### Emergency Shelter Procedures

Inside building

Outside building – Place to set up, tarps & rope

Alternate site: (pre-designated) include evacuation route to alternate site.

1. O’Dea Parking lot
2. Frye parking lot

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## **BUILDING – SITE**

### **KEY ROLES IN MANAGING EMERGENCY/DISASTER**

**As of 9/1/08**

#### **Incident Commander (Page D – 11)**

- Leader James Walker
- Back up Joanne Varney

#### • Public Information Officer (Page D – 17)

- Leader Br. Murray
- Back up Frank Lazarek

#### • Planning/Intelligence Personnel (Page D – 21)

- Leader Jeff Anderson
- Back Up Lawrence Kight

#### • Site Facility Check/Security Officer (2 people needed) (Page D – 22)

- Leader Maury Hoffman/John Paintner (Backup)
- Back Up Tim Greenan/John Anderson

#### • First Aid – Physical and Psychological Team(s) (Page D – 25)

- First Aid Lead (2 needed) Jeanne Eulberg/ James Walters -Medical
- Back up (2 needed) Tom Schutte/Aires Patulot - Psychological

#### • Teacher - Student Care (Page D – 28)

- Leader Will be assigned during incident
- Back up
- Teams for different grades

#### **Emergency Response Procedures – For Teachers**

- Logistics (Page D – 31)
  - Leader Monte Kohler
  - Back up Mike Doyle
- School Documentation Person/ Logistics (2 people) (Page D – 32)
  - Leaders Barbara Verzemnieks
  - Back up Teresa Buker
- Student Release Team w/ Student Runner (Page D – 36)
  - Leader Donna Popich
  - Back up Rebecca McPharlin
- Student Support Team (4 teams of 2) (Page D – 40)
  - Leader Will be assigned during incident
  - Back Up
- Search & Rescue (Page D – 44)
  - Leader David Olinger & TBD
  - Back Up To Be Determined

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# O'Dea High School Evacuation Checklist

When circumstances dictate that “**Evacuation**” is necessary – **follow your plan.**

## **School Principals/School management team duties: Pre-evacuation planning:**

The following checklist is designed to assist administration in the safe and orderly **evacuation** by students, staff and visitors of any school building/site. Prior to evacuation the school principal/designee or site manager should:

- Follow the “Incident Commander – Pre-Incident Planning Guidelines”
- Establish primary and alternate evacuation routes on a school map for all schools, and post in all classrooms and at other appropriate locations in schools.
- Your primary meeting area should be fire evacuation route (away from falling buildings). You will then be instructed (when clear) to move to the O’Dea Parking lot.
- Have school map with primary evacuation area outlines and identifying specific parts of the emergency plan will be set up i.e., operations base, student assembly area, first aid area, etc.
- Determine a backup evacuation site/area (Fry’s parking lot) that is part of your plans.
- Are there plans for handling fragile or seriously handicapped students/staff?
- Are there plans for taking medicines that students will need to take?
- Conduct evacuation drills.

## **When crisis occurs:**

- Assess type and scope of the emergency that is creating the need to evacuate the school/site (natural disaster, or weather related emergency?). If possible stay at the school/site, unless **unsafe to do so.**
- Determine threat to human life and structures.
- When the decision is made to **evacuate** any school building or other district facility, sound the **FIRE ALARM** to initiate the emergency evacuation plan.
  - Verbal instructions should be given to staff prior to the start of an evacuation if time permits. If no electric power, use “bullhorn” or runners to give directions on evacuation to staff.
  - Weather conditions should always be considered when making a decision to evacuate.
  - Ensure the safety of students, staff and others on campus.
- Students, staff and visitors should evacuate the building according to “**fire evacuation plan**”, and should report to pre-assigned emergency assembly area.
  - Check with buddy teacher and assist as necessary or evacuate both classes together.
  - Take classroom kit, emergency cards and roll book.
  - Use the fire evacuation route, alert for hazards: quickly and quietly. We will then be moving everyone to the O’Dea parking lot.

## **Implementation of Crisis/Disaster Plan and hazard specific procedures: Transition to Incident Command**

- Building principal/designee establish school/site “Base Command Post” according to pre-established plans. Principal shall maintain Base Command Post until relieved by Police or Fire personnel if appropriate.
  - Obtain your personal safety equipment.
  - Office staff should take “backpacks with Student information & take student medications” as they leave building.
- Distribute emergency supplies to staff as appropriate per plans.
- Complete accounting for all students, staff and visitors, and report to base command post.
- Provide First Aid as appropriate.
- DO NOT RE-ENTER BULIDING UNTIL SAFE TO DO SO.

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## Section: Incident Command

Leader \_\_\_\_\_

Back up \_\_\_\_\_

**Responsibilities: The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations. Ensure the safety of students, staff and others on school grounds. Lead by example: your behavior sets the tone for all staff and students.**

- Start-up Actions**
- Obtain your personal safety equipment; i.e., hard hat, vest, clipboard (with job description sheet).
  - Assess type and scope of emergency.
  - Determine threat to human life and structures.
  - Implement emergency/crisis plan and hazard specific procedures.**
  - Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
  - Define Set up Location.

**Ongoing  
Operational  
Duties:**

- Continue to monitor and assess total school situation:  
Check with Team Leaders for periodic updates
  - Reassign personnel as needed
- Communications:
  - Use runners to delivered updates to teachers & staff
- Knows available resources.
- Monitors effectiveness of the Plans activated.
- Make sure everything is fully documented.
- Develop and communicate revised incident action plans as needed.
- Begin student release when appropriate.  
**NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by request of their parents/guardian.**
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes/hour.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release teachers as appropriate per school guidelines.
- Acts as safety officer – Always protect students/staff
- Remain on and in charge of your school until all students/faculty are picked up and accounted for.

- Closing Down:**
- Authorize deactivation of Teams or units when they are no longer required.
  - Ensure that any open actions not yet completed will be taken care of after deactivation.

- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.
- Complete the Post Incident Critique form.

**School Base  
Equipment/  
Supplies:**

Campus map	Job description clipboards
Master keys	School Base tray (pens, etc.)
Staff & student rosters	Campus 2-way radios
Disaster response forms	AM/FM radio (battery)
Duplicate rosters (2 sets)	Bullhorn
Emergency/disaster plan	vests (if available)
Tables & Chairs (if CP is outdoors)	
Pens, pencils	

Forms: Post Incident Critique

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# **INCIDENT COMMANDER – CHECK LIST**

## **SCHOOL/SITE EMERGENCY/SAFETY PLAN CHECKLIST**

(Check box if/when item is completed)

Does your plan identify these key roles?

- Members of a building/site Emergency Response Team
- PIC - Person In Charge in an emergency       Back-up person
- School/site Safety Person       Back-up person
- School/site Incident Documentation Person       Back-up person
- School/site Operations/Security Leader       Back-up person
- School/site First-Aid Team, Physical       Back-up person
- Emotional Leader       Back-up person
- School/site Student/Employee Care Team Leader**       Back-up person
- School/site Student Release Team Leader       Back-up person
- Do people identified know their roles?

Does your plan address?

- Shelter-in-Place**
  - Student staff accountability
  - Student/parent reunification
  - Food & water supply
  - Emergency restroom facilities/use
- Evacuation on-site**
  - Evacuation route Primary
  - Evacuation route Alternate
  - Student/staff accountability
  - Student/parent reunification

- Evacuation off-site**
  - Evacuation route Primary
  - Evacuation route Alternate
  - Student/staff accountability
  - Student/parent reunification
- Who is in charge of grabbing the back pack located in the main office?**

**Does your plan consider critical communication elements?**

- Who & When to call 911
- How is the school/site staff informed of emergency response
- How & When are updates provided to staff/students during an emergency
- How to communicate with staff and significant others during the emergency
- How to communicate with parents after emergency

**Does your plan provide for the following after-the-crisis items?**

- A debrief for personnel managing/dealing with crisis
- A critique of the incident by building/site team
- Psychological/emotional first-aid 24-72 hours after the incident

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	Front stairs	Front door	Back Stairs	Back door to P L	Fire exit	Balcony	Front Gate	Tunnel	Cross Terry	Cross Columbia	Cross Marion
100							A	P	A	P	
103		A		P						P	
Offices		P		A						P,A	
201	P	P	A	A					P	A	
202	P	P	A	A					P	A	
203			A	A	P			P		A	P
204			A	A	P			P		A	P
205			P	P	A			A		P	A
206			P	P	A			A		P	A
207					P	A	A	P	A	P	P
208					P	A	A	P	A	P	P
209					A	P	P	A	P		A
210					A	P	P	A	P		A
211					A	P	P	A	P		A
212					A	P	P	A	P		A
301	P	P	A	A						A	
302	P	P	A	A						A	
303	<b>A</b>	<b>A</b>	<b>P</b>	<b>P</b>						A	
305	A	A	P	P					A	P	
307	A	A	P	P					A	P	
Counselor	A	A	P	P					A	P	
401	P	P	A	A					P	A	
402	P	P	A	A					P	A	
GYM		P NW DOOR		A						P	A
LIB	A		P	P		A			A	P	

Primary  
Alternate

6 6 5 5 4 4 4 4

\*Chg.  
9/6/05

# Post Incident Critique

Staff Name: \_\_\_\_\_ Date: \_\_\_\_\_

Location during Incident: \_\_\_\_\_

## Please Circle Where Appropriate:

1. Type of Incident:                      Fire                      Earthquake                      Lock Down
2. How were you notified about the incident?                      P.A.    Phone    Radio    Other
3. Was the communication system effective?                      Yes                      No

Comments: \_\_\_\_\_

\_\_\_\_\_

4. On a scale of 1-5 (5 being the highest), how prepared were you and your students for this incident?

**5** \_\_\_\_\_ **4** \_\_\_\_\_ **3** \_\_\_\_\_ **2** \_\_\_\_\_ **1** \_\_\_\_\_

5. What procedures worked well to ensure student and staff safety?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What procedures should be added or improved to make our crisis response plans more effective?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Other comments/suggestions (continue on reverse if additional space is needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section: School Public Information Officer (PIO)

Name: \_\_\_\_\_

Back up: \_\_\_\_\_

**Personnel:** Answer questions from teachers/parents & set up for media.

**Policy:** The public has the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*.

The School Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. **A school site-based PIO should only be used if the media is on school grounds.**

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

- Start-Up Actions:**
- Determine a possible “news center” site as a media reception area (located away from the Base location and students). Get approval from the Incident Commander.
  - Identify yourself as the “PIO” (vest, visor, sign, etc.)
  - Fill out Public Information Officer Check list.**
  - Access situation and obtain statement from Incident Commander.
  - Advise arriving media that the site is preparing a press release and approximate time of its issue.
  - Open and maintain a position log of your actions and all communications. Keep all documentation to support the history of the event.

- Operational Duties:**
- Keep up-to-date on the situation.
  - Statements must be approved by the Incident Commander and should reflect:
    - Reassurance - “Everything’s going to be OK.”
    - Incident or disaster cause and time of origin.
    - Size and scope of the incident.
    - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
    - Best routes to school if known and appropriate.
    - Any information school wishes to be released to the public.
    - Only the facts.
  - Read** statements if possible.
  - When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”

- Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with Incident/Base Manager.
- Ensure announcements & other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

**Closing Down:**

- At the Incident Commander's direction, release PIO staff no longer needed.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies:**

Public information kit consists of:  
 ID vest  
 Battery operated AM/FM radio  
 Paper/pencils/marketing pens  
 Scotch tape/masking tape  
 Yellow caution tape  
 Scissors  
 School site map(s) and area maps  
 • 8-1/2 x 11 handouts  
 Forms: Public Information Officer – Check List.

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# Public Information Officer (PIO)

## Check List

\_\_\_\_\_ Have a list of all staff and their personal cell numbers as well as other school cell numbers. **Once you establish a cell line, do not hang up!** You may not get the cell connection back again during a county emergency.

\_\_\_\_\_ Keep notes on all communications and retain documents given to you.

\_\_\_\_\_ If you can access your building voice mail, change the message to reflect the condition of the situation. (i.e. "We have experienced an earthquake, all students and staff are assembling on the football field. If you want to pick up your child . . .").

\_\_\_\_\_ Establish "rumor" control center hotline if necessary.

\_\_\_\_\_ Report all incoming and outgoing communication to Incident Commander.

\_\_\_\_\_ Develop a written statement in cooperation with the Incident Commander.

\_\_\_\_\_ Serve as the Building Spokesperson under the direct supervision and permission from the building administrator.

\_\_\_\_\_ Answer the following questions:

What happened? \_\_\_\_\_

Extent of injuries/destruction? \_\_\_\_\_

Who was involved? \_\_\_\_\_

Who is in charge? \_\_\_\_\_

What actions have been taken? \_\_\_\_\_

\_\_\_\_\_

What actions do you plan to take now? \_\_\_\_\_

\_\_\_\_\_

When did it happen? \_\_\_\_\_

Where did it happen? \_\_\_\_\_

How (if known) did it happen? \_\_\_\_\_

\_\_\_\_\_

The next debriefing will take place at (time and location): \_\_\_\_\_

\_\_\_\_\_

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# Public Information Release Worksheet

Date: \_\_\_\_\_ Time: \_\_\_\_\_

NOTE: *If this is used as a script, read only those items checked. Make no other comments.*

O'Dea has just experienced a (n) (Incident) \_\_\_\_\_.

- The (students/employees) (are being) or (have been) accounted for.
- No further information is available at this time.
- The Red Cross (is here) or (is on the way) or (is not able to respond now).
- Emergency medical services (are here) or (are on the way) or (are not available to us).
- Communication center(s) for parents (is/are) being set up at (location) \_\_\_\_\_ to answer questions about individual students. Phone number: \_\_\_\_\_.
- Communication center(s) for families (is/are) being set up at (location) \_\_\_\_\_ to answer questions about individual employees. Phone number: \_\_\_\_\_.
- Injuries have been reported at (location) \_\_\_\_\_ and are being treated by (staff/professional medical responders). (#) \_\_\_\_\_ reported injured.
- Students have been taken to a safe are, (location) \_\_\_\_\_, and are with (classroom teachers/staff) or (the Red Cross).
- Students have been taken to the local emergency room for treatment of serious injuries. Parents should go to the emergency room at \_\_\_\_\_ (name & address of emergency room).
- Confirmed deaths have been reported at (site) \_\_\_\_\_. Names will not be released until the families have been notified.
- Structural damage has been reported at the following site: \_\_\_\_\_.
- School facilities have been declared (safe) or (not safe) for occupancy.
- Schools (will be open) or (will not) be open tomorrow at (all) \_\_\_\_\_.

Released to the public as Public Information Release # \_\_\_\_\_ Time \_\_\_\_\_ AM/PM

Public Information Officer \_\_\_\_\_ Date \_\_\_\_\_

# Section: Planning/Intelligence

## Situation Analysis

Name: \_\_\_\_\_

Back up: \_\_\_\_\_

**Responsibilities:** This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

**Start-Up Actions:**

- Check in with Planning/Intelligence Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

**Operational Duties:**

**Situation Status (Map):**

- Collect, organize and analyze situation information.
- Create shelter/protection from the elements.
- Sanitation
- Mark site map appropriately as related reports are received.
- This includes but is not limited to damage updates and giving a concise picture status of the school.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

**Situation Analysis:**

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the CP to support the action planning process.
- Records all happenings, responses, etc. during the entire incident.
- Think ahead and anticipate situations and problems before they occur.
- Report only to the Incident Command. Refer all other requests to CP.

**Closing Down:**

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

**Equipment/  
Supplies:**

2-way radio, paper, pens, dry-erase pens, tissues  
Job description clipboards  
Large site map of campus, laminated or covered with Plexiglas  
File box (es), Maps of local area

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## Section: Operations

### Site Facility Check/Security Officer

Name: \_\_\_\_\_

Back up: \_\_\_\_\_

**Personnel:** Staff as assigned. **Work in pairs.**

**Responsibilities:** Take no action that will endanger yourself. The Safety Office ensures that all activities are conducted in a safe manner that is possible under the circumstances, which exist.

- Start up Actions:**
- Wear hard hat and orange identification vest.
  - Check in with IC for situation briefing.
  - Do walk around school for structural damage **using check list.**
  - If outside is clear, you may go into the building – **MUST GO IN PAIRS.**
  - Take appropriate tools, job description clipboard, and radio.
  - Put batteries in flashlight if necessary.
  - Determines potential safety issues and considerations that must be addressed, and potential effects on both: Human Impact and Physical Impact (Buildings/Grounds/Equipment)
  - Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
    - Document
      - Messages Received
      - Action Taken
      - Decision justification and documentation
      - Requests filled

- Operational duties:**
- As you do the following, observe the school and report any damage by radio to the Incident Commander.
  - Locate/control/extinguish small fires as necessary.
  - Check gas meter and, **if gas is leaking**, shut down gas supply.
  - Shut off Gas until things stabilize – then check for leaks.
  - Shut off Steam, also, until things are stabilized – then check for leaks.
  - Shut down electricity only if building has clear structural damage or advised to do so by the Safety Officer.
  - Think ahead and anticipate situations and problems before they occur.
  - Anticipate situation changes, such as severe aftershocks in all planning.
  - Post yellow caution (or surveyors) tape around damaged or hazardous areas.
  - Advise Incident Commander of all actions taken for information and Proper logging.
  - Be sure that the entire school has been checked for safety hazards and damage.

- Closing Down:**
- Return equipment and reusable supplies to Logistics.

- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies:**

Wear vest, hard hat, work gloves, and whistle.  
Carry campus 2-way radio,  
Master keys  
Clipboard with job description  
Carry bucket or duffel bag with goggles, flashlight, dust masks, surveyors tape (different colors), and shutoff tools — for gas & (crescent wrench).  
Carry map locating power, water, sprinkler, steam, and gas shut off.  
Forms: Site Facility/Security Check list.

**\*Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions. It will get noisy – be patient.

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# Site Facility/Security Officer Checklist

## Report findings to the Incident Commander.

- \_\_\_\_\_ Has the power been shut off?
- \_\_\_\_\_ has the steam been shut off?
- \_\_\_\_\_ has the water been shut off?
- \_\_\_\_\_ Are there cracks or crumbling on the exterior of the building?
- \_\_\_\_\_ Has the foundation lifted, dropped, or moved?
- \_\_\_\_\_ Is there anything hanging off the roof or wall that could fall?
- \_\_\_\_\_ Is there anything that was anchored in the ground that is tilted?
- \_\_\_\_\_ Are there dangling tree limbs or potentially dangerous trees?
- \_\_\_\_\_ Are there any other overhead dangers (wires, lights)?
- \_\_\_\_\_ Are there any broken windows?
- \_\_\_\_\_ Are doorframes racked? Doors not swinging freely?
- \_\_\_\_\_ Are walls cracked?
- \_\_\_\_\_ Are objects broken or scattered around the room?
- \_\_\_\_\_ Do you detect a smell of smoke, gas, or any other odor in the building?
- \_\_\_\_\_ Would you feel safe in the building if an aftershock occurred?

Area inspected by: \_\_\_\_\_ and \_\_\_\_\_

Time of Inspection: \_\_\_\_\_ Weather Condition: \_\_\_\_\_

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## Section: School First Aid Team/Psychological Teams

Name: \_\_\_\_\_

Back up: \_\_\_\_\_

**Responsibilities:** The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- Start-Up Actions:**
- Establish scope of crisis/disaster with IC and determine probability of outside emergency medical support and transport needs.
  - Obtain & wear personal safety equipment including latex gloves.
  - Make personnel assignments. Staffed with minimum of 2-trained team members and two to Psychological.
  - Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the emergency kit.
  - Assess available inventory of supplies & equipment.
  - Review safety procedures and assignments with personnel.
  - Establish point of entry (“triage”) into treatment area.
  - Establish “immediate” and “delayed” treatment areas.
  - Set up a separate Psychological First Aid area.
  - Oversee First Aid until Fire Department arrives.

- Operational Duties:**
- Care, treatment, and assessment of patients until such time & Fire & Emergency staff arrive.
  - Assess patients from head to toe.
  - Ensure caregiver and rescuer safety
    - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
  - Keep accurate records of care given
  - If needed, request additional personnel from Logistics.
  - Brief newly assigned personnel.
  - Report deaths immediately to IC.
  - Keep IC informed of overall status.
  - Consult with School Base Manager regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.). Do not use names over the radio.

- Closing Down:**
- At the Incident Commander’s direction, release Medical staff no longer needed. Direct staff members to sign out through Logistics.
  - Return equipment and reusable supplies to Logistics.
  - When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

## Equipment/Supplies:

### First Aid Supplies: See list below

Job description clipboards  
Marking pens  
Vests, if available  
Staff & student medication from health office  
Blankets  
Quick reference medical guides  
Ground cover/tarps  
Tape Recorder  
**Forms:** Notice of First Aid Care, Injury Report Form  
Medical Treatment Victim Log

### First Aid Supplies:

4	Airway Kits - Assortment of sizes	2	Hand Sanitizer
4 boxes	Aleve	1	Hard Hat
4 boxes	Allergy Tablets	2	Hydrogen Peroxide
2	Anti Diarrhea	1000	Ibuprofen (200 mg)
12	Antiseptic Spray	40	Instant Cold compress
4 pkgs	Antiseptic towels (50 in each)	4	Instant Hot
2 boxes	Aspirin (325 mg) 1000 total	10	Lens Cases
4 pkgs	Bandages 1x3 (100 in each)	Various	Neck braces
3	Bausch Lomb ReNu - Hard Lenses	2 boxes	Oval Eye Pad (100)
3 Bottles	Bausch Lomb ReNu - Soft Lenses	2	Pads of Paper
3	Blood Pressure Kits	4 Rolls	Paper towels
6	Bulb Syringe		Pencils, Pens, Sharpeners
5 bottles	Burn Jel	10	Pocket Mask CPR
1	Clip Board	400	Poly Gauze 4x4
12	Disaster Tag's	3	Polysporin (432 packages)
	Elastic Bandages (10 rolls each) 3" x 5yds	3 boxes	Q Tips (3000)
17 pkgs		2	Reflective Vests
8 boxes	Elastoplasts Bandages 2" x 5 yds	2 bottles	Rolaids (200 tablets total)
3	Emergency Critical Care Books	15	Sam Splints
4	Eye Relief	2 boxes	Sanitary Pads
25	Eye Wash Solution	3	Scissors
	Flashlight	4	Stretch Bandages 6x82 (12 in each pkgs)
10	Foam Blankets 58x90	2 boxes	Tampons
3 boxes	Gauze Pads 2"	3 boxes	Tongue Depressors
7 pgs	Gauze Pads 3"	30	Tourniquets
3 pkgs	Gauze Pads 4"	5 pkgs	Triangle Bandages 40x40x56 (12 in each pkgs)
4 pkgs	Gauze Rolls 6"	2	Sharps Collector
1 each	Gloves S, M, L, XL	4	Fluid Absorbent-body fluids
2/6	Various BioHazard bags		

O'DEA HIGH SCHOOL  
INJURY REPORT FORM

Name of Injured Person: \_\_\_\_\_

Address/Phone Number: \_\_\_\_\_

Date and Time of Injury: \_\_\_\_\_

Place of Incident: \_\_\_\_\_

Description of Injury

Please be detailed in describing the injury and what happened. If applicable, describe and actions taken.

\_\_\_\_\_  
Print Name of Person Completing this Form

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature of Person Completing the Form

\_\_\_\_\_  
Date

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# **Section: School Teachers - Student Care Will be assigned during incident**

Leader: \_\_\_\_\_

**Personnel:** Classroom teachers, substitute teachers, and staff as assigned.

**Responsibilities:** Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.

- Assess situation and remain calm.
- If ground is shaking, lead Drop, Cover & hold on.
- Calm, direct, and give aid to students.
- Evacuate the building, and if people are trapped, once you've gotten your students to safety, report injuries or trapped individuals to the Incident Commander

**Start Up Actions:**

- Get job description clipboard, & radio from Logistics.
- Check in with Incident Commander for situation briefing.
- Assign personnel to assignments as needed.
- Initiate the set-up of portable toilet facilities and hand-washing stations.

**Operational duties:**

- Monitor the safety and well being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Take attendance and complete "Student Accounting Form"
- Give Accounting form to runner to send over to school documentation person.
- Supervise and reassure students
- Administer first aid as necessary, or send student to First Aid area.
- Fill out Notice of First Aid care form if first aid is given. Give one copy to documentation person & one for student.
- Support the Student Release process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Be alert for latent signs of injury/shock in all students.
- Make arrangements to provide shelter for students and staff.

**Student Release:**

- Student runners will bring form requesting student
- Note that student has left on the Student Accounting Form
- Send first aid form with student
- Student will accompany runner to be released.

**Closing Down:**  Return equipment and reusable supplies to Logistics.

- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Equipment/Supplies**

Class list

Pen or pencil

Vest, campus 2-way radio if available

Clipboard with job description

Ground cover, tarps. Water, food, sanitation supplies

Form: Student Accounting

Notice of First Aid Care

Emergency Response Procedures for Teachers

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# **EARTHQUAKE EMERGENCY RESPONSE PROCEDURES – FOR TEACHERS**

## **Fire Alarm**

- Stop what you are doing.
- When you hear the bells, or horn going off, immediately evacuate your room using the route outlined on your fire evacuation map.
- Take attendance book with you.
- Proceed to O’Dea Parking lot when notified.

## **Earthquake**

### Before:

- Maintain current class lists. Keep them in a safe, easily accessible place.
- If the teacher or aide has an emergency response team assignment, make sure there is a backup to take control of the classroom & students.
- Provide instruction to students on earthquakes & earthquake preparedness.

### During:

- Drop, cover & hold at first sign of earthquake. Hold on to furniture legs if furniture moves and keep backs facing window. If outside, move away from buildings. Teachers should demonstrate leadership by firmly giving directions & encouragement over the noise of the earthquake.

### After:

- If an evacuation is ordered, take students out of the building by using the fire evacuation route. When clear, you will then be instructed to proceed to the O’Dea parking lot.
- Once away from the building, report on locations of injured or trapped individuals that were left behind. Do not attempt to provide first aid or to move injured persons if it interferes with the evacuation.
- Check with buddy teacher and assist if necessary to evacuate both classes together.
- Verify that the assembly area and routes to it are safe.
- Take attendance.
- Report missing students by using student runners.
- Calm frightened students.

**If you do not have a class, report to the Incident Command center to get your assignment. You will be asked to help take over a class for someone that needs to be elsewhere.**

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## Section: Logistics Person

Name: \_\_\_\_\_

Back up: \_\_\_\_\_

**Responsibilities:** This unit is responsible for handing out supplies and equipment to the proper personnel. Maintains knowledge of the location and method of accessing stored items, as well as pre-planning of where items can be secured.

**Personnel:** **School staff member with school two way radio**, supported by Student or disaster volunteer runners.

**Start-Up Actions:**  Set up Communications  
 Turn on radios and advise SB when ready to accept traffic.

**Operational Duties:**

- Distribute equipment to personnel
- Keep necessary log of what was handed out along with what has been turned in.
- Keep records of what might need to be replenished
- Generates resources (as needed)

**Closing Down:**  Close out all logs, message forms, etc. and turn them over to the IC.

**Equipment/Supplies:** 2-way radios with spare batteries for each  
Job description clipboard  
Paper & pens, table & chairs, File boxes  
AM/FM radio  
Tote tray for outgoing messages  
**Forms:** Site Status Report  
Message forms (on write in the rain paper)

### Insert Building Diagrams

Include the following information:

Location of "Base Command Post"  
a. Alternate location

Main entrance and adjacent street name to enter from  
a. Alternate access route

Evacuation Route  
a. Alternate evacuation route  
b. Assembly point

Relocation area  
Transportation staging area with alternate staging area  
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## Section: School Documentation Person

Names: \_\_\_\_\_

Back up: \_\_\_\_\_

**Responsibilities:** A single person should be assigned the responsibility for documentation during an emergency situation. These records are critical following the incident, especially if loss of life or property. This person is responsible for 1) maintaining a log/journal during the incident 2) maintaining a file on the incident. This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site.

### Tasks

- Take backpack with information below\*
- Take student medicines that the office currently is administering.
- Take call in form to show which students are currently absent.
- Visitors sign in list, along with coaches & Outside Contractors that might be in the building.
- Secure incident documentation form/log. Receive and write down all communications
- Establish regular communications (every 30 minutes) staff via radio's
- Document the following (record all events during emergency)
  - What is the emergency (what's the emergency, who's involved, how many students and staff involved, when did the incident begin)
  - When was office notified and who notified the office?
  - What decision was made by the Incident Commander?
  - Was 911 called? If so, time and by who?
  - What response was ordered by building? (lockdown/evacuation)
  - How was the action communicated to the staff and students?
  - When did emergency personnel arrive and how many personnel?
    - Fire?
    - Police?
  - What building/site teams were deployed and when?
  - How and when were updates provided to the staff?
  - Action steps taken during the emergency?
  - Accountability reported for students and staff?
  - Use runners to deliver messages to the SB with copies to the Plans/Principal or Designee.
  - Monitor AM/FM radio for local emergency news

After the close of the incident:

- Set up a file with all records of the incident
  - Loss/documentation record
  - Accountability students & staff
  - Incident report
  - Debrief minutes/report
- Close out all logs, message forms, etc. and turn them over to the Principal or Designee.
- Return all equipment and unused supplies to Logistics.

**Equipment/** 2-way radios with spare batteries for each

**Supplies:**

Job description clipboard  
Paper & pens  
Table & chairs  
AM/FM radio  
File boxes  
Tote tray for outgoing messages  
Student Emergency Forms  
**Forms:** Site Status Report  
Message forms

**Backpack will have the following information:**

- Students – Home/Emergency Phone Numbers & Health records
- Faculty & Staff- Home/Emergency Phone Numbers & Health records
- Binder with all necessary forms for this operation.

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Disaster Release Form Completed By: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Disaster Release Form</b>
------------------------------

Student's Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Address \_\_\_\_\_

<b>Mother's Name</b>	<b>Home Phone</b>	<b>Work Phone</b>	<b>Pager/Cell Phone</b>
<b>Father's Name</b>	<b>Home Phone</b>	<b>Work Phone</b>	<b>Pager/Cell Phone</b>
<b>Guardian's Name</b> <small>(if different than above)</small>	<b>Home Phone</b>	<b>Work Phone</b>	<b>Pager/Cell Phone</b>

If I/we are unable to pick up our child, I/we designate the following three people to whom my child may be released in case of emergency:

Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone

**Release Statement:** I authorize release of my son to any adult with whom he/she feels comfortable.

**Circle One:**    **Yes**    **No**

<b>Medical Alert:</b>	
Condition: _____	Medication _____
Condition: _____	Medication _____

**Please send to school at least three full day's dosage of each medicine and include a letter from your physician giving the principal or designee permission to administer this medicine in the time of an emergency.**

Please list a friend or family member, who lives out of state that we can call with information in case local telephone service is interrupted.

Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

\*\*\*\*\*

For School Use Only

The Student was released to \_\_\_\_\_ by \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ (AM) (PM) Destination: \_\_\_\_\_

# Disaster Release Form

Faculty Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Spouse Name \_\_\_\_\_

Address \_\_\_\_\_

In case of an emergency, who should be reached?

Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone

Please list any medications you are currently on.

With these medications, do you have extra that we can store with our mobile disaster kit?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Medical Alert:**

Condition: \_\_\_\_\_ Medication \_\_\_\_\_

Condition: \_\_\_\_\_ Medication \_\_\_\_\_

Condition: \_\_\_\_\_ Medication \_\_\_\_\_

Condition: \_\_\_\_\_ Medication \_\_\_\_\_

Condition: \_\_\_\_\_ Medication \_\_\_\_\_

Please list a friend or family member, who lives out of state that we can call with information in case local telephone service is interrupted.

Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

\*\*\*\*\*

### For School Use Only

The faculty was released at: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Destination: \_\_\_\_\_

## Section: School Student Release Team

**Leader:** \_\_\_\_\_

**Team Members:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Personnel:** School staff and disaster volunteers.

**Responsibilities:** Assure the reunification of students with their parents. Educate parents before an incident occurs.

**Start-Up Actions:**

- Obtain and wear vest or position identifier, if available.
- Check with Incident Commander for assignment to Request Area.
- Obtain necessary equipment and forms from Logistics.
- Have Student Release Forms available for parents. Assign volunteers to assist.

**Operational Duties:**  Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.

**Procedures:**

- Requesting adult fills out Student Release Form gives it to staff member, and shows identification.

**If student is with class:**

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner.***"
- If appropriate, teacher sends parent copy of first aid form with the runner.
- Runner walks student(s) to Parents.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care given, if applicable.

**If student is not with the class:**

- Teacher makes appropriate notation on Student Release Form:  
"Absent" if student was never in school that day.  
"First Aid" if student is in Medical Treatment Area.  
"Missing" if student was in school but now cannot be located.
- Runner takes Student Release Form to School Base.
- Base Manager verifies student location if known and directs runner accordingly.

- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to SB for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, staff member will notify parent.

**Closing Down:**

- At the direction of the Base Manager, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Base Manager.

**Equipment/  
Supplies:**

Job description clipboards

Pens, stapler

Box (es) of Emergency Cards

Signs to mark Parent Request Gate and Release Gate

Signs for alphabetical grouping to organize the parents (A-F, etc.)

Empty file boxes to use as out boxes

**Forms:** Student Release Form (copies for every student) & or locator cards

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# Student Release/Runner Form

To Be Taken By Runner

Please Print

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Requested By: \_\_\_\_\_

.....

### To be filled in by Request Gate Staff

Proof of I.D. \_\_\_\_\_ Name on Disaster Release Form Yes No  
(Circle One)

.....

### Student's Status

#### To Be Filled In By Teacher

Sent with Runner \_\_\_\_\_ absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_  
*(If student is absent, in first aid or missing deliver this form to the Command Post)*

.....

### To Be Filled In By Requester

Requester Signature: \_\_\_\_\_

Destination: \_\_\_\_\_

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

Time: \_\_\_\_\_

**Section: STUDENT SUPPORT TEAM**  
**Will be assigned during incident**

Name: \_\_\_\_\_

Partner \_\_\_\_\_

Name: \_\_\_\_\_

Partner \_\_\_\_\_

Name: \_\_\_\_\_

Partner \_\_\_\_\_

Name: \_\_\_\_\_

Partner \_\_\_\_\_

**Personnel:** Pre-selected students in serviced on emergency procedures with parental permission in this capacity. Students should never be placed in hazardous or potentially traumatic situations or unsupervised positions of responsibility for the safety of others. For safety, these people work in pairs.

**Responsibilities:**

- Report to classroom location for roll call
- After roll is taken, check in at IC for assignments
- Possible assignments may include
- Delivery of written information to/from IC
- Assist in set up of student release and other response locations
- Assist Teachers by delivering or assembling equipment, distributing water, or acting as information runner.

**Equipment/Supplies:**

Orange safety vest

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## **Frequently Asked Questions:**

What if the student is in the hallway? Sit against an inside hallway or wall for 15 seconds or, if there is an audible announcement, until the announcement is given.

What if the student is outside? Move away from any & all buildings

What if the student is in Gym? Stop, Drop & Cover (their head) right where they are. Wait until the bell rings (or motion has stopped) and proceed to the O'Dea parking lot.

What should Faculty & Staff members do in case of an earthquake? Stop, Drop & cover under their desk. Wait until the bell rings (or motion has stopped) and proceed to the O'Dea parking lot.

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# EARTHQUAKE PREPARDNESS MONTH

April is Washington State Disaster Preparedness Month.

It is extremely important that all employees know how to be safe in an earthquake and practice is what insures that we take that quake-safe action quickly. That is why I am encouraging all employees to participate in the drill and practice a quake-safe action during testing of the EAS tones. The details of the drill are as follows:

## **Drill Directions:**

When the drill is announced, employees should take a quake-safe action:

Drop, cover and hold under a desk, table or counter for 15 seconds or, if there is an audible announcement, until an announcement is given saying the drill has ended.

Sit against an inside hallway or wall for 15 seconds or, if there is an audible announcement, until an announcement is given saying the drill has ended.

If you are in a wheelchair during the drill, Lock, Cover and Hold." That means lock your breaks, cover your head and neck as best you can and hold to your chair, nearby wall or desk. If you have a mobility issue that prevents you from doing Drop, Cover & Hold, identify an appropriate action that would protect your head & neck and reduce your movement during an actual earthquake. (This would also be a great time to identify and/or practice with your personal support network to see how you would communicate and what you would do if you had to evacuate the building for any reason.) If driving (and you can safely participate in the drill), slow down, pull over and stop until the test tones and announcements are complete.

When the test tones and/or announcements are complete, the drill is done. Employees can return to work.

If you would like more information on how to be safe in an earthquake, the Office of Emergency Management has a brochure called When the Ground Shakes, Drop, Cover and Hold. It is on their web site at <http://www.seattle.gov/emergency/info/skills.htm> or e-mail [snap@seattle.gov](mailto:snap@seattle.gov) and request a copy.

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## STANDARD EMERGENCY SUPPLIES

*Supply list for the **FIRST 24 hours** recommended on hand supplies for 100 percent of students enrolled (100 %).*

PER PERSON	PER 100 STUDENTS	PER SCHOOL	PER STAFF MEMBER
Food (1000 cal)	10 Mylar sanitation bags	Emergency Preparedness Container**	1 Flashlight
Water (1 Liter)	10 Rolls toilet paper	High School Disaster kit	2 sets of extra Batteries
1 Space blanket	10 Extra wool blankets	800Mhz Radio w/extra battery's **	Basic First Aid Supplies
1 Gal zip lock bag student kit	01 Florescent lanterns	01 Car adapter battery**	
1 Name tag	20 Plastic garbage bags	1 Set Incident Command vests**	
5 Soap towelettes packets	10 Rolls paper towels	02 Am/Fm Radios	
	02 Waterless soap/gel		
	10 5gal Buckets for toilets		
	20 12 hr light sticks		

*Supply list for the **SECOND 24 hours** recommended on hand supplies for 50 percent of students enrolled (50 %).*

PER PERSON	PER 100 STUDENTS	PER SCHOOL	PER STAFF MEMBER
Food (1000 cal)	10 Mylar sanitation bags	Extra batteries for radios	Extra batteries
Water (1Liter)	10 Rolls toilet paper	First Aid Supplies as needed	Basic First Aid Supplies
5 Soap towelettes packets	10 Rolls paper towels		
	20 12 hr light sticks		
	20 Plastic garbage bags		

*Supply list for the **THIRD 24 hours** recommended on hand supplies for 25 percent of students enrolled (25 %).*

PER PERSON	PER 100 STUDENTS	PER SCHOOL	PER STAFF MEMBER
Food (1000 cal)	10 Mylar sanitation bags	Extra batteries for radios	Extra batteries
Water (1Liter)	10 Rolls toilet paper	First Aid Supplies as needed	Basic First Aid Supplies
5 Soap towelettes packets	10 Rolls paper towels		
	20 12 hr light sticks		
	20 Plastic garbage bags		

Mobile Container 64 Gal Supply Bin			
Emergency Service Team Supplies	Entry and Debris Removal	Emergency Tools and Gear	First Aid Supplies
See attached list in Container	See attached list in Container	See attached list in Container	See attached list in Container

INSPECTED BY: \_\_\_\_\_

DATE: \_\_\_\_\_

## Section: Search and Rescue Teams

### Safety:

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Work closely with Site Facility Team.

### Start-up Actions:

- Obtain all necessary equipment from container. See list below.
- Put batteries in flashlight.
- Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.

### Operational Duties:

- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Incident Command that room has been cleared (ex: "Room A-123 is clear.").\*
- When injured victim is located, team transmits location, number, and condition of injured to IC. Do not use names of students or staff. Follow directions from IC.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to IC.
- Keep radio communication brief and simple. No codes.

### Closing Down:

- Return equipment to Logistics.
- Provide maps & logs to the Documentation Unit.

### Equipment:

Wear vest  
Hard hat  
Work and latex gloves  
Whistle with master keys on neck lanyard  
Wear first aid backpack  
Carry campus 2-way radio and clipboard with job description & map indicating search plan  
Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

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