

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST

PREPAREDNESS

- Does your school have a disaster plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of SEMS? (see **Summary of the SEMS Planning Process**, below)
- Is your staff trained to perform the responsibilities under SEMS? Assignments must be made for management duties, planning/intelligence, operations, logistics, and finance. (see **Specific SEMS Responsibilities**, below)
- Have you had drills and exercises that involve the performance of SEMS responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue, and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? Who has been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- Is your staff aware of the fact that, under **Government Code** §3100, they are Disaster Service Workers? Do they know what this entails?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to three or four days?
- Is everyone aware of primary evacuation routes and alternate routes? Do you drill using all evacuation possibilities?

MITIGATION

What have you done to reduce your potential losses? Which of the nonstructural hazard mitigation measures below have been completed at your school?

- Have bookshelves, file cabinets and free-standing cupboards been bolted to the wall or arranged to support each other?
- Have heavy items been removed from the tops of bookshelves and cupboards?
- Have the windows in the classrooms and other campus buildings been equipped with safety glass or covered with protective film?
- Are the partitions, ceilings, overhead lights, and air ducts secured to the structure of the buildings?
- Have inventories been made of hazardous chemicals in areas such as the science building and maintenance shops?
- Is there an earthquake preparedness program in your curriculum?
- Are there any programs established between the school and parent groups which discuss the school's policies regarding student release a retention and the development of an emergency plan for the home?
- How and where are you storing vital data and records? Do you have duplicate copies of important data stored in an off-site location?

EMERGENCY RESPONSE

- Does your school district have a policy requiring the use of SEMS?
- Has the policy and the performance expectation been communicated to all employees?
- Has your district incorporated the principles of SEMS in its plan, emergency response procedures, and training manuals?
- Has each school incorporated the principles of SEMS in its plan? Are the school site plans coordinated with the district's plan?
- Is everyone educated to how SEMS works? Do they understand the basic principles?
- Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

Other items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed. Data retrieved from:

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/\\$file/SEMSschoolplan.pdf](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/$file/SEMSschoolplan.pdf)

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