

GUIDEBOOK

School Bus Emergency Drill: A Learning Module

Amy Gehrig and Rachel Little
Columbus Public School District

Matthew Dodd
Learn and Serve Ohio

**“Safety in Ohio through Service”
Learn and Serve Ohio
Ohio Department of Education**

Charlotte Jones-Ward
Director

Jennifer Dodd
Assistant Director



TABLE OF CONTENTS

Introduction	2
What's included in this guidebook	4
Module overview	5
Important information for getting started.....	6
Necessary Resources/Major Partners.....	7
Instructional Supplies & Materials.....	8
Curriculum Integration.....	9
Problems to avoid.....	10
Module Implementation.....	11
Additional resources.....	17
Contact forms.....	18
Response form	20

Introduction

With collaboration between Learn and Serve Ohio, Ohio Community Service Council, and Ohio Campus Compact, the Ohio Department of Education was one of ten states to receive funds in 2004 to implement a Learn and Serve America Homeland Security Grant. This two-year grant addressed homeland security, or hometown safety, concerns through the active participation of youth engaged in service-learning that meets community needs while developing students' academic and civic skills. Ohio is also utilizing students as an important resource in planning for and responding to the health, safety and security concerns in Ohio's communities.

Ohio's program, *Safety in Ohio through Service (SOS)* built upon collaboration already established with Ohio Campus Compact, the Ohio Community Service Council and Citizen Corps Councils. Students connected with the Citizen Corps Councils and /or Lead Volunteer Centers to identify specific needs and then designed service learning projects around prevention, preparedness, response, and recovery in the event of a disaster. Ohio awarded these funds to seven Local Education Agencies (LEAs) who submitted proposals that demonstrated: 1) strong evidence of the eleven critical components of a service-learning project; 2) the involvement of youth in all aspects of planning and design of the program; 3) connections to the Citizen Corps Councils and/or Lead Volunteer Center; 4) connections to a college of university for K-12 and college students to collaborate on hometown safety service-learning projects; and 5) a commitment to partnerships with community groups such as Faith-Based Organizations, Charter schools, businesses, and other non-profit organizations as appropriate to meeting the identified needs to execute the service-learning projects. These LEAs included:

Columbus Public Schools, Elyria City Schools, Maysville Local School District, North Olmsted City Schools, Ripley Union Lewis Huntington School District, Tri-Village Local School District, and Worthington City Schools.

Between 2004 and 2006, among these seven districts representing rural, suburban, and urban areas, 7,495 youth participants, 9,233 youth beneficiaries, and 1,179 adult beneficiaries were trained in homeland security topics. These youth participants performed 37,525 hours of service to their community addressing safety needs while increasing their civic knowledge, skills, and attitudes and their awareness of homeland security issues. According to the Independent Sector's dollar value of volunteer time, these students provided \$676,951 worth of time to their community! Additionally, seventy-three new partnerships were established from these seven grantees' efforts, while they strengthened over twenty already existing partnerships. These partnerships at the state and local level will continue to enhance and sustain the programs developed, as well as student and community outcomes.

The SOS evaluation team is constantly updating the SOS website which includes the twenty-seven learning modules developed by the seven grantees so that others may utilize them as resources, replicate them, and then provide feedback to the evaluation team as they continuously modify the best practices for addressing homeland security needs with service learning.

What's included in this guidebook

The goal of this guidebook is to provide the user with the necessary framework and information to successfully implement this SOS Learning Module. The following pages contain overviews, resources, and suggestions to help you plan and implement this project at your institution. As a part of the guidebook you will find a checklist for the major steps in implementation to help you keep track of the module as you progress through its planning and implementation. This is not to say that the following pages are the definitive instructions for a successful project. Institutions will have their own unique skills and needs to include in the learning module. This is truly a *guidebook*, a place to start and keep organized as you implement the module in your location. We have also included space for you to keep track of important dates and contacts, this way all of the information you need can be kept in a single place. At the end of this guidebook you will find additional resources not used in the initial implementation of the module. These have been provided to assist you in customizing the module to your specific students and location.

You may wish to print out this packet and keep it in a 3-ring binder. This way, as you add your own resources and planning information, it is all in one place ready for future implementations. Finally, at the end of this sourcebook we have included a form for your feedback. We appreciate your comments and suggestions on how to make the most from these modules. Only through this kind of feedback can the SOS evaluation team continue to ensure the usability of these modules in diverse settings across Ohio.

Module Overview

The School Bus Emergency simulation Learning Module was originally implemented as a final exercise to the schools Teen SERT program. Providing training is only one step in preparing students to assist in important, and often high-stress situations where the skills they have learned, such as first-aid and CPR are needed. Simulations such as this one can be an extremely effective tool in putting together a comprehensive student and school safety program. In this drill, not only do students practice their skills, but in doing so gain the confidence that they can perform in a real situation. In a majority of situations, bystanders are the first on the scene of an accident, with their training students can both administer first-aid as required as well as provide detailed life-saving information to emergency personnel before they arrive. The more accurate information emergency crews have prior to arriving on the scene, the more effective they can be in saving lives.

This module centers on a simulated school bus accident. You can alter the nature and severity of the drill as needed. The advantage of the school bus scenario is that it gives your students a larger number of “victims” to assess and treat, allowing all students to be involved in the triage process and using their skills in the situation. This module allows for a great variety of cross-curricular links due to the large number of areas the situation covers, from health to physics and even the performing arts. This can easily be a project that involves large numbers of students.

Important Information when Getting Started

The success of the Learning Module depends on a few critical aspects that should be carefully addressed prior to beginning even the planning stages of any module. Some may seem self-evident, such as having the necessary amount of time. However, it is highly recommended that institutions carefully examine such issues to see if implementation is a realistic goal for any given academic year.

- **Institutional Support:** Critical to the success of these programs is the support of you peers within your institution. Administration, faculty and staff need to be enthusiastic, committed, and supportive of the program.
- **Time:** As noted above, you need to be realistic about the amount of time required by both the lead instructor as well as all other faculty and staff involved in the project. It is suggested that a preliminary meeting be held to ensure that involved parties will have the necessary time to commit to the project.
- **Funding:** Being realistic about what you can and cannot do is an important part of a programs success. Working with administration to ensure proper funding for supplies, transportation, or any other necessary expense will greatly increase the profitability of the program for your students.
- **Outside partners:** Early planning and commitment is very important when working with outside institutions and agencies. Find your contact person early and get a solid commitment from them. Make sure they know what you expect from them as well as what they expect from you.

Necessary Resources and Major Partners

The following agencies were involved in the School Bus Drill: Learning Module in its initial development and implementation. Depending on your location you may need to contact other agencies in your area. Please refer to the section entitled “Additional Resources” for suggestions.

- **Local Fire Department**
- **Local Police Department**
- **Local EMS/EMT**
- **Your own theater department/instructor**

Instructional Supplies & Materials

The following is a list of suggested supplies for this module. Your major partners may have educational materials for you to use as well, be sure to ask.

- Moulage kit (if you are partnering with your theater instructor, they may already have the necessary supplies to create “victims” with various injuries. Listings of supplies are available on-line from a number of areas, simply search the term “moulage kit.”)
- Necessary medical equipment and bag/container for first-aid and CPR
- CERT Backpack (if used in conjunction with the CERT program)
- Tarps for the ground and triage area
- Cleaning supplies
- School bus, van (you will want a large capacity vehicle so you can have victims with injuries from minor scrapes to serious life-threatening injuries. In the initial implementation one “fatality” was included also. This may seem difficult to deal with, but it is a fact that students may be presented with in a real-life situation.)

Curriculum Integration

The nature of the topic of this module allows for a wide application of its central topics across the curriculum. The initial implementation of the module was a part of the Teen SERT program (a separate module that is also available for implementation) as part of the health class curriculum. Topics that can also be addressed in other curricular areas are:

- **Science: (Physics)** The forces involved in even a low speed impact between two vehicles generates tremendous forces. Numerous exercises can be developed that show students the seriousness of any collision between cars, trucks, and/or buses. The science behind safety features in today's cars can also be a topic to be explored.
- **Health:** First-aid and CPR are two topics that can be integrated into the preparation for the drill. Personal safety (gloves, masks) can also be addressed.
- **Arts: (Theater)** Your school theater students will serve as "victims" of the crash, using their stage skills to add a level of realism to the drill. This also gives these students an idea of what would happen if they were ever in an accident, including the reassurance that emergency response teams are of the way to help them.
- **Language arts:** Students should be prepared to write a reflection paper about the project; this can include not only the students responding to the emergency but students who acted as "victims" as well on their perception of the drill.
- **Vocational:** Health care careers as well as police, fire, EMT, and emergency room staff can all be covered in this module. It is highly suggested that you schedule visits with local first-responders to talk with students not only about the drill, but also careers in their field.

Problems to Avoid

No specific problems were encountered in the implementation of this project. With that said, there are several suggestions to ensure the success of your own replication of this module. The most important is a high level of coordination and teamwork between everyone involved. The more informed your school staff is about how the drill is going to run, the better it will be. To reduce the number of last minute problems, meet regularly with the involved school faculty and staff, particularly as you approach the drill date. Working with your major partners, plan the day out well in advance. It is also suggested that you allow for the drill to run longer than you may have planned. You do not want to have to cut it off before the drill has run its course.

Other problems to avoid are more general to any project of this type. Start planning early to avoid problems at the last minute. Confirm any special guests or visits several weeks prior to the implementation. Finally, keeping the faculty and staff at your institution updated in the planning and progress of the project avoids any possible schedule or curricular conflicts.

Module Implementation

The following is a general model for the implementation of the School Bus Emergency Drill Learning Module. Every implementation will have its own differences, you are encouraged to be creative and make the module your own.

- Approval from administration for the module and secure any necessary funding.
 - Approved on _____

- Gather in-house faculty and staff who wish to be involved in the implementation
 - Meeting date _____
 - Interested faculty/staff _____
 - _____
 - _____
 - _____
 - _____

- Discuss overall goals of the module
 - Immediate goal(s) _____
 - _____
 - _____
 - _____
 - _____

- Long term/secondary goals _____
- _____
- _____
- _____

- Decide on what curricular areas to cross-link the module across (this will depend on what faculty is available to be involved in the project). Check all areas that have been confirmed with necessary faculty/staff support.

- Language studies? _____
- Social sciences? _____
- Math? _____
- Science? _____
- Health/PE? _____
- Vocational? _____
- Art? _____
- Foreign Language? _____
- Other (specify) _____

- Create individualized lesson plans for the curricular areas you are working in and when they will be introduced to the students
- Set a date for the drill. Because there is always the possibility that a real emergency occurs on the day of your drill, you may wish to also set aside an alternate date as well.

Date: _____ Alternate date: _____

- Make contact with your major partners. As the experts, it is important to find out what they wish to contribute to the project and what they want the students to go away with after it is done. Discuss possible visits to your school by representatives from your major partners. Detailed forms are included for visits later in this guidebook.

- Contact: _____ Organization: _____
 Phone: _____ Email: _____
 Notes: _____

- Contact: _____ Organization: _____
 Phone: _____ Email: _____
 Notes: _____

- Contact: _____ Organization: _____
 Phone: _____ Email: _____
 Notes: _____

- Contact: _____ Organization: _____
 Phone: _____ Email: _____
 Notes: _____

- Discuss the project with students and begin integration of curricular areas.
 - You may wish to send home a brief communication to parents/caregivers about the project. Explain the goals of the module and what students can expect to gain from the experience.
 - You may also want to announce the drill to any nearby homes in the area; this can include signage on property such as “Emergency Drill in Progress.” You do not want to alarm local residents with the drill.

- Send out necessary permission forms to parents/caregivers.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.
 - Contact:_____ Confirmed:_____
 - Contact: _____ Confirmed:_____
 - Contact: _____ Confirmed:_____
 - Contact: _____ Confirmed:_____
- Assign types and severity of injuries to be included in drill
- Drill
 - Bus/vehicle brought on location and set-up
 - Student “victims” are assigned their injuries and moulage applied. Explain to these students how their injuries are manifested; are they in shock? Are they conscious? Students (and bus driver, who may or may not be included in the injured) then board the bus at the accident scene.
 - Announcement of accident and drill begins.
 - Students assigned with assessment and treatment arrive on scene with necessary faculty/staff.
 - Triage begins and contact is made with emergency response units.
 - Call your primary emergency contact that you have been working with; they will already be expecting your call having been informed in advance of the date and time of the drill. The details of this will need to be arranged in advance.

- Send comments, suggestions, and your thoughts back to us. We hope to continually evaluate and modify these modules so they can be successful for a wide range of institutional settings.

Additional Resources

The following resources are provided to assist you in customizing the Simulated School Bus Incident Learning Module for your particular student group and institution. You may wish to print out information from these sources and add them your guidebook binder for future use.

- **The Emergency Management Agency**, a part of the Ohio Department of Public Safety. From here you can link to various information resources related to public safety and preparedness.

www.ema.ohio.gov
(614) 889-7150
Ohio Department of Public Safety
Charles D. Shipley Building
1970 West Broad Street
P.O. Box 182081
Columbus, Ohio 43218-2081

If relevant to your location, you may also want to contact:

- Local/County Emergency Management Agency
- Airport Emergency Team
- Military base Emergency Response Units
- Local Emergency Room staff

Contact Information

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Response Form

Your name: _____ your institution: _____

Phone: _____ email: _____

Name of Learning Module: _____

Circle one: Primary school Middle/intermediate school High school

Circle one: Urban Rural Suburban

Overall, did you feel the module was successful in accomplishing your educational goals? In not, please explain. _____

Did you feel that this guidebook provided you with the necessary tools to complete this Learning Module? _____

What alterations, if any, did you make to the module for your institution? _____

Did you experience any problems or obstacles in planning or implementation? _____

What outside resources or partners did you team with? _____

What suggestions do you have for other institutions planning on using this Learning Module? _____

Please check each curricular area you integrated this module into and provide an example of what was involved in that integration (please attach additional pages if necessary).

Language arts: _____

Social science: _____

Math: _____

Science: _____

Health/PE:

Vocational:

Art:

Additional comments:

Thank you for taking the time in filling out this form. Your comments are extremely valuable. If you would like to be contacted for a more in-depth discussion please feel free to let us know, we would be more than happy to meet with you and discuss your experience with this SOS Learning Module.

**Return to:
Dr. Frank Aquila / Matthew Dodd
2121 Euclid Ave.
Rhodes Tower 1408
Cleveland, Ohio 44115**