DO THE DRILL!

A School Resource Guide To Evacuation Planning

PRODUCED BY THE OREGON OFFICE OF STATE FIRE MARSHAL 2010
in partnership with Oregon Fire Marshals Association, Oregon Fire Code Committee,
Oregon School Resource Officers Association, Oregon Emergency Management,
Oregon Department of Education and Special Districts Association of Oregon
August 22, 2010

To: School Administrators, Principals, and Directors:

Re: School Drills—Fire, Earthquake, Shelter-in-Place, or Lockdown

With the start of a new school year fast approaching, we wanted to remind everyone of the importance of reviewing your school’s safety and evacuation plans. These plans should be reviewed annually to ensure that they are accurate and up to date. During the coming school year, you will also be practicing your fire and emergency drills so that students and teachers alike are clear on how to safely and calmly respond to emergency situations.

Last year when a fire destroyed Marysville Elementary School in Portland, students, staff, and visitors escaped without injury. This event reminds us that practicing these drills can literally save lives. In the past 5 years, over 1300 school fires have been reported to the Office of State Fire Marshal. While prevention is our ultimate goal, being prepared in the event of a fire or other emergency is a critical component of every school’s safety plan.

Oregon law (ORS. 336.071) requires schools to spend at least 30 minutes in each school month instructing students on fire, earthquake, and where appropriate, tsunami dangers and drills. In addition to the monthly fire drill, schools must conduct at least two drills on earthquakes each year. Schools in coastal regions must conduct at least three drills on earthquakes and tsunamis.

Fire Prevention Week provides us with an excellent opportunity to highlight the importance of practicing evacuation drills in places where Oregonians live, work, and study. We are asking all Oregon schools to participate in a special “Do the Drill” exercise during Fire Prevention Week, October 4-8, this year. This drill will provide you with an opportunity to partner with your local fire department to assist you in your emergency and evacuation planning. We encourage you to practice one or more of the drills described in the School Resource Guide to Evacuation Planning that week.

The Oregon Fire Marshals Association, Oregon Emergency Management, Oregon School Resource Officers Association, and Special Districts Association of Oregon/PACE partnered with us to provide you with information about conducting drills not only for fire, but also for earthquake, hazardous materials release, and lockdown. We assembled information into one guide which we are providing for you in hard copy. For your convenience, these materials have also been made available on the OSFM and ODE websites: www.oregon.gov/OSP/SFM/SchoolEvacPlanGuide.pdf and http://www.ode.state.or.us/search/results/?id=372.

Thank you for all that you do to keep your students, staff, and visitors safe.

Sincerely,

Susan Castillo
Superintendent of Public Instruction

Randy Simpson
State Fire Marshal
Every school is required to have an evacuation plan in the event of an emergency such as a fire. While each school district and school may have its own evacuation guidelines to follow, there are certain considerations common to all well-laid evacuation plans. The Oregon Office of State Fire Marshal recommends:

- Maintain evacuation procedures, protocols, drill reports, staff trainings, and fire alarm/sprinkler system maintenance/documentation in a red ‘FIRE’ binder. Have it readily available in the event of a fire emergency and upon inspection by local fire officials.
- By law, schools are required to report ALL fires; any size, any where, any time prior to custodial clean-up to your local fire department or Deputy State Fire Marshal in accordance with ORS 476.210, 476.030, OAR 837-040-0010.
- When developing an evacuation plan think ‘R-A-C-E’ (Rescue-Alarm-Confine-Extinguish). Specific procedures adapted from the 2010 Oregon Fire Code are provided in this guide.
- Target evacuation time for all occupants is within 3 minutes from the time the alarm is sounded.
- Involve your local fire department or Deputy State Fire Marshal in the development of your evacuation plan. They are able to contribute fire-specific life and property-saving plan details that may be unique to your school and your community.
- Employees shall receive training on the contents of fire safety and evacuation plans and their duties during new employee orientation and at least annually thereafter.

Oregon law (ORS 336.071) requires students to be taught fire, earthquake, and tsunami dangers and drills (where appropriate) at least 30 minutes each month. The Office of State Fire Marshal offers curriculum and teacher training covering fire awareness that meet Oregon Department of Education Health Education Standards.
Evacuation Tips For Administrators

- Immediately assess situation, direct staff/students to safe evacuation area (no less than 50 feet from building).
- If the alarm has not yet been activated, activate the alarm.
- Sweep building of students/staff, assist staff/students who need special assistance or who may be injured to evacuate.
- Ensure all staff/students are accounted for, notify fire/safety officials of any missing staff/students or other problems.
- If possible, close doors to fire or explosion areas as soon as all staff/students have safely evacuated.
- If instructed by emergency personnel and it is safe to do so, turn off power and gas to the affected area.
- Keep staff/students in designated area, do not allow re-entry to building until authorized by fire/safety officials.
- Determine whether injuries occurred and provide first aid to victims.
- Notify superintendent.
- Meet with fire officials upon their arrival, notify them of fire location, provide map of campus, master key, and occupants not accounted for.
- When safe to re-enter, announce “all clear.”
- If building is not able to be re-entered, follow procedures outlined in district emergency management plan to transport staff/students to alternate location or emergency dismissal.

Evacuation Tips For Classroom Teachers

- Inform occupants and evacuate area; take the closest and safest way as posted (use secondary route if primary route is blocked or hazardous).
- Follow evacuation procedures to outside assembly area (no less than 50 feet from building).
- Implement plan for students needing special assistance.
- Take roll book/class roster for student accounting.
- Do not stop for student/staff belongings.
- If alarm has not yet been activated, activate alarm.
- Call 911 and notify office or administrator immediately with details, if possible.
- If you have time, shut windows & doors as you exit your classroom. Leave your room unlocked so that fire personnel can enter to fight the fire, if necessary.
- Immediately upon arriving at assembly area; report missing students to administration (Some schools use a card notification system: The universal colors of green and red are used. Green denotes that all students are present, red denotes a problem).
- Only attempt to extinguish a small fire using available fire extinguisher if you have received training and are comfortable doing so. If the fire requires more than one extinguisher, leave it for the fire department.
- Do not re-enter building until given the “all clear” to do so.
- Follow district emergency plan and await instruction from the official in charge.
Fire safety and evacuation plans shall be reviewed or updated annually or as necessitated by changes in staff assignments, occupancy or physical arrangement of the building.

Fire Safety Plans shall include the following:

- Procedure for reporting a fire or other emergency.
- Life safety strategy and procedures for notifying, relocating or evacuating occupants, including occupants who need assistance.
- Site plan indicating the following: the occupancy assembly point, locations of fire hydrants and fire appliances, normal routes of fire department vehicle access.
- Floor plans identifying the locations of the following: exits, primary evacuation routes, secondary evacuation routes, accessible egress routes, areas of refuge, exterior areas for assisted rescue, manual fire alarm boxes, portable fire extinguishers, occupant-use hose stations, fire alarm annunciators and controls, area separation fire walls.
- A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures.
- Identification and assignment of personnel responsibilities for maintenance of systems and equipment installed to prevent or control fires.
- Identification and assignment of personnel responsible for maintenance, housekeeping and controlling fuel hazard sources.
- Fire safety and evacuation plans shall be available in the workplace for reference and review by employees, and copies shall be furnished to the fire code official for review upon request.
- Administration shall distribute to staff applicable parts of the fire safety and evacuation plans affecting the employees’ actions in the event of a fire or other emergency.

Fire Evacuation Plans shall include the following:

- Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only.
- Procedures for employees who must remain to operate critical equipment before evacuating.
- Procedures for assisted rescue for person unable to use the general means of egress unassisted.
- Procedures for accounting for employees and occupants after evacuation has been completed.
- Identification and assignment of personnel responsible for rescue or emergency medical aid.
- The preferred and any alternative means of notifying occupants of a fire or emergency.
- The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization.
- Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan.
- A description of the emergency voice/alarm communication system alert tone and preprogrammed voice messages, where provided.
Emergency Evacuation Drills
(Adapted from 2010 Oregon Fire Code, Sections 405 and 408)

- Where required, prior notification of emergency evacuation drills shall be given to the fire code official.
- Evacuation drills shall be initiated by activating the fire alarm system. For other than fire emergency evacuation drills, alternative means of occupant notification must be used.
- Fire drills shall be conducted each month; the first drill of each school year must be completed within 10 days of the beginning of classes.
- Develop a system for ensuring staff/student accountability (Some schools use a card notification system: The universal colors of green and red are used. Green denotes that all students are present, red denotes a problem). As staff/students arrive at assembly point, efforts shall be made to determine if all occupants have evacuated or have been accounted for.
- An electrically or mechanically operated signal used to recall occupants after an evacuation shall be separate and distinct from the signal used to initiate the evacuation. The recall signal initiation means shall be manually operated and under the control of the person in charge of the premises or the official in charge of the incident.
- No one shall re-enter the premises until authorized to do so by the official in charge.
- Responsibility for the planning and conduct of drills shall be assigned to designated persons of leadership.
- Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in the case of fire.

Employee Training and Response Procedures
(Adapted from 2010 Oregon Fire Code, Section 406)

- Employees shall be trained in fire emergency procedures described in their fire evacuation and fire safety plans (406.1).
- Employees shall receive training on the contents of fire safety and evacuation plans and their duties as part of new employee orientation and at least annually thereafter. Records shall be kept and made available to the fire code official upon request (406.2).
- Employees shall be trained in fire prevention, evacuation, and fire safety. This training shall include:
  - Fire hazards of the materials and processes to which they are exposed.
  - Proper procedures for preventing fires in the conduct of their assigned duties.
- Fire alarm and evacuation signals, their assigned duties in the event of an alarm or emergency, evacuation routes, areas of refuge, exterior assembly areas and procedures for evacuation.
- Locations and proper use of portable fire extinguishers or other manual fire fighting equipment and the protective clothing or equipment required for its safe and proper use.
The Oregon Office of State Fire Marshal Youth Fire Prevention and Intervention Program has developed a continuum of care for youth who misuse fire, and their families in the state of Oregon using community-based intervention programs.

- Approximately twenty percent of school fires are confirmed to be started by youths under the age of eighteen. A significantly higher percentage are determined to be human-caused and suspicious.
- Nationally, nearly one half of all arson fires are started by youths under the age of eighteen.
- Prompt reporting assists in identifying youths using fire in an inappropriate and unsafe way.
- Research demonstrates that youth who receive immediate intervention for their firesetting behavior are less likely to re-offend or escalate risk taking behavior.
- Alternatives to expulsion exist such as in-school suspension coupled with accountability programs in the community.
- Prevention programs that teach youths about the legal, financial, and emotional costs of school fires are available.
- OSFM’s Youth Fire Prevention and Intervention Program has partnered with a school district to develop a school threat assessment and protocol for firesetting behavior.
- Keep school grounds clear of fuel sources such as landscape trimmings, newspapers, leftover paint, old rags and other trash.
- Make sure that storage and other infrequently visited areas/buildings are secure.
- Disciplinary handbooks should identify consequences for bringing fire tools to school (matches and lighters).
- Install video cameras on school premises, especially in locations where arson is an ongoing immediate concern.
- During summer vacation, consider using police, private security or volunteer patrols to discourage arson and vandalism. Such activity will discourage the impression that the school will be an easy target.
- Maintain grounds and buildings so that community pride is high and vandalism is discouraged.
- Participate in your local Youth Fire Prevention and Intervention Network.

To Reduce Arson Risk At Your School:
- Illuminate building exterior and entrances.
- Paint buildings a light color.
- Install burglar and fire alarm systems.
- Trim or remove shrubbery and signs that obstruct the view of the building.
- Keep garbage and recycling bins away from buildings.
- Restrict access to the roof and upper floors.
- Replace plastic soap containers, towel dispensers and trash cans with metal or fire resistant materials.
Guidelines for School Earthquake Drill

- Notify 911 dispatchers about the drill.
- Sound alarm.
- Duck, Cover, and Hold initiated.
- Check Self - Teachers lead drills by example. Before aftershock, which is approximately two minutes after first shock, have students check themselves for injuries.
- Evaluate Location for Integrity and Safety - If student movement is initiated after evaluation, teachers should use buddy teachers, one at the front of the line of students and one at the rear.
- Re-count Students - Have teachers, and buddy teachers, take roll after evacuation to account for each student.
- Drill Evaluation - Evaluate each aspect of earthquake drills including Duck, Cover, and Hold evacuation.

District-Wide Earthquake Drill Site Observer Checklist

Duck/Cover/Hold:
- The teacher led duck/cover/hold by example.
- The students knew the proper procedure:
  - The students: □ Ducked under cover □ Covered their eyes □ Held on
- The teacher gave instructions and reassurances.
- The teacher checked self and evaluated situation.
- The teacher asked the students to check themselves and others.
- The teacher evaluated the situation and waited for class composure before asking for an evacuation.
- The teacher checked with the buddy teacher.

Aftershock (two minutes after first shock):
- The teacher led duck/cover/hold by example.
- The students knew the proper procedure (see above section).
- The teacher gave instructions and reassurances.
- The teacher asked the students to check themselves and others.
- The teacher evaluated the situation and waited for class composure before asking for an evacuation.
- The teacher checked with the buddy teacher.

Special situations: If there were special situations, either planned or unplanned, how were they handled?
Evacuation and Student Accounting:

☐ Evacuation was orderly.

☐ If there were no serious injuries, the teacher evacuated with the paired teacher, one at the front of the line, one at the rear. If a teacher was incapacitated, paired teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the paired teacher evacuated both classes to the assembly area.

☐ At the assembly area, the students sat down while the teacher took roll.

☐ A Student Accounting Form was sent to the Command Post.

Special situations: If there were special situations, either planned or unplanned, how were they handled?

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________

Medical Team:

Number of people assigned __________.

☐ The first aid area was set up out of sight of the student assembly area.

☐ The first aid barrel was located at the first aid area.

☐ Cots and stretchers were assembled.

☐ Victims were received and treated.

☐ A log was kept of all treatments.

Comments:

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________

Reunification Request Gate:

Number of people assigned _______. Numbers who were volunteers _______.

Number of parent requests processed ____________.

☐ Table and chairs were set up and materials available.

☐ Parents were handled calmly and respectfully. Parent identification was verified.

☐ Runners were available to handle requests.

☐ Student Release Forms were available for use.

Reunion Gate:

Number of people assigned _______. Numbers who were volunteers _______.

Number of parent requests processed ____________.

☐ Table and chairs were set up and materials available.

☐ Parents were handled calmly and respectfully. Parent identification was verified.

Comments:

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________
“Shelter-in-Place” is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “Shelter-in-Place” means to take immediate shelter where you are and isolate your inside environment from the outside environment. This document is provided as a guide to schools and should be integrated into the overall local response plan and exercised with local response agencies.

Administrative Procedures:

PREPAREDNESS

- Provide training to staff and students on “Shelter-in-Place” procedures.
- Conduct “Shelter-in-Place” drills annually.
- Inventory classroom emergency equipment, including pre-cut plastic and tape to seal rooms.
- Assess classrooms and offices to determine which spaces are appropriate for sheltering use.
- Prepare written/pictorial instructions for shutting down heating and ventilation systems.

RESPONSE

- Main office receives instructions to “Shelter-in-Place”. The instructions may come from the local administrator, the district office, a first responder (such as fire), or other civil authority.
- Administrator closes the school, activates emergency plan, and assumes Incident Command role.
- Communicate “Shelter-in-Place” status (notify persons located in remote buildings and outside areas).
  “Shelter-in-Place. This Is Not A Drill.”
  (repeat announcement).
  “Staff and students please move to your shelter areas.”
- Assign responsibilities to others (administrator should stay in the command center).
- Notify district office (usually assigned to secretary).
- Lock all outside doors (usually assigned to maintenance).
- Sweep halls and non-classroom areas for students, move to nearest shelter room.
- Turn off heating and ventilation systems, seal make-up air systems.
- Monitor radio and main phone line (allay parent concerns).
- Assess needs and provide care.
  – Contact each room to determine needs for first aid or other care.
- Wait for instructions or information.
  – If instructed by officials, direct teachers to seal rooms with plastic and tape.
  – Communicate updates to staff and students as information is received.
- Give “ALL CLEAR” signal when safety of the environment is communicated.
  – Direct staff and students to exit the building.
  – Once building is clear, direct maintenance staff to re-start HVAC systems.

RECOVERY

- Resume normal operations as soon as possible.
- Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.
- Communicate status.
  – Notify district office of any problems.
  – Email staff an overview of the situation to minimize misinformation.
  – Prepare a brief letter to parents explaining the situation.
- Debrief and evaluate with key staff, including first responders.
- Document and report – prepare a report documenting the event, response, and result of the “Shelter-in-Place” directive. Revise response procedures as necessary.
Shelter-in-Place Drill

Classroom/Office Procedures:

PREPAREDNESS

- Explain to students the reasons for “Shelter-in-Place” – answer questions and re-assure students.
- Review “Shelter-in-Place” procedures annually with your students; post sheltering guidelines.
- Inventory classroom emergency equipment, including plastic and tape to seal rooms. Pre-cut plastic for windows. Advise administration of needed equipment or supplies.
- Assess your classrooms and offices to determine which spaces are appropriate for sheltering use.

RESPONSE

- Respond to “Shelter-in-Place” Alert.
  
  “Shelter-in-Place. This is not a drill.”
  - Move to your assigned shelter location with your students.
  - Sweep any students in the hallway into your shelter room.
  - Lock all exterior doors (lock exterior doors near your room).
  - Close windows. Seal windows with tape and plastic if directed to do so.
  - Turn off any classroom heating or ventilation; cover air vents with plastic.
  - Instruct students to stay calm. Share developmentally appropriate information.
  - Do not use the telephone system to request information (follow protocols for email).
- Assess situation.
  - Inventory any injuries or other problems (panic, medical emergencies).
  - Communicate problems to main office.
  - Take a complete written roll of all students in your classroom.
- Care for the students in your supervision.
  - Provide first aid if needed. Calm and reassure upset students.
  - Use supplies in your emergency kit as needed or necessary.
  - Allow students, when appropriate, to use cell phones to contact parents (will reduce anxiety).
  - Use caution if allowing students to watch television newscasts.
  - Try to keep students occupied to reduce anxiety.
- Wait for instructions.
  - Seal doors and windows with plastic and tape if instructed to do so.
  - Monitor email (if available) for updates from administration.
- Wait for “ALL CLEAR” signal or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names and numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an email from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve planning and response cycle.
- Re-stock emergency supplies as needed.
Maintenance Procedures:

**PREPAREDNESS**
- Explain the reasons for “Shelter-in-Place”.
- Review “Shelter-in-Place” procedures annually with all maintenance staff.
- Inventory emergency equipment, including plastic and tape to seal rooms, doors, and HVAC systems; prepare pre-cut plastic sheets or prepare other means to seal HVAC systems. Assess the ability to shut off and seal HVAC systems and other exposures to the outside environment.
- Advise administration of needed equipment, supplies, or maintenance.
- Assist in the assessment to determine which spaces are appropriate for sheltering use.

**RESPONSE**
- Respond to “Shelter-in-Place” Alert.
  
  “Shelter-in-Place. This is not a drill.”
  
  – Close and lock all outside doors and windows.
  – Shut down all HVAC systems and seal air intakes and exhausts.
  – Turn off any classroom heating or ventilation; cover air vents with plastic.
  – Seal all exterior building openings which allow air intrusion.
  – Assist teachers and administrators with sealing remainder of building.
- Assess situation.
  
  – Inventory any major air intrusions and report to Incident Command.
  – Communicate other problems to Incident Command.
  – Document your actions, including times HVAC was shut down.

- Care for the staff or students in your supervision.
  
  – Provide first aid if needed. Calm and re-assure upset staff or students.
  – Use supplies in your emergency kit as needed or necessary.
  – Allow staff and students to use cell phones, when appropriate, to contact parents (will reduce anxiety).
- Re-assess situation and wait for instructions.
  
  – Re-assess building sealing efforts and report problems to Incident Command.
  – Re-seal doors and windows with plastic and tape if instructed to do so.
  – Monitor radio or email for communications.
- Wait for “ALL CLEAR” signal or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

**RECOVERY**
- Assess the need for aftercare or counseling by staff or students in your care.
- Contact front office with names and numbers of staff or students who may need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an email from administrators).
- Document, report, and provide feedback to administration to improve planning and response.
- Participate in debriefing sessions.
- Re-stock emergency supplies as needed.
**Lockdown Drill** (known as Lock-In Drill by some districts)

All public or private schools and educational institutions should have a minimum of two lockdown drills each year. All schools should keep a log of the date and time these drills have been conducted at their school office. Districts should establish a district protocol for each of the following procedures.

**Lockdown Drill** indicates **imminent danger** – a dangerous situation where it is determined that a lockdown is needed for safety.

Here is an example of a police and school district Lockdown Drill

For an armed intruder on campus, or any similar threatening situation, staff members who have direct sight of the intruder should call 911 and provide as much detail as possible regarding what is taking place, including suspect description, direction of travel, etc. **Stay on the line with police dispatch. Do not hang up as it may be impossible to re-establish contact.**

### Lockdown Procedures

When initiating a lockdown, the following announcement will be given over the intercom:

**“TEACHERS, SECURE YOUR CLASSROOM FOR A LOCKDOWN.”**

- **Upon hearing the announcement, the following steps are to be taken:**
  - Students are to get down and out of sight in the classroom and remain silent. Students and staff should **move to a part of the room that is deemed safest by staff.**
  - Staff will check the halls and breezeways around their room, bringing in any students, staff, parents or volunteers who might be close to the room.
  - Staff will lock **ALL** doors into the rooms.
  - Lights will be turned off and blinds closed.
  - Windows on doors are to be covered with paper.
- **Staff are not to open doors for anyone under any circumstances.**

### All Clear Signal

The only procedure for clearing a LOCKDOWN DRILL is face-to-face contact with the school administrator, school resource officer, or other law enforcement.

Schools should follow their district policy for this drill which shall contain at a minimum the following:

- Notify staff through a predetermined method (i.e. bell, intercom, phone system).
- Teachers bring in all students into classrooms.
- Teachers secure and lock classrooms.
**Lockout Drill**

**Lockout Drill** Indicates a *potentially dangerous* situation existing outside the school where it is determined that a Lockout is needed for safety.

Here is an example of a police and school district Lockout Drill.

**Lockout Procedures**

When initiating a lockout, the following announcement will be given over the intercom:

**“TEACHERS, SECURE YOUR CLASSROOM FOR A LOCKOUT.”**

- Precautionary Lockout
  - Teachers may resume normal classroom activity, but keep blinds closed and doors locked.
  - There should be no outside activities and no individual movement around the campus.
  - Restroom use will be done in groups after advising the office that the class will be out using the restroom. The office needs to be advised when the class has returned to the room.

Schools should follow their district policy for this drill which shall contain at a minimum the following:

- Use a phone tree or personal contact to notify staff.
- Lock all exterior doors.
- Occupants can go from room to room, but cannot leave the building.
- Take attendance (all students/adults in your classroom).

**All Clear Signal**

It has been determined that it is safe to return to the school’s regular schedule and routine.

Schools should follow their district policy for the “All Clear Signal” which shall contain at a minimum the following:

- Lockout Drill – intercom and/or phone tree notification allowed.

**DO THE DRILL — BE PREPARED**

**PRACTICE MAKES PERFECT!**
Resources:

The Office of State Fire Marshal wants to thank the following partner agencies and associations for contributing to the School Resource Guide for Evacuation Planning. It is our hope that this guide will assist school administrators in developing more detailed evacuation plans unique to their school community.

For training or more information for your school staff, please contact the following agencies or websites:

- School Resource Officers Association  [www.osroa.net](http://www.osroa.net) – Lockdown and Lock-In Drills
- Special District Association of Oregon  [www.sdao.com](http://www.sdao.com) – Staff Safety Training
- Office of State Fire Marshal [www.oregon.gov/OSP/SFM](http://www.oregon.gov/OSP/SFM) – Fire Drills, Elementary and Middle School Fire Awareness Curriculum, and Juvenile Arson Prevention and Intervention
- Oregon Department of Education [www.ode.state.or.us](http://www.ode.state.or.us)
- Property and Casualty Coverage for Education – [pace.osba.org](http://pace.osba.org)

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Monthly emergency evacuation drills are required under ORS 479.041(1). The first drill of each school year shall be conducted within 10 days of the beginning of classes (Oregon Fire Code Section 406.3.4). All employees received training in the prevention, evacuation and safety (Oregon Fire Code, Sections 406.31-406.3.4). All students received at least 30 minutes of instruction on fire, earthquake and tsunami dangers and drill per month in (ORS 336.071).

Drills should occur during an assembly, gym, class, recess, and with a staged variant such as blocked exit way at least once per year. Duration is calculated from the moment the alarm is activated until the last person reaches safe evacuation area not less than 50 feet from the building.

- All employees received training in the prevention, evacuation and safety (Oregon Fire Code, Sections 406.31-406.3.4).
- All students received at least 30 minutes of instruction on fire, earthquake and tsunami dangers and drill per month in (ORS 336.071).

### Fire/Emergency Evacuation Drill Record

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<th>Time Start/End</th>
<th>Duration (in minutes)</th>
<th>Notification Method</th>
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- **Total Staff**
- **Total Students**

Type of Drill (e.g., Fire, Earthquake, Lockdown)

### Instructions:
1. Conduct a drill once a month in accordance with the emergency plan in accordance with Oregon Fire Code Section 406.3.4.

### Principal/Administrator:

- School Name:
- Address:
- School Year:

Fire/Emergency Evacuation Drill Record
This book contains guidelines on how to prepare for these emergencies.