

LAKE WASHINGTON SCHOOL DISTRICT
ALL HAZARD REFERENCE MANUAL

Revised, 2/2000

EMERGENCY MANAGEMENT PLAN

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This Emergency Management Plan was designed to be used and changed to meet the individual needs of each of Lake Washington School District's Buildings. In light of that, it made it difficult to assign page numbers and do a traditional table of contents. Therefore, this is more of a "find" map.

To go to a specific item in this Plan, open the Emergency Management Plan. Do a find command (press "Ctrl" button and the "f" key). A "find" command screen will appear. Type in **AN ASTERISK AND THE TITLE** as shown below. Once the computer has brought you to that page, close the "find" command box. In most cases it will not be necessary to type in every word of the title, but rather the first word or two. The asterisk was used to limit the "find" search.

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SECTION I

*EMERGENCY PLAN REQUIREMENTS
FOR SCHOOL ADMINISTRATORS*

GEMS OF WISDOM

BASIC EMERGENCY PLANNING

EMERGENCY PLAN REQUIREMENTS FOR SCHOOL ADMINISTRATORS

In the event of an emergency, school administrators are responsible to insure the safety of students and staff. The building principal, or their designee, is expected to assemble a school Emergency Management Committee which is composed of various school staff including, but not limited to, the nurse, teachers, custodian, secretary, playground supervisors and PTSA representatives. The administrator is the single most important factor in the successful development of the Emergency Management Plan. Support and commitment are critical to the implementation of a credible plan.

The following information represents information for the care and safety of students and staff in the District in the case of an emergency.

Emergency situations require cooperation, coordination, clear communication, and responsible action. Each site administrator should review procedures with staff early in the school year and periodically throughout the year.

This manual is intended to be a “reference manual” for principals or site administrators to use in an effort to prepare a plan for the important tasks which school administrators face in a crisis. It should be considered a reference tool to building an all Hazard Emergency Management Plan that is developed by the individual building team.

Following a tragedy such as the death of a student or staff member, accident, or natural disaster, it is not unusual for staff members to be emotionally upset and find it difficult to organize and prioritize tasks that must be performed. This manual presents the tasks that are the responsibility of the building principal or site administrator as a crisis occurs.

As the chief officer of the building, the principal or site administrator is responsible for the implementation of the Emergency Management Plan. Aside from putting the plan into motion, the attitude the administrator presents about the importance of the plan and how sensitively it should be carried out, can set the tone for how the entire school responds.

The principal or site administrator's active participation and leadership is necessary from the first step of receiving the notification of the crisis, to after the immediate crisis is over when the effectiveness of the emergency management plan is evaluated.

GEMS OF WISDOM

Very Important Principles Of Crisis Response:

- You can't be over prepared.
- Have a building plan ahead of time - make all staff aware of it.
- Update a Phone Tree every fall and during the year as needed.
- Call more outside counselors than you think you will need. For a student death, a minimum of six counselors is recommended.
- Identify multiple Safe Room locations so numbers do not become too large in any one room. Recommended ratio: one counselor for every 8-10 students.
- A Safe room "supervisor" is a must - someone to monitor the numbers, call for more help if needed, replenish materials, and generally oversee operations. This person does not work with individual students or groups.
- Separate "acting out" students from those in Safe Rooms who need quiet time to process the loss and grieve. Do not allow these acting out students to cluster in large groups. Send students home with an adult if they are disruptive to the school.
- Provide a time for the Crisis Team to debrief a week or so following the incident. This is essential for the mental health of your team!
- Every crisis situation requires a somewhat different response - so have a plan and then remember that flexibility is the key!
- Make sure lines of communications are clear. One spokesperson only, unless otherwise arranged. Principals should call the Superintendent's Office when a crisis occurs. The Superintendent's Office will contact the District Public Information Officer to work with the media.

BASIC EMERGENCY PLANNING

BASIC STEPS FOR EMERGENCY PLANNING

1. Each school or administrative unit should develop an information system that includes but is not limited to:

- _____ Instructions from parents as to who to contact in case of an emergency affecting their child.
- _____ An emergency plan for bus-riding students.
- _____ An emergency plan for students who walk to school.
- _____ A process for sharing the emergency procedures with staff members early in the school year or before the start of school and throughout the school year.
- _____ A designation of who is in charge during the absence of the principal and administrator in charge of the site.
- _____ A list of emergency numbers to contact in case of emergency, i.e., transportation, maintenance, police, fire, central office.
- _____ An emergency evacuation plan for all facilities.
- _____ A plan for dealing with the early release of students whose parents are known not to be home and for keeping the students in the school if unforeseen events (such as power outages) require supervision and alternative activities.
- _____ A list of staff who are trained in First Aid and CPR.
- _____ A current phone tree including all certified and classified staff.

2. Each school should provide staff and parents with information on what the procedures would be in case of emergency by:

- _____ Requesting that they provide the names of emergency contact at registration.
- _____ Publishing notices of the press/media numbers in parent newsletters and staff directories.
- _____ Distributing inclement weather procedures to staff.

3. Each school or administrative unit should be prepared to provide a written report containing the following information when an emergency event occurs:

- _____ A chronology of the emergency events including the exact time of first notification or discovery of the events.
- _____ A summary of what actions were taken and by whom.
- _____ Suggestions for improving emergency response activities.

SECTION II

EMERGENCY RESPONSIBILITIES

Crises Response Team

Overview of Emergency Team Task Descriptions

Chain of Command Chart

BEFORE A CRISIS OCCURS

THE CRISIS RESPONSE TEAM

Organize and Conduct Training For Staff:

Preparation for handling crises at school, before a tragedy happens, is essential. It is the only way to assure rapid and sensitive handling of deaths and other crises, which affect the schools. Inservice training for staff on handling grief and loss should be elevated to necessity rather than choice.

An inservice training program could include information on:

- feelings of grief from other losses
- childhood grief
- dynamics of a death in the school community
- activities that help students deal with a loss
- community resources

Form a Crisis Response Team Within the Building:

By using a team approach to crisis response, the students and staff will be helped by:

- reducing the fear and anxiety that accompanies the death of a student or staff member
- educating them to the dynamics of grief and preparing them for what they might experience
- providing an opportunity to express their feelings in an accepting environment

Goal of the Crisis Response Team

The goal of the Crisis Response Team is to assist the school to function in the event of a crisis or tragedy that effects the school community. The members of the building Crisis Response Team, who will meet as soon as possible after learning of the event, will determine the steps taken in response to a given incident.

Trained staff may be called in from other buildings, if needed, to provide immediate support to the school staff. These trained district Crisis Response Team members are less personally impacted and their special training enables them to give helpful assistance.

An additional goal of crisis response is to provide support to students, staff, and parents by responding to the event in a calm, compassionate, and timely manner. The results are a school climate where students and staff may express their feelings or grief, ask questions, and obtain assistance in returning to "normal".

CRISIS RESPONSE TEAM
MEMBERSHIP AND RESPONSIBILITIES

School Year: _____

It is recommended that a building Crisis Response Team be composed of a variety of people trained in the issues and procedures of crisis response, including, but not limited to the following:

Principal/Administrator: _____

School Secretary: _____

Building Counselor: _____

School Psychologist: _____

Classroom Teachers: _____

District Health Nurse: _____

Safe Room Supervisor: _____

Site Public Information Officer: _____

Crisis Consultant: _____

(district resource, outside the building)

Update Phone Tree Annually: _____

Fall Staff Inservice: _____

CRISIS RESPONSE TEAM CHECKLIST (USE DURING TEAM MEETING)

CHECK WHEN DONE	ACTIVITY	PERSON RESPONSIBLE (Identify before a crisis)
_____	Verify Facts	_____
_____	Contact Staff (phone tree)	_____
_____	Convene Crisis Team	_____
_____	Identify Family Contact Person	_____
_____	Arrange for Substitute Teachers	_____
_____	Write Announcement to Students	_____
_____	Morning Staff Meeting	_____
_____	Set up Safe Rooms	_____
_____	Distribute Suggestions for Classroom Discussion	_____
_____	Notify Students	_____
_____	Provide List of Readings and Materials to Teachers	_____
_____	Write and Send Letter to Parents	_____
_____	After-School Staff Meeting.	_____
_____	Parent/Community Meeting	_____
_____	Plan Memorial/Remembrance	_____
_____	Post Intervention Debriefing	_____
_____	Follow-up with Students	_____
_____	Contact District Public Info Officer	_____

LAKE WASHINGTON SCHOOL DISTRICT RESPONSE TEAM AGREEMENT

Team Member _____

Building _____

When a crisis (such as a death, accident, or natural disaster) occurs which affects the school community, trained school staff will be needed to assist the schools. In the event that more trained staff are needed than are available at the site, Crisis Response team members from other buildings in the district may be called. The goal is to lend immediate support to school staff by bringing in people who are less personally impacted and whose special training enables them to give helpful assistance.

The Crisis Response Team member responsibilities are to:

- Respond in a timely manner to calls for assistance. Tell the person who calls when you can arrive, how long you can stay, and how you can help.
- Follow the procedures of the building administrator and building crisis team coordinator.
- Attend a debriefing meeting one to two weeks following the incident to provide feedback about the response.

Signature _____
Crisis Response Team Member

Date _____

Signature _____
Principal/Site Administrator

Date _____

**MAJOR MANAGEMENT ACTIVITIES OF
INCIDENT COMMAND SYSTEM
*Team Task Description Overview***

INCIDENT COMMANDER

- responsible for all emergency functions until delegated
- set and adjust objectives and priorities
- support and supervise command staff and section chiefs

CHIEF OF LOGISTICS

- sets up and keeps communications systems operating
- sets up message and runner system
- acquires and manages resources and services
- provides support - manages food, shelter, and sanitation

SITE PUBLIC INFORMATION OFFICER (SPIO)

- interfaces with District Public Information Officer
- coordinates any press releases with District Public Information Officer
- reports to Incident Commander
- offers assistance to other sections, as needed

SEARCH AND RESCUE

- surveys building and surrounding area for damage
- determines what aid is needed and where
- also responsible for monitoring utilities, natural gas, water , & electrical power

MEDICAL FIRST AID

- administers basic first aid
- establishes and maintains first aid station
- maintains records of all actions

STUDENT ASSEMBLY TEAM

- responsible for safety and accountability of students
- responsible for safe release of students

TRAFFIC CONTROL

- directs traffic for smooth release of students
- keeps pathways clear for emergency vehicles at all times

DOCUMENTATION AND FINANCE

- documents decisions
- maintains event log
- monitors costs and time contributions of employees and volunteers
- may oversee release of students
- performs business services

LOGISTICS

- acquires and manages resources and services
- provides support
- manages food, shelter, sanitation and communications during the crisis

CHAIN OF COMMAND CHART

Use this form to identify each position in chain of command for the school's Emergency Plan. Note: All positions must be three deep

Incident Commander

1. _____
2. _____
3. _____

Chief of Logistics

1. _____
2. _____
3. _____

Site Public Information Officer (SPIO)

1. _____
2. _____
3. _____

Chief of Search and Rescue

1. _____
2. _____
3. _____

Chief of Medical First Aid Team

1. _____
2. _____
3. _____

Chief of Student Assembly Team

1. _____
2. _____
3. _____

Chief of Traffic Control Team

1. _____
2. _____
3. _____

Chief of Documentation and Finance Team

1. _____
2. _____
3. _____

SECTION III

DETAILED TEAM TASK DESCRIPTIONS AND CHECKLISTS

PULLOUT SECTIONS FOR EACH TEAM

INCIDENT COMMANDER
Emergency Response Task Descriptions

The primary responsibility of the Incident Commander is to insure implementation of the respective schools' Emergency Plan, to provide direction for the overall command and control of the event, to ensure the proper staffing of the positions necessary to manage the event, to ensure that the specific accountability system is in use, and to act as a liaison for the local emergency responders.

Under District policy and by law, it is understood that the principal of a school is charged with the responsibility of students, professional staff, and additional employees of the building. Therefore, it is strongly recommended that the principal fill the role of the Incident Commander.

It is also the responsibility of the principal to designate a certificated person to assume a portion of that responsibility and to make decisions during a crisis in his/her absence. The principal shall develop a list of persons in charge of the building in his/her absence. The persons in charge when the principal is away shall have copies of the building's Emergency Management Plan. Building staff needs to be informed of who is in charge when the principal is away. The person in charge will also need to be thoroughly familiar with the crisis situations and with the use of the Emergency Management Plan.

Before Incident

- _____ Complete a First Aid/CPR training course.
- _____ Clarify relevant policy issues.
- _____ Promote, publish, and circulate emergency plans.
- _____ Pre-assign key functional roles (with line of succession).
- _____ Be familiar with each team's responsibility.
- _____ Schedule and conduct training to familiarize players.
- _____ Have the names of those responsible for each crisis team.
- _____ Identify a prearranged area for team members to report.
- _____ Conduct exercises to test the plan.

During Incident

- _____ Verify the facts.
- _____ Call 911.
- _____ Represent school and district policies.
- _____ Be visible.
- _____ Set incident and event objectives.
- _____ Lock down campus, if necessary.
- _____ Delegate system functions, as appropriate.
- _____ Request and allocate resources.
- _____ Monitor and respond to challenges of the event.

Evacuate, if and when, it is safe to do so.
Support and supervise command staff and section chiefs.

After Incident

Be sure all components of plan are in place.
Call in Crisis Response Team.
Evaluate Emergency Plan.

Equipment Needed

Identification Vest
Clipboard with Crisis Team Chain of Command Chart
Paper/pencils/marketing pens

INTERACTIONS WITH STAFF AFTER A CRISIS

The Incident Commander's role in the staff meetings is to participate with the Crisis Team in the following:

AFTER SCHOOL:

- Conduct staff meeting to debrief the day
- Identify any staff who may be extremely affected, plan for substitutes for the following day
- Plan parent/community meeting, if needed
- Call in Crisis Response Team, if they have not already been deployed
- Contact family (or designate someone to do so) regarding funeral arrangements/memorial activities, if necessary.
- Take care of yourself

BEFORE SCHOOL STAFF MEETING:

- Share information about the death/crisis
- Introduce any Crisis Response Team members from outside building
- Answer questions and provide for staff needs-allow staff expressions of grief. "What will be helpful for you today?"
- Explain floating subs, safe rooms and other supports which will be available throughout the day
- Provide suggestions for class discussions
- Review grief responses common to students' age level

AFTER SCHOOL STAFF MEETING:

- Share experiences of the day
- Allow staff expressions of grief
- Identify specific students needing follow-up contact
- Provide additional information about the death/crisis
- Determine next day's plan
- Identify people interested in planning a memory activity

CHIEF OF LOGISTICS

Emergency Response Task Descriptions

The Chief of Logistics is one of the first people to arrive at the emergency assembly area. They are responsible for communications with central office staff, messages and volunteers. One of the main responsibilities is to distribute supplies.

Before Incident

- _____ Complete a First Aid/CPR training course
- _____ Be familiar with each team's responsibility
- _____ Have the names of those responsible for each Emergency Team

During Incident

- _____ Determine safety of primary emergency evacuation area; report immediately to Incident Commander, if alternate evacuation area is required.
- _____ Open cargo container; set up command post and distribute supplies, as needed.
- _____ Assist Incident Commander by setting up and managing staff/volunteers for response jobs; as volunteers arrive, coordinate their participation in the Emergency Plan.
- _____ Assist Incident Commander as safety officer; make sure that all responders have appropriate safety equipment and closed toed shoes.
- _____ Stay close to cargo container to maintain security of its contents.

After Incident

- _____ Evaluate effectiveness of the Emergency Plan.

Equipment/Supplies

- _____ Clipboard with volunteer sign-in sheets.
- _____ Supplies and/ or equipment in cargo container (see inventory).

CHIEF OF LOGISTICS COMMUNICATIONS TEAM

Emergency Response Task Descriptions

The Communications Team is responsible for both District and Site radio communication. Additionally, they provide written and verbal communication to be transmitted by any runners.

Before Incident

- Locate and test on a monthly basis:
 - _____ emergency back up telephone
 - _____ two-way radios
 - _____ bullhorns
 - _____ battery operated radios
 - _____ other communication tools
- Identify radio, television, and other news or information stations for monitoring.
- Identify sources of alternative communication within your school community:
 - _____ ham radio antenna's and operators
 - _____ citizen's band radio
 - _____ cellular telephones
 - _____ other forms of alternative communication
- Know the primary and back-up location of the Site Operations Center (SOC).

During Incident

- _____ Report to Site Operations Center (SOC).
- _____ Advise Search and Rescue team leader of any known injuries, hazards, etc., before teams leave for search.
- _____ Communicate with all Search and Rescue teams via site radios.
- _____ Use simple, clear language. **If you are not acknowledged, you have not been heard.** Repeat your transmission, being aware of other simultaneous transmissions.
- _____ Communicate with Superintendents office.
- _____ Other radio communications as required.
- _____ Monitor local emergency radio station (AM/FM) for local news.
- _____ Keep documentation clerk apprised of communications and/or assign a communications documentation clerk to keep a subsidiary log.

If the school must be evacuated:

- Turn the base station radio OFF.
- Unscrew the wing nuts on the side of the radio.
- Unplug the power cord and unscrew the antenna from the back of the radio.
- Find the magnetic mount antenna and the cigarette lighter adapter in the SCHOOL EMERGENCY KIT and proceed with the radio, microphone, antenna, and adapter to any car with a cigarette lighter.

- Assemble the magnetic antenna and plug the cigarette lighter into the back of the radio. Plug the cigarette adapter into the car. Place the antenna outside the car in the middle of the roof.
- Turn the radio on.

All emergency communication to administration or to other schools should be generated from the base station radio only.

Channels

- Channel ONE is for communication between radios on school grounds.
- Channel THREE is for communication with the district office.
- **Switch the *portable* radios to Channel ONE.**
- ALL on site communications should be limited to Channel ONE.
- **Switch the *base* radio to Channel THREE.**
- Only use Channel THREE when communication to the whole district is desired.

After Incident

_____ Evaluate communications procedure during incident.

Equipment/Supplies

_____ Command table and chairs
 _____ Command tote tray (paper, pens, supplies)
 _____ Job description clipboards
 _____ File box(es)
 _____ 2-way radios
 _____ District radio
 _____ AM/FM radio

CHIEF OF LOGISTICS
COMMUNICATIONS TEAM
Emergency Response Task Descriptions

Communication Procedure With Resource Center

1. If telephone lines are in operation:
 - Contact the Resource Center. Telephone no. 425-702-3257
 - Contact the Fire Department. Telephone no.: 911
 - Telephones in the office area are for emergency use only. ***Student and staff calls are not permitted.***
 - Students and staff needing to use the telephone will do so only at the direction of the Incident Commander and only at telephones designated for that purpose.

2. If telephone lines are not in operation:
 - As a part of the communication system, staff members will report to the site Site Operations Center (SOC). Any communiqué should include *their name, location and* one of the following codes (example: Jones—gymnasium—code yellow):
 - Code **Green** - Level 1 emergency
Limited or no staff/student injuries, minimal damage to room.
 - Code **Yellow** - Level 2 emergency
Serious staff/student injuries, moderate damage to room.
 - Code **Red** - Level 3 emergency
Need help immediately

The Site Operations Center (SOC), will keep a tally of the reports received by staff. After all reports are received within the site, the SOC will communicate to Administration (District Operations Center - DOC) using channel three on the radio system. The communication report should include only the *school name and* one of the following codes (example: Alcott - code green):

- Code **Green** - Level 1 emergency
Limited or no staff/student injuries, minimal damage to building.
- Code **Yellow** - Level 2 emergency
Serious staff/student injuries, moderate damage to building.
- Code **Red** - Level 3 emergency
Need help immediately

If radio communication to the DOC cannot be established within the suggested time frame, please continue to attempt to report by the radio system only. If a report is not received from your school in a reasonable length of time, the DOC will contact you on channel three of the radio system.

**CHIEF OF LOGISTICS
STAFFING TEAM**
Emergency Response Task Descriptions

Team Leaders:

1. _____
2. _____
3. _____

Team Members:

SITE PUBLIC INFORMATION OFFICER (SPIO)

Emergency Response Task Descriptions

THIS POSITION IS ONLY UTILIZED IN THE EVENT OF A DISTRICT WIDE COMMUNICATIONS FAILURE.

Before Incident

- _____ Maintain current knowledge of the emergency plan and staff roles.
- _____ Represent the school on matters of preparedness to the community.
- _____ Maintain familiarity with response agencies and other stake-holder groups.
- _____ Understand and utilize different media for delivering public information.
- _____ Pre-determine a possible "news center" site as a media reception area (located away from the SOC).

During Incident

- _____ Consult with District PIO to coordinate any information release.
- _____ Provide control point for media (if necessary) and citizens/parents.
- _____ Clear releases through District PIO and Incident Commander.
- _____ Gather, verify, and release information as appropriate.
- _____ Provide the public important information related to emergencies at the school site *as soon as it is available*.
- _____ Work with District PIO and Incident Commander for a public statement.
Statement should reflect:
 - reassurance - **EGBOK** - "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, shelter information, etc.
 - resources used and needed
 - best routes to school, if known
 - any requests that the school wishes to be made to the public
- _____ Wear identifiable clothing such as, vest, visor, sign, etc.

After Incident

- _____ Advise arriving media that the district is preparing a press release and the approximate time of the release.
- _____ Read statement, if possible.
- _____ Remind school staff volunteers to refer *all* media questions to the District Public Information Officer.
- _____ Insure announcements and other information are translated into other languages, as needed.
- _____ Monitor all news broadcasts about incident and correct any misinformation, or rumors.
- _____ Keep a log of actions, communications and phone calls and if possible, tape media briefings.

Equipment/Supplies

- _____ ID vest
- _____ Battery operated AM/FM radio
- _____ Paper/pencils/marketing pens
- _____ Scotch tape/masking tape
- _____ Scissors
- _____ School site map(s)
- _____ 8 1/2 x 11 handouts
- _____ Laminated poster board size for display

SITE PUBLIC INFORMATION OFFICER (SPIO)
Emergency Response Task Descriptions

Public Information After An Earthquake
Sample Release

**THIS SAMPLE RELEASE IS ONLY UTILIZED IN THE EVENT OF A
DISTRICT WIDE COMMUNICATIONS FAILURE.**

Date: _____ Time: _____

In response to the earthquake just experienced, our emergency response plan is now activated. Students and staff have evacuated to the emergency assembly area and attendance is being taken. All staff members are well-trained in earthquake response procedures and all emergency teams are beginning to carry out their tasks. All buildings are being checked and all students and staff are being accounted for.

The students are being well cared for. Parents and community members are urged to address any life threatening or potentially hazardous needs in their immediate location and to allow our schools time to set in motion the orderly procedures for treatment of the injured and the release of students.

The campus is being secured and students will be released to authorized adults as soon as we have accounted for all children, staff and visitors to our campus. Information gates are being set up at:

A damage and injury assessment is underway. We have no reports of damage or injuries at this time. We are in the process of establishing contact with the district emergency operations center and, if possible, information will be transmitted through them for release.

The District will issue further information as conditions change.

This message is authorized by: _____
Principal or Incident Commander

_____ School

Distribution: (District Operations Center (DOC), parents, television, radio etc.)

SITE PUBLIC INFORMATION OFFICER (SPIO)
Emergency Response Task Descriptions

**THIS WORKSHEET IS ONLY UTILIZED IN THE EVENT OF A
DISTRICT WIDE COMMUNICATIONS FAILURE.**

Emergency Public Information Release Worksheet

Check as appropriate: District/District-wide _____ School _____

Date: _____

Time: _____

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

(Check off, fill in and cross off as appropriate.)

(Site) _____
has just experienced an _____.

- _____ The (students/employees) [(are being) or (have been)] accounted for.
- _____ No further information is available at this time.
- _____ Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- _____ Police [(are here) or (are on the way) or (are not available to us)].
- _____ Firemen/paramedics [(are here) or (are on the way) or (are not available to us)].
- _____ _____ [(are here) or (are on the way) or (are not available to us)].
- _____ Communications center(s) for parents (is/are) being set up at _____ to answer questions about individual students.
- _____ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.
- _____ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders).
(#) _____ reported injured.
- _____ Students have been taken to a safe area _____ and are with [(classroom teachers/staff)].
- _____ Students have been taken to the local emergency room for treatment of serious injury. Parents should go the emergency room at _____.
- _____ District facilities have been declared [(safe) or (not safe)] for occupancy.
- _____ School [(will be open) or (will not be open)] tomorrow.

Release restrictions: _____ No _____ Yes

If yes, why? _____

Released to the public as Public Information Release # _____ Date/Time: _____

INFORMING STUDENTS OF A TRAGEDY

Sample Announcement:

Today we received tragic news. We were informed that one of our students, _____, died from _____. (Give any details which are known and relevant here)

When events such as this happen people react in many different ways. Today you may see people acting sad, upset, angry, or shocked. We all need to practice patience and respect for each other. Some of us will want to have quiet time or time to talk with an adult. Some of us will be ready to return to academics sooner than others.

We can take some time to talk about this now. When most of the students are ready to return to our regular schedule we will do so.

If you need to talk to an adult there will be counselors available for you today in the "Safe Room". (identify location in building) You will need to take a pass and sign in the Safe Room when you arrive.

The school day will remain on schedule. Students are expected to stay at school and be in room with adults present.

Sincerely,

SAMPLE LETTER

Insert Date Here

Dear Parents:

All of us at _____ School are deeply saddened by the death of _____. _____ was a student at _____ last year and had many friends. Our condolences go out to _____'s family and friends.

During the day today, numerous counselors and psychologists were available to meet and talk with students, assisting them in dealing with their grief. Support from counselors and psychologists will continue to be available for students.

Some of the reactions or behaviors you might see as a result of this sudden loss include: shock, fatigue, anger, depression and sleeping problems. These reactions are normal, but if you are concerned, contact our school counselors.

We would like to thank parents for their support during this difficult time. Please contact me if the staff can be of further assistance to you.

Sincerely,

Principal

SAMPLE LETTER

Insert Date Here

Dear Parents:

We were informed this morning that _____ one of our P.E. teachers, has died as a result of injuries he incurred in an accident 2 weeks ago. _____ was working on a boat with several friends in Bellingham, Washington, when an explosion occurred.

_____ suffered many broken bones and internal injuries. The severe trauma and infection was of such a serious nature that his body could no longer function. _____ was cared for in an excellent trauma center and received the best care possible.

A memorial will be planned in the near future and details will be announced as they become available.

His death has a profound impact on both staff and students. During the day today, numerous counselors and school psychologists were on hand to talk with students. This support will continue as needed, although our primary goal is to have classes and activities occur as normally scheduled.

Some of the reactions or behaviors you might see as a result of this sudden incident include: shock, irritability, fatigue, anger, depression or sleep problems. These reactions are normal but if you are concerned, contact _____ or _____ at the school.

Sincerely,

Principal

CHIEF OF SEARCH AND RESCUE TEAM

Emergency Response Task Descriptions

The Search and Rescue team is responsible to survey the building and surrounding grounds to determine what damage has occurred and what help is needed where.

Before Incident

- _____ Complete a First Aid/CPR training course.
- _____ Complete search and rescue training.
- _____ Know the primary and back up location of the First Aid Station.
- _____ Know the primary and back-up location of the Site Operations Center (SOC).

During Incident

- _____ Do an all school walk through and make sure all rooms, closets, and storage areas are accessible.
- _____ Obtain all necessary equipment from container.
- _____ Check with team leader at SOC for assignment.
- _____ **Team Leader:**
Direct teams to known fires or injuries. Remain at SOC.

All Teams: Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.

- _____ Locate and extinguish fires as necessary.
- _____ If building is safe to enter, search assigned area (following map) using orderly pattern.
- _____ Check all rooms. Check under desks and tables. Search visually and vocally.
- _____ Use chalk or grease pencil to mark slash on door when entering room. Close slash to form "X" on door when leaving room.
- _____ When injured person is located, one member of team remains with victim.
 - _____ Other team member reports to team leader at SOC.
 - _____ First aide team is requested and the (two person) first aid team is sent to the injured.
 - _____ Search and Rescue team resumes orderly search with original team partner.
- _____ Record exact location of damage, water leaks, etc., on map and report information to SOC.

Equipment and Supplies:

- _____ Master keys (obtain from Site Operations Center (SOC)).
- _____ This procedure sheet and school map on clipboard.
- _____ Vest, hard hat, whistle, and work gloves.

Batteries in flashlight, extra batteries and light bulb.
Duffel bag with goggles, flashlight, dust masks, pry bar, pencils,
duct tape, masking tape and grease pencil.

INSERT SEARCH AND RESCUE TEAM ROSTER HERE

Team Leader:

1. _____
2. _____
3. _____

Team Members:

1. _____
2. _____
3. _____
4. _____
5. _____

GUIDELINES FOR PREPARING SEARCH AND RESCUE MAPS

_____ Note and color code utility shutoffs on map.

G = Gas (yellow)

E = Electric (green)

W = Water (blue)

_____ Note and color fire extinguisher locations.

E = Extinguisher (red)

_____ Note and color fire sprinkler control valve location.

X = Sprinkler shutoff (red)

_____ Note and color water locations (water and tanks)

_____ Place symbol legend on each map.

_____ Make map large enough so triage tally and/or damage locations can be written where applicable (leave sufficient border to allow clipboard mounting).

Triage symbols: "I" = immediate
"L" = later
"D" = dead

_____ limit search area size. Determine size of building area(s) that can be searched effectively in a minimum amount of time.

_____ do not assign too large a search area to any one team.

SITE STATUS REPORT

Site Operations Center Message Form

THIS FORM CAN BE USED FOR AN ASSESSMENT OF THE DAMAGE IMMEDIATELY AFTER AN INCIDENT. IT CAN BE USED AND UPDATED THROUGHOUT THE INCIDENT.

To: _____ From: (name) _____

Location: _____ Date: _____ Time: _____

Person in charge at site: _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# sent to the hospital	Dead	Missing	Unaccounted (away from site)	# released to parents	# being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE (check damage/problem and indicate location(s))

	Damage/Problem	Location(s)
gas leak		
water		
electrical		
communication		
heating/cooling		
other:		
other:		

MESSAGE:

(include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood and street conditions; outside agencies on campus and actions; names of injured, dead, missing, and accounted for ASAP.)

SEARCH AND RESCUE UTILITY TEAM

Emergency Response Task Descriptions

This team can be part of the Search and Rescue Team. The team provides for the safety of the people and facilities by monitoring utilities and securing natural gas, water, and electrical power if necessary. They also identify structural and non-structural hazards and secure any hazardous areas. Emergency generator systems are also hooked up and maintained by this team.

Before Incident

- _____ Check the utility shut-off map for accuracy and completeness.
- _____ Check all shut-off's to make sure they work and that you have all necessary tools on a monthly basis.
- _____ Operate generator on a monthly basis.
- _____ Set up and operate the generator(s) in their emergency location(s) at least twice a year.
- _____ On a monthly basis, do an all school walk-through and make sure you can access all rooms, closets, storage areas, etc.
- _____ Know the primary back-up location of the Site Operations Center (SOC).
- _____ Keep a monthly log of semi and annual checks.

During Incident

- _____ Proceed directly to gas meter. If gas is leaking (as indicated on meter), use crescent wrench to shut off main supply.

Utility Shut-Off Procedures

_____ will see that utilities are turned off, if required.

Copies of the location maps must to be placed in the command post area, custodial staff room, in the kitchen, storage room, and _____.

_____ will be responsible for reporting any damage to utilities to the proper agency(ies).

Trained back up person for this activity is:

_____.

MEDICAL FIRST AID TEAM

Emergency Response Task Descriptions

The Medical First Aid Team must have First Aid/CPR trained staff or volunteers. Using their cache of supplies, this team provides basic first aid to all who require it, establishes a primary backup First Aid Station, and maintains a record of all actions.

Before Incident:

- _____ Be sure that first aid supplies are up-to-date and complete.
- _____ Keep up-to-date emergency and health cards for each employee and student.
- _____ Make sure First Aid/CPR training of team members is current.
- _____ Determine appropriate area for medical treatment.
 - _____ accessibility for Search and Rescue Teams
 - _____ safe area within building, if building is safe
 - _____ safe distance from buildings, if not safe
- _____ Establish a point of entry into treatment area.
- _____ Establish “immediate” and “delayed” treatment area.
- _____ Be familiar with equipment and supplies in container.
- _____ Separate assembly area from student “request/release” gates.

Location:

- _____ Medical team leader assigns personnel duties per form.
- _____ Obtain equipment/supplies from the container.
- _____ Be familiar with available inventory.
- _____ Establish point of entry into treatment area.
- _____ Establish “immediate” and “delayed” treatment areas.
- _____ Prepare to receive victims.

During Incident:

- _____ Set up first aid area in a safe place.
- _____ Have latex gloves and goggles available for personal protection.
- _____ Treat incoming patients.
- _____ Provide personnel response for injuries in remote locations.
- _____ Obtain equipment/supplies from container.
- _____ *Staff triage entry area with 2 **trained** team members.*
- _____ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess, **treatment does not take place in this area**. Injured not tagged will be considered “delayed” and sent to appropriate treatment area.
- _____ Second team member logs victims name on form and sends completed form to Site Operations Center (SOC).
- _____ *Treatment area staffed with minimum of 2 trained team members.*
- _____ One member completes secondary head-to-toe assessment.

- _____ Second member records information on triage tag and on-site treatment records.
- _____ Administer appropriate first aid.
- _____ Establish scope of disaster with Incident Commander to determine probability of outside emergency medical support and transport needs.
- _____ If and when transport is available, do final assessment and document on triage tag in red (if possible).
- _____ Keep and file records, do not send records with injured if they are transported.
- _____ Coordinate requests for assistance through Incident Commander.
- _____ Maintain log of first aid provided
- _____ Set up morgue, if necessary, in cool, isolated, secure area.
- _____ Student's emergency card, the one providing permission for treatment, must accompany student removed from campus to receive advanced medical attention

After Incident

- _____ Responses will vary.

Equipment and supplies:

Clipboards marked "Medical" with appropriate paperwork and forms.

- | | | |
|-----------------------|---------------------------------|--------------------------------------|
| _____ Marking pens | _____ Medical supply tote trays | _____ Medical supplies |
| _____ Red pens | _____ Safety vests | _____ Training manuals |
| _____ Tables & Chairs | _____ Ground cover/tarps | _____ Quick reference medical guides |

MEDICAL FIRST AID TEAM
Emergency Response Task Descriptions

Medical Team Leader:

Check in and Record Keeper:

1. _____

2. _____

3. _____

Directs injured to treatment areas and triages untagged injured:

1. _____

2. _____

3. _____

“Immediate” treatment area personnel:

1. _____

2. _____

3. _____

“Delayed” treatment area personnel:

1. _____

2. _____

3. _____

MEDICAL FIRST AID TEAM
Emergency Response Task Descriptions

Sample "Notice of First Aid Care" Form

LAKE WASHINGTON SCHOOL DISTRICT

NOTICE OF FIRST AID CARE

Date _____

School _____

Dear Parent:

During today's emergency, your child, _____, was injured at school. A trained first aid team member provided first aid. Your student was:

_____ released to his/her classroom teacher

_____ taken by paramedics to:

_____ Overlake Medical Center

_____ Evergreen Hospital

_____ Other: _____

Remarks:

If you feel further care is necessary please consult your family physician. Please sign and return one copy to school.

Parent/Guardian Signature

School Representative's Signature

The purpose of this form is to advise parents/guardians when medical treatment is provided. In an emergency, one copy goes home with the student, and one copy stays with the teacher or medical treatment team records.

MEDICAL FIRST AID TEAM

Emergency Response Task Descriptions

Mortality Management Guidelines

Responsibilities:

After pronouncement or determination of death:

- _____ Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- _____ Attach tag to body with the following information:
 - _____ Date and time found.
 - _____ Exact location where found.
 - _____ Name of decedent, if known.
 - _____ If identified, how, when, by whom.
- _____ Name of person filling out tag.
- _____ Place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach a second tag with the same information as above to the outside of the bag.
- _____ Place any additional personal belongings found in a separate container and label as above.
- _____ Do not attach to the body, store separately.
- _____ Move the properly tagged body with its personal effects to the designated morgue area.

Consider:

- _____ Tile, concrete, or other cool floor surface.
- _____ Accessibility of vehicles
- _____ Remote from assembly area

Location of morgue:

- _____ As soon as possible, notify the police, if known, tell them the identity of the body. They will notify the coroner.
- _____ Keep accurate records and make available to police/coroner when requested.
- _____ Keep unauthorized persons out of the designated morgue area

Equipment and supplies:

- _____ Tags
- _____ Pens/pencils
- _____ Plastic trash bags
- _____ Duct tape
- _____ Plastic tarps
- _____ Stapler



2" Cloth tape

STUDENT ASSEMBLY TEAM
Emergency Response Task Descriptions

This team is responsible for the safety and accountability of the students. They will perform minor first aid, monitor for shock, build morale, and help meet the comfort needs of the students.

Before Incident

- _____ Know specific student assignments and get updated students lists.
- _____ Know the evacuation location of assigned students.
- _____ Have the cache of activities to comfort or entertain students.
- _____ Know basic First Aid, including identification and treatment of shock and hypothermia.
- _____ Know the primary and back-up location of the Site Operations Center (SOC).
- _____ Be familiar with comfort kits and other equipment and supplies
- _____ Have the necessary food and water supplies for at least three days.
- _____ Know the plan for food and water distribution.

During Incident

- _____ Report to assembly area.
- _____ Begin taking role.
- _____ Get supplies necessary for student care.

After Incident

- _____ Responses will vary.

STUDENT ASSEMBLY REUNIFICATION TEAM

Emergency Response Task Descriptions

This team is a part of the Student Assembly Team. This group is responsible for the safe release of students to parents or designated, authorized persons. They will follow the Plan that allows for "Request" and "Release" gate locations away from assembly area and set up operations.

Before Incident

- _____ Know District procedures for student release.
- _____ Know location of parent release forms.
- _____ Prepare large signs and banners listing location of student release area.
- _____ Advise parents of policy regarding release of students in an emergency.

During Incident

- _____ Report to Chief of Operations.
- _____ Obtain equipment from container.
- _____ Set up request gate (see Equipment/Supplies).
- _____ Wear identification.

After Incident

- _____ Access student release procedure.

Equipment/Supplies:

Request Gate:

- _____ Table with 2 chairs
- _____ Lanyard w/gate key and whistle
- _____ Campus 2-way radio (if available).
- _____ "Request" gate box containing:
 - _____ File box(es) with alpha dividers containing student disaster cards.
 - _____ Empty file box(es) with alpha dividers labeled "Out."
 - _____ Staplers with extra supplies.
 - _____ Orange safety vests
 - _____ "Student Emergency Release" forms
 - _____ "Runner" forms
 - _____ Pens/Pencils/Paper

Release Gate:

- _____ 2 chairs
- _____ Lanyard with gate key and whistle.
- _____ Campus 2-way radio (if available).
- _____ Clipboard with release procedures.
- _____ "Release" gate box containing:
 - _____ Orange safety vests

- _____ Stapler with extra staples
- _____ Pens/Pencils/Paper
- _____ Box for completed Runner Forms

STUDENT ASSEMBLY REUNIFICATION TEAM
Emergency Response Task Descriptions

EMERGENCY IDENTIFICATION RECORD

Grade _____
Sex _____

Name Birthdate

Home Address

City and Zip Code

Home Phone Advisor/Teacher

Parent (custodial) Work Phone

Parent (custodial/non-custodial) Work Phone

Siblings attending school in Lake Washington School District:

Name School

Name School

Name School

In the event of an emergency and the telephone lines are interrupted, indicate a name and telephone number of someone who lives **out of state**, so that family information might be relayed to you.

Name Phone Number

Allergies, health concerns and/or medications taken on a regular basis: _____

EMERGENCY IDENTIFICATION RECORD
(continued)

I authorize my student to be released to any one of the following people:

_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number
_____ Name	_____ Phone Number

_____ Parent Signature	_____ Date
----------------------------------	----------------------

TO BE COMPLETED BY SCHOOL

Student Released to: _____

Date/Time: _____
Destination: _____
Released by: _____

TRAFFIC CONTROL TEAM
Emergency Response Task Descriptions

Traffic control person will supervise all traffic. Students will not be released to anyone without having cleared that release through the operations center. Vehicles will be directed to enter the campus at the following location:

and exit here:

The traffic control team will make sure that pathways are kept clear for emergency vehicles at all times. Traffic cones should be used to help direct traffic. All adults supervising traffic will wear the safety vests. Safety vests can be used from safety patrol at the elementary school.

Traffic Control Team Leaders:

1. _____

2. _____

3. _____

Team Members:

1. _____

2. _____

3. _____

CHIEF OF DOCUMENTATION AND FINANCE TEAM
Emergency Response Task Descriptions

The Chief of Documentation and Finance Team is responsible for a team to track and document every activity. This team leader ensures that information is collected, posted and evaluated, decisions are documented, an event log is maintained, performs all business services and monitors costs and time contributions of employees and volunteers.

Before Incident

- _____ Complete a First Aid/CPR training course
- _____ Be familiar with each team's responsibility
- _____ Have the names of those responsible for each Emergency Team

During Incident

- _____ Report to Site Operations Center (SOC).
- _____ Document all business activities.
- _____ Maintains/oversees event log.
- _____ Provides business assistance to other teams.
- _____ Procure supplies as needed.

Equipment Needed

- _____ Identification Vest
- _____ Clipboard
- _____ Pencils/Pen/Paper

DOCUMENTATION AND FINANCE TEAM Emergency Response Task Descriptions

The Documentation Team is responsible to document activities that take place through-out the event. This documentation is essential for any FEMA reimbursement.

Before Incident

- _____ Complete First Aid/CPR Course
- _____ Be familiar with necessary forms

During Incident

- _____ Maintain time log of all actions and reports
- _____ Record content of all radio communication with District Operations Center
- _____ Record verbal communication for basic content
- _____ Log in all written reports
- _____ File all reports for reference
- _____ Check off staff roster
- _____ Report missing persons and site damage to site recorder
- _____ Report first aid needs to medical team leader
- _____ Compile list of students "missing" for student request gate and update periodically
- _____ Compile list of students "in first aid" for student request gate (using Medical Treatment Victim Log periodically received from medical treatment area) and update this list regularly
- _____ Mark site map appropriately as related reports are received. Included, but not limited to Search and Rescue reports and damage updates; gives concise picture of campus

After Incident

- _____ File forms for reference.
- _____ Preserve map as legal document until photographed.
- _____ A permanent log may be typed or rewritten at a later time for clarity and better understanding. **Keep all original notes and records. They are legal documents.**

Equipment Needed:

- _____ Command table and chairs
- _____ Tote tray with paper, pens, and supplies.
- _____ Record-keeping clipboard with paper
- _____ Job description clipboards
- _____ File boxes
- _____ Two-way radio

DOCUMENTATION AND FINANCE TEAM

Emergency Response Task Descriptions

Sample Log

Date _____

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. These are legal documents!

<u>Time</u>	<u>Action Taken</u>
9:50	Approximate time of quake
9:55	Custodian opened container
10:00	Set up command post, "name of person" in charge
10:00	Person in charge says the nurse is off campus
10:00	Student accounting forms coming into SOC
10:00	Teachers are reporting to manpower pool
10:02	Report of "name of student" trapped in computer lab
10:06	Water running out of boys room by room 3
10:10	S&R teams assigned, team #1 told about trapped student
10:14	S&R #3 radio batteries dead
10:15	Broken glass and lights in room 10
10:16	Aftershock - no injuries reported - students are seated
10:18	All S&R teams check in ok
10:19	Room 20 front door jammed
10:20	"Names of two parent nurses" here to help
10:21	"Person in charge" places one parent nurse in charge of medical
10:22	Request backboard and 4 carriers to cafeteria
10:22	"Name" assigned stress counseling
10:23	Aftershock - "Person in charge" injured
10:24	All S&R teams check in ok
10:24	Command transferred to "Name"
10:25	DOC on radio - we receive but cannot transmit
10:26	Natural gas leak below bungalow 30
10:27	Custodian sent to check gas leak
10:27	Student release ready - S&R not finished
10:28	Major damage to cafeteria
10:28	Broken windows/lights - room 14
10:29	Burning smell room 23
10:30	Custodian unable to shut off gas by room 30
10:33	Room 32 shaken off foundation
10:35	Police helicopter flies over
10:35	Gas leak stopped
10:36	"Name" here - assigned with stress counseling person
10:38	Medical - reports total 9 minor injuries, 1 broken leg

SECTION IV

PRE EMERGENCY RESPONSE PLANNING

SITE ADMINISTRATOR

Pre-Incident Preparation

- *Acknowledge this position's ultimate responsibility for site emergency management.*
- Be familiar with all aspects of the LWSD Emergency Plan.
- Attend Incident Command System (ICS) training.
- Determine "safe" assembly area location and set up areas for the Site Operations Center (SOC), First Aid, and appropriate remote location for sanitary area.

Location of assembly areas:

Site #1: _____

Site #2: _____

Things to consider when determining a location for assembly, first aid, and student release:

- _____ Accessibility to storage container or supplies.
- _____ Maintain adequate separation from medical treatment area and student request/release areas.
- _____ Address potential need for evacuation of campus population to alternate site(s):

Other points to consider:

- _____ In September, review emergency management procedures and non-structural hazard mitigation with all staff.
- _____ Review "Drop, Cover & Hold" procedures with staff.
- _____ Survey staff for preference of assignments (medical, communication, student release, etc.).
- _____ Select Incident Commander and provide orientation, if not principal.
- _____ Create buddy teacher list.
- _____ Schedule date(s) for skills training of new employees & training update for returning staff.
- _____ Include emergency procedures with information for all substitutes on campus.
- _____ Meet with site safety representative, PTSA emergency coordinator, and custodian to ensure:
 - _____ Annual bulk water exchange (if necessary).
 - _____ Accurate inventory of supplies for container and classroom buckets/backpacks.
 - _____ Missing supplies are replaced & batteries changed.
 - _____ Parent information on preparedness at home/school sent home each semester.
 - _____ Two copies of student's emergency card are available, in classroom bucket/backpack, and one in container.
 - _____ Emergency cards are moved appropriately as class changes are made.
 - _____ Utilize emergency site committee consisting of, but not limited to:

- _____ Principal
- _____ Site safety committee representative
- _____ PTSA emergency management coordinator
- _____ At least two teachers
- _____ Custodian

- _____ Plan a minimum of two emergency drills each school year. At least one of the drills will be part of district wide Emergency Management Plan.
- _____ Plan drill evaluations.
- _____ Contact district to learn date of district-wide drill; report site drill dates.
- _____ Train selected staff members for incident command position to ensure school site safety and security during an emergency.
- _____ Train staff members for other positions in the Incident Command System (ICS).

During Incident

Remain calm

Lead by example: your example sets the tone for staff and students.

- _____ Verify that assembly area is still safe.
- _____ Assign a logistics chief to open emergency container and set up SOC.
- _____ Obtain your personal safety equipment: i.e., hard hat, vest clipboard (with job description sheet).
- _____ The principal or incident commander is responsible for all emergency operations and shall remain at the SOC to observe and direct all activities.
- _____ Appoint a backup.
- _____ Activate the appropriate site emergency plan including campus "lockdown".
- _____ Provide for immediate set up of supplies at _____
- _____ Record Incident Command System assignments
- _____ Set up sanitation area as soon as possible (remote from assembly area).
- _____ Assess total school situation, check with Incident Command Leaders.

TEACHER RESPONSIBILITIES

During Incident

- _____ Supervise and reassure students.
- _____ Assess injured students (use classroom kit supplies as required).
- _____ Take classroom kit.
- _____ Evacuate to emergency assembly area:
- _____ Using safest route.
- _____ Quickly and quietly.
- _____ Alert for blocked exits, other hazards.
- _____ Aware of other classes not exiting (check buddy teacher).
- _____ Door to remain unlocked for Search and Rescue access.

Assembly Area

- _____ Instruct students to sit down.
- _____ Take attendance.
- _____ Note and report immediate first aid needs to remaining buddy teacher.
- _____ Student runner picks up attendance list.
- _____ Search and Rescue, and Medical First Aid teams report to stations.

Remaining Supervising Teacher or Buddy Teacher

- _____ Administer first aid, as necessary.
- _____ Help students fill out name tags
- _____ Prepare for student release.
- _____ Supervise and reassure students, be alert for signs of injury or shock

Student Release

- _____ Student runners will request student.
- _____ Remove name tag from child; store in classroom kit.
- _____ Send any first aid forms with child.
- _____ Child will accompany runner to release area.
- _____ If parent demands child, breaking release procedure, make appropriate notations on card and store in bucket. **Avoid confrontations.**

EMERGENCY MANAGEMENT PLANNING FOR ALL STAFF

Before Incident:

- Maintain current printed class lists. Keep them in a safe, easily accessible place.
- Keep the classroom emergency supplies in a safe, accessible place, probably near the door.
- Participate fully in school drills, encouraging all students.
- Provide instruction to students on earthquakes and earthquake preparedness as directed.

During Incident:

- Drop and cover at the first sign of an earthquake. Hold onto furniture legs. If outside, move away from buildings.

After Incident:

- If an evacuation is ordered, take students out to predetermined area.
- Remain with your class or report to the Site Operations Center (SOC), if you do not have class.
- You are in charge of all first aid for the students in your class until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation.
- Use bottled water until you are notified otherwise. Use the red card in your emergency kit to signal major first aid needs whether they are on the field or in the classroom.
- When evacuating classrooms, take emergency bins, roll lists and water.
- Check with your buddy when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Buddy teacher will evacuate the rest of the students.
- Take roll. Immediately notify Search and Rescue of any student who is not with your class, noting possible whereabouts, i.e., at library, absent from school, etc. Take roll periodically throughout the emergency period.
- Note on the class roster stored with the emergency supplies the name of anyone who for any reason leaves the class group, i.e. to go to the first aid center, home, or home with authorized person.
- Students are to report to the Student Release Area for proper release, when directed.
- Record any unusual behaviors observed in your class or any first aid you provided to students.
- If a child is released to anyone other than a parent or authorized person, i.e. to the first aid center, write the child's name on the child's right hand in permanent ink. (The child might go into shock or become unconscious later and not be able to give their name. If

a child is sent to a medical center away from the school, this identification is even more essential.)

- Be aware that there may be many members of the community who may want to assist those at the school: search and rescue volunteers, persons with special skills or equipment, those who have stored supplies and volunteers to help teachers.
- Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions. Talking it out is absolutely essential in psychological adjustment to the incident.
- As the time period extends, remind students that they are in perhaps the safest possible place, under the emergency situation.

Additional Staff Responsibilities

- Staff will be expected to conduct a preliminary hazard survey of their classroom
- Staff members will become fully aware of the procedures contained in the Lake Washington School District Emergency Management Plan.
- Staff members are expected to fully participate in the buddy system.

EMERGENCY MANAGEMENT INFORMATION FOR SUBSTITUTES

Teacher: _____ Room no. _____

Buddy Teacher: _____ Room no. _____

Location of Emergency Supplies _____

Drop, Cover and Hold

During a Drop, Cover and Hold Drill or an actual emergency situation, all staff and students are to take cover under desks in rooms that have them, or face away from windows if in a room that does not have desks. If outside, move at least 50 feet away from any buildings and stay clear of power lines and trees if at all possible. Everyone should remain in that position until the all clear is sounded or until a building evacuation is ordered.

Building Evacuation/Fire Drill

When a building evacuation is ordered (either as a fire drill or an actual emergency situation), the following should be done:

- All staff and students are to evacuate the building, if physically able to do so.
- Classroom emergency supplies and a class roster should be taken with you as you exit the classroom. (Don't spend time looking for emergency supplies if they aren't readily available and don't return to the classroom to get them if you are elsewhere on campus.)
- Students are to report to: _____.
- If the teacher you are subbing for has a first period class, you are to report to his/her normal evacuation position on the field (see attached map). Take attendance for your first period class and report any missing students to your area captain.
- Your buddy teacher is in a room right near yours. Don't hesitate to touch base with him/her if you are having any difficulties.
- Remain on the field until the all clear is sounded or until further instructions are given.

See specific instructions from the teacher on the reverse side of this document.

CHECKLIST OF REQUIREMENTS	
For Building Administrators	
Confirm radio system is operational externally	Beginning of year
Confirm radio system is operational internally	Beginning of year
Assign area captains	Beginning of year
Buddy System	Beginning of year
Gather student medical release information	Beginning of year
Reassign Incident Command System positions	Beginning of year
Reassign other positions:	Beginning of year
Replenish and check first aid supplies	Beginning of year
Reassign first aid positions as needed	Beginning of year
Update list of emergency phone numbers	Beginning of year
Update maps of fire extinguisher locations	Beginning of year
Update map of utility locations	Beginning of year
Update map of disaster equipment locations	Beginning of year
Replenish supply of food and water	Beginning of year
Train additional people in utility shutoff	Beginning of year
Conduct survey of staff	Beginning of year
Assess hazards needing to be corrected	End of year
Evaluate earthquake lesson plan	End of year
Update class lists on clipboards	Every semester
Check placement of emergency kits	Every semester
Check placement of flashlights	Every semester
Update evacuation reporting plan	Every semester
Update class rosters in command center	Every semester
Conduct earthquake/drop and cover/fire drills	Monthly
Solicit PTSA participation	Ongoing
Evaluate site emergency plan	Ongoing

STAFF EMERGENCY MANAGEMENT SURVEY

Name _____

In the event of an emergency, staff may not be able to leave the site due to road or bridge closures because of hazards. The District strongly encourages staff members to have a personal Emergency Plan. This Plan should include information that will allow each staff person to know that their loved ones are safe or in a secure location.

Please check one:

_____ Yes, I would be willing to stay at school as long as necessary during an emergency school closure or natural disaster situation.

_____ Providing roads are passable, I would like to be released as soon as possible after student dismissal.

As part of updating our records, please indicate below if you have a current first aid card or other special training which will be useful during an emergency:

_____ I have a current first aid card. Expiration date: _____

_____ I have had the following training:

Type of Training	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please use the space below to provide any additional information you would like.

Please return this form to the Principal

“BUDDY “TEACHERS

Guidelines for Preparing a “Buddy” Teacher List

1. Assign teachers in adjacent rooms as "buddies" if possible.
2. Pre-determine safest exit route(s), avoiding overhangs, windows, lighting, potentially blocked stairways, overhead power lines, etc.
3. Following the incident and classroom status check, buddy teachers check with one another to determine health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone.

Remember:

The teacher's responsibility is to do the *greatest good for the greatest number.*

4. Students should exit, *without* the teacher leading them, and go to the assembly area as instructed. Teacher should stay back to check the classroom and close the door (do not lock).
5. Once in the assembly area, buddy classrooms line up next to each other for student accounting. Assembly area buddy assignment may or may not be the same as classroom buddy.
6. Each classroom bucket/backpack should contain teacher's class roster *as well as* buddy classroom roster.
7. Immediately following student accounting, one member of each buddy team reports to Site Operations Center (SOC) for assignment.

List each teacher alphabetically. Every teacher should appear once in the "Teacher" column and once in the corresponding "Buddy Teacher" column.

CLASSROOM PREPARATION
PRIOR TO AN EMERGENCY

All of the following should be done prior to an emergency:

- _____ Each teacher has the following items in the classroom
 - _____ first aid kit
 - _____ class lists
 - _____ flashlights
 - _____ emergency food
 - _____ teacher name sign
 - _____ a red "help" and green "ok" sign

_____ Each teacher is to designate two students as emergency assistants. These two names should be starred on class lists in the emergency bins. Emergency assistants will be informed of the procedure with the class lists, where to go and what the colored signs are used for. These students must be dependable and have parent permission.

_____ Emergency assistant name _____
Emergency assistant name _____

Bullhorns will be strategically placed in the following areas:

HAZARD IDENTIFICATION IN THE CLASSROOM

This section is intended to help you identify potential earthquake hazards at your school. Regardless of your current capability to reduce hazards, simply knowing what to expect is the foundation of quality plans and procedures for conducting classroom and post-earthquake building evacuation drills and for preparing response and shelter plans.

In the hazard assessment, please consider the potential impact of a major earthquake on your community and the probable hazards it could cause. This broad view will help you to anticipate extraordinary problems. For example, additional plans will be required if your school is located below a dam or near a hazardous materials site. This section includes:

- How to identify potential earthquake hazards in classrooms.
- How to identify prevalent hazards throughout school buildings
- How to identify potential earthquake hazards along building evacuation routes.
- How to identify potential earthquake hazards in the neighborhood and community.

As you identify potential hazards, put into perspective those you can eliminate, reduce, or only anticipate. You will discover that many hazards can be reduced substantially or even eliminated with little effort and no cost (e.g., removal of heavy objects from high shelves). Other hazard reduction measures might be phased into your routine maintenance schedule. *(Since the more costly measures are likely to compete with other budget items, you may wish to develop a plan to reduce a few hazards each year).*

STEP ONE: Obtain or draw a map of school and school grounds

A combination plot map and floor plan will serve many purposes. It will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. Further, it will provide a basis for (1) establishing an evacuation route(s); (2) identifying a safe, open-space assembly area; and (3) developing procedures for conducting emergency response activities (e.g., search and rescue, damage assessment, etc.).

Mark clearly by name the location of classrooms, library, and other activity rooms, restrooms, heating plant, hallways, and all doors and closets. In addition, locate:

- _____ Main shut-off valves for water and gas
- _____ Electrical power master switch
- _____ Stoves, heating/air-conditioning equipment
- _____ Chemical storage and gas lines in laboratories
- _____ Hazardous materials stored by custodians and gardeners
- _____ Portable, battery-powered PA equipment/radios/lighting
- _____ Fire extinguishers
- _____ First-aid equipment
- _____ Outside water faucets/hoses
- _____ Overhead power lines
- _____ Sewer lines

_____ Underground gas lines

As you work through this and subsequent steps, make a list of your information needs, such as the locations of sewer and underground gas lines. Then contact the Facilities Department and Diane Weber in Risk Management.

STEP TWO: Identify potential earthquake hazards in classrooms.

The checklist below will help identify common classroom earthquake hazards that can be reduced or eliminated at little or no cost. A subcommittee can be asked to survey each classroom. Or, classroom teachers might want to conduct their own hazard assessment. Use the Classroom Hazard Inventory form to help.

The Classroom Hazard Assessment, Committee Work Plan shows how the committee could use the information from the completed inventory forms to (1) determine the scope of potential classroom hazards throughout the school, and (2) develop plans to reduce these hazards.

_____ Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?

_____ Are heavy objects removed from high shelves?

_____ Are aquariums and other potentially hazardous displays located away from seating areas?

_____ Is the TV monitor securely fastened to a securely fastened platform?

_____ Is the TV monitor securely attached to a portable (rolling) cart with lockable wheels?

_____ Is the classroom piano secured against rolling during an earthquake?

_____ Are wall-mounted objects (clocks, maps, etc.) secured against falling?

_____ Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

_____ All computers strapped down?

Encourage student participation in this hazard assessment to increase student awareness of earthquake hazards and resourcefulness in identifying ways to reduce hazards.

STEP THREE: Identify common earthquake (and other) hazards throughout school buildings.

_____ Are toxic, corrosive, and flammable materials securely stored to withstand falling and breaking?

_____ Are warning signs posted in areas housing hazardous materials?

_____ Are appliances (e.g., water or space heaters) securely anchored?

_____ Are fire extinguishers checked annually (or in accordance with fire code requirements)?

_____ Are fire extinguishers secured?

_____ Are office file cabinets secured? Do file drawers have adequate latches to prevent contents from spilling?

- _____ Are light fixtures adequately supported?
- _____ Are windows near exits made of safety glass?
- _____ Are "portable" buildings properly tied to foundations?
- _____ Are automatic gas shut-off valves installed?

STEP FOUR: Identify potential hazards along building e vacuation routes.

The key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered in route from classroom and other activity rooms to safe, open-space areas. The Diane Weber in Risk Management can help with this assessment and subsequent planning steps.

- _____ Are gas, sewer, and power lines near outdoor assembly area?
- _____ Do hallways and/or doors contain glass panels?
- _____ Are these panels of safety (tempered) glass?
- _____ Do lockers, bookshelves, and other storage units line hallways?
Following an earthquake, hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.
- _____ Is lighting dependent on electricity rather than sunlight?
If the lighting system fails in enclosed hallways or stairways, resulting darkness will make it difficult to navigate safely. If emergency (battery-powered) lights are available, be sure to secure them against falling.
- _____ Does your school building have elevators?
Elevators are extremely vulnerable to damage from earthquakes. Ground shaking may cause counterweights and other components to be torn from their connections, causing extensive damage to elevator cabs and operating mechanisms.
- _____ Post signs near elevators prohibiting their use in the event of fire AND earthquakes.
- _____ Do building exit routes pass through arcades, canopies, or porch-like structures?
Columns supporting arcades or porches may fail and roof overhangs may sag or fall.
- _____ Is school building faced with parapets, balconies, or cornices?
Roof tiles, parapets, balconies, cornices, and other facades and decorations may fall during an earthquake. If they have been weakened, these components may fall after the ground stops shaking.

The greatest danger exists directly outside building exits. Students should be cautioned to move quickly past these hazardous areas.

_____ Other:

Work with Risk Management to identify potential hazards in the neighborhood surrounding your school.

Locate the following potential hazards on a street map available from the city or county planning department:

- _____ Facilities containing toxic, chemically reactive, and radioactive materials (manufacturers and users; e.g., gas stations).
- _____ High-voltage power lines.
- _____ Transportation routes of vehicles carrying hazardous materials (freeways, railroad tracks).
- _____ Major underground gas and oil pipelines.
- _____ Underground utility vaults and above-ground transformers.
- _____ Multi-story buildings vulnerable to damage or collapse.
- _____ Water towers, and water tanks.

Many of the above potential hazards are not readily apparent. Help in identifying their location may be obtained from Risk Management through the fire department, city/county public works department, and/or the building inspection department.

STEP SIX: Determine the vulnerability of your community to the following earthquake effects:

- _____ Strong to violent ground shaking.
- _____ Flooding from collapsed dams/levees.
- _____ Landslides
- _____ Tsunami (seismic sea waves)
- _____ Volcanic ash fallout

**CLASSROOM HAZARD ASSESSMENT
COMMITTEE WORK PLAN**

- _____ Tally classroom hazards from Classroom Hazard Inventory form
- _____ Recommend remedies/objectives.
- _____ Develop and assign tasks.

Planning Problem: Classrooms contain

- _____ unsecured bookcases _____ rolling pianos
- _____ unsecured wall shelves _____ hanging plants
- _____ unsecured freestanding cabinets _____ heavy objects on high shelves
- _____ unsecured TV monitors _____ unsecured computers/monitors

(Give numbers of bookcases, cabinets, etc., involved.)

Recommendation: Determine and implement best procedures for securing bookcases, cabinets, wall shelves, TVs, and rolling pianos.

Tasks:

- _____ Meet with maintenance personnel at school or district office.
- _____ Determine whether or not parents can be recruited to help.
- _____ Determine cost of bolts, brackets, etc.
- _____ Identify possible funding support.
- _____ Establish work schedule.
- _____ Conduct project

Person Responsible: _____

Report Due: _____

SAMPLE LETTER TO PARENTS OF ELEMENTARY SCHOOL STUDENTS REGARDING COMFORT KITS

This letter could be sent home in the beginning of the year mailing to parents.

Date

Dear *School Name* Parents,

A committee of teachers, parents, and support staff will continue to refine the complex task of designing an Emergency Management Plan for *School Name*. The project is an ongoing process of planning, educating, and implementing strategies to address the many issues involved in being prepared. The areas for discussion and implementation include:

- evacuation and planning
- supplies and storage (food, water, first aid, tools, etc)
- alternative communication systems
emergency teams and training (search and rescue, student supervision, first aid, etc.)
- student comfort kits
- student identification
- student release procedures

This letter is to introduce one part of the plan that involves home participation, the COMFORT KIT. Participation in this portion of the preparedness plan is optional, but strongly urged by the committee.

THE COMFORT KIT

A comfort kit is a small kit that is available to each student in the event of an emergency, such as an earthquake. The kit is created by each student's family in a ziploc bag and is stored in a sealed container in the classroom or emergency storage container. Comfort Kits are sent home at the end of the school year for refreshing and information updates.

The purpose of the kit is to provide small physical comforts and emotional support to the student. It is not meant to meet all needs that may arise. Creating a Comfort Kit is an optional activity and each family must decide whether this is an appropriate response for their student(s). However, the school strongly urges participation for every student.

The following list of supplies are suggested items to include in the COMFORT KIT:

- 1 foil wrapped granola bar
- 1 foil wrapped package of fruit snacks
- 1 can juice
- 1 roll of hard candy
- 1 small packet of tissue
- 1 small game, deck of cards, or book
- 1 note of support from parents
- 1 family photo
- 1 emergency light stick
- 1 large plastic garbage bag

When your student's kit is prepared, please send it to school, with the child's name clearly marked on it.

Optional: We are asking for your support so that our Emergency Management Committee can purchase supplies for your student. A suggested donation of \$3.00 to \$5.00 per student will enable us to buy comfort items in bulk and allow the best prices from suppliers.

If you have any questions, please call (*PTSA Emergency Management Chairman or designated school personnel*).

Thank you for your support of this important safety program.

Sincerely,

*The Emergency Management Committee
Name of School*

SAMPLE LETTER TO PARENTS OF SECONDARY SCHOOL STUDENTS REGARDING COMFORT KITS

This letter could be sent home in the beginning of the year mailing to parents.

Date

Dear *School Name Parents*,

A committee of teachers, parents, and support staff will continue to refine the complex task of designing an Emergency Management Plan for *School Name*. The project is an ongoing process of planning, educating, and implementing strategies to address the many issues involved in being prepared. The areas for discussion and implementation include:

- evacuation and planning
- supplies and storage (food, water, first aid, tools, etc)
- alternative communication systems
- emergency teams and training (search and rescue, student supervision, first aid, etc.)
- student conflict
- student identification
- student release procedures

If you have an elementary student in your family, you will most likely receive information regarding the preparation of a “comfort kit” for your young student. Your older student needs “comfort” as well during an emergency. The way comfort supplies are collected and distributed at *school name* will differ from elementary schools. During a typical day, our secondary students travel to numerous classrooms and areas of the building. Therefore, the experts in emergency management recommend that comfort supplies such as food, water, light sticks, emergency blankets, etc. be purchased in bulk to be stored in one location. This location will most likely be a storage container or small building on the school grounds. That way the supplies can be securely stored safely away from the main buildings. These items will be distributed when needed by teams responsible for student care and shelter.

Optional: We are asking for your support so that our Emergency Management Committee can purchase supplies for your student. A suggested donation of \$3.00 to \$5.00 per student will enable us to buy comfort items in bulk and allow the best prices from suppliers.

If you have any questions, please call (*PTSA Emergency Management Chairman or designated school personnel*).

Thank you for your support of this important safety program.

Sincerely,
The Emergency Management Committee
Name of School

EVACUATION

Communication During And After An Emergency

1. At the sound of the order to evacuate the building, teachers and their classes will quickly assess conditions and select the proper colored card that applies:
 - a. Red: signifies there are injuries and there is a need for immediate help.
"We have a life-threatening situation."
 - b. Green: signifies that all are safe and able to evacuate the classroom.

Teachers will hang the appropriate colored card on the outside door knob of their classroom as they evacuate the building. If the teacher is not available, or is unable to do so, classroom assistants will be responsible to hang the appropriate colored card.

2. Teachers and students will evacuate to _____.
They will take the classroom emergency bin to that area with them. All will proceed quietly to their designated reporting station.
3. Students and teachers line up in straight quiet lines. The emergency assistant or first student in line will hold up the teacher's name card to help students locate their areas.
4. The teacher or emergency assistant will check class lists. The names of any missing individuals will be noted.
4. The status and attendance of each group or class will be reported the Search and Rescue team.
5. _____ will report to the Site Operations Center, once all rooms in their area are accounted for. Names of missing persons will be handed over to this administrator.
6. _____ will report the names of missing persons to the Site Operations Center (SOC).
8. Everyone will wait on the field until further instructions are given, possibly over the intercom or through the use of a bullhorn, depending on circumstances.
9. Staff members assigned to additional tasks will proceed to those areas as needed, once they have made contact with their buddy staff members.

SECTION V

SPECIFIC INCIDENT PLANS

BASIC COMMUNICATIONS

STAND-BY NOTICE

All District personnel will receive stand-by notice if reliable information is received and there is a probability of an emergency situation developing. Stand-by notice may be given by individual/conference phone call or will be handled by the Superintendent's Office through existing equipment: phone service, radio cars, media and messengers dispatched from the Resource Center.

BASIC EMERGENCY RESPONSES

1. Sufficient Warning: If advanced warning is received and transportation arrangements can be made in time to have students safely transported, buses may operate.

2. Insufficient Warning: If insufficient warning is received, students will remain at school and:
 - a. The building principal will be responsible for organizing food, medical attention, parent contact and supervision of the students until relief help becomes available.
 - b. Students may be released to the custody of their parents.
 - c. If a bus is en route and it is the judgment of the bus driver that proceeding further would endanger passengers, the driver may route the bus to the nearest school for refuge and further direction.

3. Notification of emergency school closure will be made by the Superintendent's Office to all media for purposes of public information and parent notification.

4. If it is necessary to evacuate a building which has sustained physical damage, the building will be inspected and declared safe by responsible parties before anyone is allowed to reenter.

Facilities425-882-5110
Risk Management Coordinator425-702-3442

EARTHQUAKE

ACTION PLAN

1. Remain calm.
2. If indoors, take cover under desks or tables.
3. After quake, evacuate the building.
4. Arrange for transportation.
5. Inspect building before returning.

Should an earthquake occur, the following procedures should be followed:

REMAIN CALM

Staff members should take charge immediately and give instructions in firm, calm voices to reassure, thus helping to prevent the possibility of hysteria or panic.

REMAIN WHERE YOU ARE

During an earthquake, under no circumstances should persons rush through or outside of the building. Experience has shown that the greatest threat of danger is outside entrances and close to the sides of buildings.

IF INDOORS

Take cover under desks, tables or other heavy furniture, in interior doorways or narrow halls, or against weight-bearing inside walls. Stay away from windows, light fixtures and suspended objects. After the quake is over, evacuate the buildings and move personnel to the designated outdoor assembly area until the building has been inspected for damage by district officials and city building department officials.

IF OUTDOORS

Move away from building. Avoid utility poles and overhead wires. Sit down on the ground and wait for shaking to stop. Do not enter any building that may have sustained damage until authorized personnel have examined the building and declared it safe.

IMPLEMENT THE EARTHQUAKE RESPONSE PLAN

Staff members should implement their building's Earthquake Response Plan Procedures. See plan for assigned staff responsibilities.

INSPECTION OF BUILDING

Before students reenter the building, an inspection by district officials and city building department officials should be made of the following:

1. structural soundness,
2. electrical wiring,
3. oil, gas and other fuel systems,
4. water distribution, and
5. boiler and heating systems.

If there is no apparent damage, all systems are in working order, and police or fire officials consent, then students and staff may return to the building.

ARRANGEMENT FOR TRANSPORTATION

If there is determined to be sufficient damage to close the building and if it is determined that transportation is needed, a request shall be made to Superintendent's office to make the arrangements for transportation or other alternatives.

If there are no phones or communication links and considerable damage, efforts should be made to send a messenger or use such other communication techniques to request help.

II. EARTHQUAKE EVACUATION PROCEDURE

After the shaking. Remain calm. Classroom teachers should check for injured students or employees, or trapped individuals. If a teacher is seriously injured, unconscious, or trapped, students should be trained to request evacuation assistance from a buddy teacher in an adjoining classroom or from the Search and Rescue Team. If a supervisor is seriously injured, unconscious, or trapped, employees should provide evacuation assistance or request assistance from the Search and Rescue Team.

Anyone seriously injured who should not be moved immediately, should be left where they are unless there is imminent danger, such as fire or the threat of immediate structural collapse. The location of seriously injured or trapped individuals who were not assisted during the initial evacuation, shall be reported to the Command Center.

Earthquake Evacuations. Proceed in a calm and orderly manner to the nearest building exit. If you are already outdoors, do not return into the building. If a power failure occurs and emergency lighting is not available or is insufficient for a safe exit, wait for someone with a flashlight to provide assistance. The Search

and Rescue Team will provide evacuation assistance to students and employees with disabilities. Teachers should take class roster when evacuating classroom.

Interior structural damage, fallen furnishings, broken glass, and other debris may obstruct primary exit routes. Know your alternate evacuation routes. When exiting the building, be aware of exterior hazards such as glass from broken windows, fallen bricks, exterior building materials, and downed power lines. Once outside, stay away from the building(s), including covered play areas, keep clear of metal fencing, and go to the designated assembly areas.

Accounting for All the Site's Occupants. Teachers and supervisors will check to see that all their students or employees have arrived at the assembly area. The members of the Student Assembly Team will confirm the presence of all students and employees. The names of any missing students or employees and the names and locations of any injured or trapped persons remaining in the building will be immediately reported to the Incident Command Center. Re-entry into the building(s) is not allowed unless authorized by the Incident Command Center.

III. EMERGENCY RESPONSE TEAM ASSIGNMENTS

A. Earthquake Command Center Operations

Those persons designated as responsible for making emergency decisions will evacuate and set up a command center at the predetermined location. The command center employees are responsible for directing and coordinating all emergency response activities at that location. The command center will serve as the communications center with the District Office and with walkie-talkie communications within the location. The command center will determine if the buildings can be re-entered or if the School Closure Procedure is to be implemented.

B. Student Assembly Team

All students will remain in the custodial care of school district staff until they can be released to a parent or to an individual designated by the parent. No child will be allowed to leave with another person, even a relative or babysitter, unless the school has written permission to that effect or that particular person is listed on the student's emergency card in the school's files.

The members of the Student/Employee Accounting and Release Team will establish a Student Release Station at the school office or at an alternate, temporary site at the entrance to the school yard. Signs will be posted to indicate if this alternate location is required.

The team will keep written records of students released to parents or other authorized persons. All parents, or designated parties, who come for students must sign them out at the office or temporary Student Release Station. The team will periodically update the command center regarding the number of students remaining in the care of school staff.

C. Search and Rescue

The members of the Search and Rescue Team will respond immediately after the shaking has stopped. The team members must have immediate access to tools and their personal protective equipment. In the event of a major quake, the team has the primary responsibility of turning off any natural gas and fuel oil lines to the building and for the suppression of small fires. The team may also turn off ruptured water lines to prevent excessive water damage. The members of the team will secure the buildings and restrict unauthorized entry by students, employees and members of the public. Dangerous areas will be isolated with hazard tape to prevent unsafe exposures.

In the event that a fire sprinkler head goes off, and there is no evidence of a fire in any part of the building, the team, at the discretion of the command center, may unlock and shut the sprinkler system off at the main riser to replace the sprinkler head. When the head has been replaced, the system must be re-opened and locked in the open position.

The team will provide the command center with a preliminary assessment of damages to the building and the status of utility services.

During the evacuation, the Search and Rescue Team will also respond by providing evacuation assistance where needed. After the initial evacuation, the team will report to the command center and, if directed, the team will re-enter with the proper equipment to complete a systematic search for any students or employees reported as missing or to assist those reported as injured or trapped.

D. Medical First Aid

The employees identified as members of the Medical First Aid Team should set up a treatment area near, yet somewhat isolated from, the site's assembly area. At school sites, these employees should not have direct student supervision responsibilities.

Team members should be responsible for delivering the site's emergency supplies and equipment to the assembly area. In addition to other emergency supplies, the stores of emergency response supplies and

equipment shall include most of the items necessary for emergency first aid assistance.

All school sites are required to have at least one first aid trained employee for every sixty students. Should a school team require additional assistance, a teacher volunteer, trained in first aid, may be relieved of student supervision responsibilities in order to assist.

The team should inform the command center of any serious injuries requiring immediate medical attention. The command center will attempt to reach public emergency response services or determine alternative actions to attend to those seriously injured.

A member of this team should also have the responsibility and skills of providing psychological assistance as needed. This member should also be bilingual at school sites having a large number of non-English speaking students.

IV. RECORDS AND MATERIALS NEEDED FOLLOWING A BUILDING EVACUATION (Stored in a portable container for easy transport)

A. Student Enrollment List

B. Site's Emergency Response Plan Notebook

C. Student Emergency Card File

D. Local Street Map

E. Directory of District Cellular Phone and Pager Numbers

F. Clerical Supplies

Legal tablets (3)

Battery operated clock or watch (2)

Pens and pencils (2 dozen assorted)

Wide tip felt pens (2)

Masking Tape (1 roll)

Heavy-weight paper for temporary signage (12 sheets)

FIRE OR EXPLOSION

ACTION PLAN

1. Activate alarms and evacuate the building.
2. Call 911
3. Arrange for safety of students.
4. Notify the Superintendent's office.
5. Work with Transportation to arrange for transportation of students if needed.
6. Fire officials inspect building before returning.

IF FIRE IS REPORTED

If there is a fire or a suspicion of fire through the sudden appearance or smell of smoke, the school alarm should be sounded immediately and the building evacuated.

NOTIFY AUTHORITIES

The fire department should be called immediately for any fire at a school site.
Telephone 911.

Any response by the fire department requires a representative from the school district that is familiar with the building and has authority to act on behalf of the school district's interest to be at the fire department command post.

ARRANGEMENT FOR TRANSPORTATION

If it is determined that transportation is needed, a request shall be made to the Transportation Office to make arrangements.

INSPECTION OF BUILDING

Any building that may have sustained damage is not to be entered until it has been examined and declared safe by the Fire Department. Before resuming use of a building, inspection must be made of the structural, electrical, fuel, water, boiler and heating systems.

CUSTODIAN RESPONSIBILITY

Upon arrival of the Fire Department and/or other agencies, the custodian will be available to the officer in charge of the fire to give assistance relating to building plans and equipment. As-builts and architectural drawings may be requested from Facilities (425-882-5100).

The custodian should have available a current site plan indicating:

- building layout
- electrical control panels
- gas and water control valves

GAS LEAK

Natural gas leaks, with odor in the building, may occur and may bring danger of explosion. **Natural gas rises** and will often be outside because most gas lines are outside of a building. Natural gas is mixed with Tertiary Butyl Mercaptan to give it odor. The gas goes up and the odor goes down. If odor is detected in the building, check to determine:

IF LEAK IS IN OR NEAR THE BUILDING

1. Evacuate the building immediately, following your local building evacuation plan. Get students a safe distance from the building.

Turn off main gas valve - Location _____

Call Facilities/Maintenance Department: 882-5100

Call Fire Department : 9-911

If time permits, call the Superintendent's Office to alert these offices to the current situation: 702-3257

Risk Management Coordinator: 702-3442

Keep students a safe distance until the problem has been corrected; seek alternative housing (see next page).

IF PERSON IS UNCONSCIOUS

1. Remove person from area and evacuate them with others in building.
2. Call Fire Department and Facilities (see above).

OTHER PRECAUTIONS/ACTIONS

1. Each building administrator should survey the neighborhood and determine staging areas, safe locations, etc., where students and staff go for shelter or for alternative housing.
2. Copies of this "Alternative Evacuation Plan" should be filed following this page and with the Risk Management coordinator. Other copies should be kept in other safe places, such as the principal's home, or with the campus administrator in charge of safety, etc.

3. Inservice in alternative evacuation plans should be provided at intervals as needed for refreshing or updating.
4. Teachers should carry their class roster with them when evacuating the building.

BOMB THREAT

HOW TO PREPARE

1. Be aware, the principal must evaluate the seriousness of bomb threats or other disruptive situations, using input from all sources; then the principal, in conjunction with the Superintendent's Office, acts in such a manner that reflects the best safety and interests of staff and students.
2. Bomb threats may be originated in writing, in person, over the telephone, or relayed through a secondary source.
3. Preventive/supportive measures.
 - a. Design a search plan, utilizing knowledge of principal, assistant principals, teachers, custodians, volunteer search teams and others; include likely places a bomb might be hidden; have search plan ready for civil authorities when they are assisting.
 - b. Provide written information to appropriate personnel on how to record and react to threats.
 - c. Provide inservice and rehearsal of emergency procedures with staff.
 - d. Principal and others in charge need always to remain calm and decisive, based upon plans which follow predetermined priorities.
 - e. Staff volunteers may agree to constitute a search team and become knowledgeable in search techniques.
 - f. File any locally developed plans following these pages.

ACTION PLAN

1. Note time of call.
2. Ascertain facts such as age, sex, voice characteristics, etc.
3. Evacuate (as per fire drill).
4. Inform responsible administrator. Call 911 and the Superintendent's office.
5. Search premises.
6. Make written record.

DELAY CALLER

When a bomb threat is received, the recipient of the call should attempt to delay the caller and try to determine from the conversation as many facts possible following the conference. A word-by-word record should be made. Ask the caller where the bomb is hidden and when it is set to explode. If a tracer is on the line, do not hang up.

INFORM SCHOOL ADMINISTRATOR

Office personnel or staff member answering a bomb threat call should immediately alert a school official.

NOTIFY DISTRICT EMERGENCY SERVICES COORDINATOR

The school administrator will, through a predetermined system, alert the building staff that a bomb threat alert is in effect. Following the alert, the local police or sheriff's department will be notified. In turn, the Superintendent's office will be notified of the situation.

IN CASE OF EVACUATION

In the event of building evacuation, the fire drill process should be used.

AREAS OF RESPONSIBILITY

In the process of evacuation, the school administrator is responsible for all staff members and students. He/she may be under the police or sheriff's direction until an inspection has been completed. The person in charge of the building shall make the decision for students and personnel to reenter the building.

TRACING CALLS

Tracing a call assumes that the caller will continue to keep his line open. The phone company business offices must be alerted.

WHEN A BOMB THREAT IS CALLED IN

1. Keep the caller on the line as long as possible. Ask the caller to repeat the message. Record every word spoken by the person. Talk in a calm voice. Note the exact time, if possible.

If the caller does not indicate the location of the bomb or the time of possible detonation, ask for this information. Do not act excited or try to force this information.

Inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people. Be calm.

Pay particular attention to all background noises such as motors running, background music, and any other noise which may give a clue as to the location of the caller.

Listen closely to the caller's voice (male/female), voice quality (calm, excited), accents and speech characteristics. Immediately after the caller hangs up, report to the person designated to receive such information and document such action in writing.

2. Document as much information as possible on the bomb threat report form.

3. Notify authorities to be involved:

Principal, assistant principal, administrative assistant or counselor(s)
Police and fire departments - Call 911
Superintendent or designee
Custodian(s)

4. The building administrator is in charge, unless a police and/or fire official assumes responsibility for the immediate event.

POSSIBLE ACTION

1. In the event of a bomb threat, evacuation will be effected immediately by the principal. This decision circumvents the calculated risk and gives prime consideration for the safety of personnel in the building. The alternative is for the principal to make the decision based on all available information at the time of the threat, not to evacuate. The principal's first consideration must be for the safety of students. Unless otherwise notified, the principal will make the final decision.
2. The principal or designee shall immediately assess the urgency of the situation and make the appropriate decision.

ALTERNATIVES

Students remain in the classroom while a search is made. No classes should change rooms until the principal makes the decision.

Students cleared from the building until all or part of the building can be searched.

Students removed to a part of the building determined safe after partial search.

Students sent home. This should only be done in consultation with the Superintendent's office and when an explosive device has been found or if facts indicate a more thorough search is necessary.

3. Upon notification that a bomb has been found, evacuate the building of students and staff:

The emergency procedure developed for evacuating the school should be followed. **Announcements of evacuation should be accomplished by a predetermined signal, not by automatic alarm, because explosives could be connected to such a system** . For example, a predetermined signal might be an intercom message to leave the school.

Students shall not be permitted to open lockers or enter other parts of the building.

Lock all entrances to prevent students and staff from reentering the building.

Notify staff to take roll and grade books with them when evacuating.

The principal shall ascertain that the building has been evacuated.

Advise the staff and students not use radio-telephones or other radio-controlled electronic devices if a bomb has been located or suspected to be in the building. Using such devices could prematurely detonate the bomb.

WRITTEN THREATS

1. While written messages are usually associated with generalized threats and extortion attempts, be aware that written warnings of a specific device may occasionally be received and should never be ignored.
2. Save all materials, including any envelope or container. Once the message is recognized as a threat, further unnecessary handling should be avoided. Every possible effort must be made to retain evidence such as fingerprints, handwriting or typewriting, appearance and postal marks which are essential to tracing the threat and identifying the writer.
3. If a suspicious looking letter or package is received:
 - Do not open.
 - Isolate the item and evacuate everyone in the vicinity to a safe distance.
 - Notify District personnel immediately.

BOMB SEARCH TECHNIQUES

1. Do not touch a strange or suspicious object. Its location and description should be reported to the person designated to receive this information. The removal and disarming of a bomb or suspicious object must be left to professionals in explosive disposal.
2. If the danger zone is located, the area should be blocked off or barricaded with a clear zone of 300 feet until the object has been removed or disarmed by authorities.
3. During the search of the building, a rapid two-way communication system is of utmost importance. Such a system has been readily established through existing telephones. CAUTION: The use of radios during the search can be dangerous. The radio transmission energy can cause premature detonation of an electric initiator (blasting cap). Auto or two-way, hand-held radios are not to be used.
4. The signal for evacuating the building in the event of a bomb threat should be the same as that for a fire. In the case of a bomb threat, where possible, all doors and windows should be opened to permit the blast wave to escape in the event of an explosion.
5. When, or if, the building is evacuated, procedures must be established immediately to prevent unauthorized access to the building.
6. Evacuate the students to a safe distance away from the building to protect them against debris and other flying objects if there is an explosion. After the building is evacuated, all gas and fuel lines should be cut off at the main valve. All electrical equipment should be turned off prior to evacuation. School maintenance personnel will be responsible for the cutting off of all utilities but not until so directed. The decision to cut off all electrical power at the main switch should be made with consideration given to lighting requirements for the search teams.
7. During the search, the school nurse will be alerted to stand-by in case of an accident caused by an explosion of the device.
8. Designated personnel will be alerted to stand by with fire extinguishers.
9. Pre-emergency plans will include a temporary relocation in the event the bomb threat materializes and the building is determined to be unsafe.

ROOM SEARCH

1. When a search team enters a room to be searched, the team should first move to various parts of the room and stand quietly, with eyes shut, and listen for a clock-work device. Frequently, a clock-work mechanism can be quickly detected without use of special equipment. Even if no clock-work mechanism is detected, the team is now aware of the background noise level within the room itself.
2. To search an area:
 - a. Divide the area and select a search height.
 - b. Start from the bottom and work up.
 - c. Start back-to-back; and work toward each other.
 - d. Work from the walls toward the center of a room.

BOMB THREAT CHECKLIST AND REPORT FORM
(Copies should be kept at switchboard or main telephones for immediate use.)

School _____

Time and Date Reported _____

How Reported _____

Exact Words of Caller _____

QUESTIONS TO ASK:

1. When is bomb going to explode? _____

2. Where is bomb right now? _____

3. What does it look like? _____

4. What kind of bomb is it? _____

5. What will cause it to explode? _____

6. Why did you place the bomb? _____

7. Where are you calling from? _____

8. What is your name? _____

DESCRIPTION OF CALLER'S VOICE:

Male		Female		Young		Middle Age		Old		Accent	
------	--	--------	--	-------	--	------------	--	-----	--	--------	--

Tone of Voice _____ Background Noise _____

Is voice familiar? _____

If so, who did it sound like? _____

Other voice characteristics _____

(see list on next page)

Time caller hung up _____ Length of call _____

Number at which call was received _____

Remarks _____

Name, Address, Telephone of Recipient _____

Recorder _____

CALLER'S VOICE

- | | | | | | |
|-------|----------|-------|-----------------|-------|-----------|
| _____ | calm | _____ | nasal | _____ | distinct |
| _____ | angry | _____ | stutter | _____ | accent |
| _____ | excited | _____ | lisp | _____ | slurred |
| _____ | slowly | _____ | raspy | _____ | familiar |
| _____ | rapid | _____ | deep | _____ | whispered |
| _____ | soft | _____ | ragged | _____ | sincere |
| _____ | loud | _____ | clearing throat | _____ | disguised |
| _____ | laughter | _____ | deep breathing | _____ | normal |
| _____ | crying | _____ | cracking voice | | |

BACKGROUND SOUNDS:

- | | | | |
|-------|---------------|-------|-------------------|
| _____ | street noises | _____ | factory machinery |
| _____ | laughter | _____ | animal noises |
| _____ | talking | _____ | clear |
| _____ | PA system | _____ | static |
| _____ | music | _____ | long distance |
| _____ | house noises | _____ | motor |
| _____ | booth (echo) | _____ | other _____ |

THREAT LANGUAGE:

- | | | | |
|-------|------------------------|-------|------------------------|
| _____ | well spoken (educated) | _____ | incoherent |
| _____ | foul | _____ | taped |
| _____ | irrational | _____ | message read by threat |
| _____ | offensive | | maker |

REMARKS _____

INTRUDER/VIOLENCE

ASSESSMENT:

Evaluate your “guests” by looking for the following:

1. **A passive/compliant guest will:**
 - provide their name
 - relate the purpose for the visit
 - congenial
 - natural eye contact
 - relaxed body posture
 - willingly signs in per building procedure(confirm the purpose of their visit).

 2. **A verbally resistive guest/intruder will:**
 - give you incessant questions, i.e., “what is your problem, who do you think you are, what gives you the right to tell me what to do”
 - unwilling to give you specific information
 - interrupting
 - agitated behavior
 - rationalizing & justifying
 - challenges your right to confront them;
 - wants to speak to someone else.

 3. **A physically threatening intruder will:**
 - demonstrate traits including violating your personal space
 - threatening gestures
 - finger pointing
 - defensive posture
 - verbal threats
 - eyes dropping to the body may be a sign of imminent attack
 - block your escape route, takes high position of stairs
 - concealed hands
 - silence
 - visible weapon
 - sudden change from aggressive, animated behavior to apparent calm
-
- Take another staff member with you to initiate contact with the intruder.
 - Ask another staff member to contact the office and advise them of where will be and what you are doing.

- Attempt to direct the intruder to the office and explain the related safety reasons as to why you have to keep track of who is on campus
- If intruder refuses to cooperate, do not escalate the situation. Break off contact and call 911!
- If a weapon is produced, assure them that it is not necessary for them to consider using a weapon as you are leaving. Both your hands should be up and palms facing the intruder while you are slowly backing away. If intruder tells you to stop, then do as instructed to. Continue to assure them there is no need for the weapon.

CONTAINMENT:

To prevent any or further injury, relocate those in immediate danger. Secure the affected area.

Responses include:

- Lock down – lock doors, curtains drawn, blinds shut, people out of sight and away from walls;
- Drop, cover, & hold if gunfire in immediate area;
- Evacuate areas that are remote to immediate danger;
- Be prepared to wait, elapsed time is a good sign;
- If a rescue takes place, stay put and await instructions from your rescuers

In the event of an intruder firing a gun, the recommendation of law enforcement is to run if you are in the direct line of fire and to duck and cover (like you are trained to do for an earthquake) for protection in place. You become an easier target when lying flat on the floor. Search for someplace with a shield if possible. If you have to move, move laterally and stay low.

COMMUNICATION:

Let everyone know what they should do. Direct and assure staff and students (when older) so that no one moves into the danger area and they remain calm. Announce what they are to do. When alerting people, use very basic language and simple instructions, i.e., “there is an intruder in the south wing – lock room doors”. Stay calm.

NOTIFICATION:

- Get help on the way!
- Call 911 and patiently answer all the operator’s questions.
- Stay on the phone until directed to hang up by the 911 operator.
- If you know the student/gunman’s name, location, or type of weapon, notify the office and/or the police.

STAY PUT UNTIL ALL CLEAR SIGNAL GIVEN.

CHILD ABUSE REPORTING PROCEDURES

1. Suspected child abuse may be reported to the principal or counselor and by direct call to the Department of Social and Health Services.
2. It is understood that when a person reports suspected child abuse that the proper authorities will be contacted and reports filed.
3. School officials may also contact the Redmond Police.

School staff should be alert to any sign or symptom suggesting child abuse or neglect. Students should be observed for bruises, cuts, burns, welts, or any strange marks on body. Emotional and sexual abuse should not be overlooked.

Persons who observe any of these conditions are obligated to report to the Department of Social and Health Services.

Any person reporting is immune from liability and civil or criminal prosecution that might otherwise be incurred or imposed.

Failure to report when a person has cause to believe that a child's physical or mental health or welfare has been or may be further adversely affected by abuse or neglect and knowingly fails to report in accordance with the law is subject to a class B misdemeanor offense.

LOST/RUNAWAY CHILD

If a child or student becomes lost, or is suspected of being a runaway, between home and school:

1. Check with parent if student does not arrive at school and has not been reported absent by parent.
2. Check for student's possible route to school.
3. Advise parent to notify police if student has not been located within a reasonable period of time. *This notification to the police must be made by a parent or guardian.*

If a child or student leaves school or is reported missing between school and home:

1. Call parent or guardian.
2. Call the Superintendent's office.
3. Call the Redmond Police Department: A runaway child is not a 9-1-1 priority.

CHILDNAPPING

Among preventive activities which may help avoid child napping situations are:

1. School secretary and the attendance office should have on hand a list of students who are not to be released to anyone except a particular parent or guardian.
2. Teachers should also be told of students who should not be released.
3. Emergency cards of such students should be red-flagged.
4. Before releasing a child to anyone except the parent or guardian on the list, the school secretary should check with custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
5. When a parent telephones a request that a child be released from the school, the identity of the caller should be confirmed (by separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.

In the event of a child napping:

1. Call the parent.
2. Call 911.
3. Call the Superintendent's Office and keep that office informed of important developments.
4. Do not release any information to the media. Refer requests for information to the Superintendent's office.

CHILDREN LEFT AT SCHOOL

Suggestions on this page cover situations when children are left at school (mainly elementary) such as being locked up in the building, not picked up by the parent, or not picked up after a game or activity.

1. Parents should be informed in a student handbook, parent handbook, or by other means, that there is no supervision at most schools after 4:00 p.m.
2. Methods of handling these situations will depend, to a large degree, upon the age and maturity of the child. If parents cannot be reached and the child is upset, options would include:
 - a. Call the parent if the child knows where to reach him/her.
 - b. Call the principal at school or home.
Principal's home phone: _____
 - c. Call the police.
3. Do not leave the child alone. Seek assistance.

CIVIL DISTURBANCES PREVENTION PLAN

PREVENTION MEASURES RELATED TO SCHOOL ACTIVITIES

1. To prevent civil disturbances, school administrators should be cognizant of the morale of the student body.
 - a. Establish an "open door" policy through the creation of an atmosphere where students will feel free to discuss with administrators any problems they may have with the assurance that they will be heard.
 - b. Keep a close working relationship with the student council.
 - c. Establish a committee comprised of students and adults that includes representative of social and racial factions within the school and hold regular meetings of this committee.
 - d. Keep a close association and be aware of the morale of school organizations, athletic groups or other activity groups.
2. If school administrators are aware of community situations and problems which might set the stage for civil disturbances within the school, they can help prevent or avoid such problems.
3. School administrators can help prevent civil disturbances by working closely with the Redmond Police, PTA and other parent organizations in identifying problems and obtaining assistance, i.e., gangs.
4. Maintain pre-addressed mail stickers of parents so that communication and solicitation of understanding and help may be readily obtained.
5. Involve pupils in student assistance programs so that they learn to help one another and tutor younger students.

CONDUCT OF DEMONSTRATORS

The demonstration can not obstruct the access to use by the general public of sidewalks, streets, alleys, driveways and other thoroughfares. Businesses must be allowed to remain open and to conduct business. Private property rights must be observed.

COOPERATE WITH LOCAL LAW ENFORCEMENT AUTHORITIES

1. Notify law enforcement authorities immediately.
2. Police officers will not generally be deployed at the scene of a demonstration unless it is determined by the Chief of Police that deployment is necessary to preserve the peace.
3. When it is determined that police personnel must be deployed, the police management team shall be responsible for the planning and control of the situation. The incident commander is responsible for overall planning and operations of all police response and is the only authority who can authorize a full scale police response.

PERSONNEL ASSIGNMENTS

1. Assign non-classroom teachers, athletic team members, etc., to guard fire alarms in periods of high tension.
2. Assign free-period classroom teachers and non-classroom teachers to certain stations for control of tension areas.
3. Include the custodian in plans for handling a civil disturbance.
4. Have a plan for using security personnel and police.
5. Assign a staff member the task of photographing demonstrators for later identification.

COMMUNICATION

Provide for a signal on school bell systems which would call to the offices or to preassigned stations all teachers who do not have a class at that time, send pre-selected students to their stations, notify teachers to lock classroom doors.

EVACUATION AND CONTROL OF BUILDING

1. Doors should be locked to rooms other than the one in which the disturbance is taking place.
2. Rooms or the building should be evacuated on a controlled basis.

ACTION PLAN

1. Counsel with demonstrators.
2. Notify law enforcement authorities.

3. Notify the Superintendent's office.
4. Alert staff and students to assigned duty stations.
5. Assemble communications equipment.

The problem of civil disturbances should be approached with the idea of prevention as well as control. In those potentially violent areas, the crisis may be avoided by early recognition of the problem and concerted action toward its prevention. If, however, the disturbance develops into a condition which may be potentially dangerous to either persons or property, a plan of action must be followed.

DEATH AT SCHOOL

ACTION PLAN

1. Utilize employees with CPR training if conditions seem to warrant life sustaining attempts.
2. Call emergency at 911 for police and/or emergency medical services.
3. Call school nurse.
4. Call Superintendent's office.
5. Call employee's/child's nearest relative (emergency information sheet should be attached to the child's cumulative folder).
6. Direct all press requests to the Superintendent's office and the District's Public Information Officer. Limit press statements to known facts. Don't speculate or repeat unverified information.

OTHER ACTIONS:

1. If parent/guardian or next of kin not reached, continue to:
 - a. Call parent or person listed on emergency card.
 - b. Call place of employment of parent or person listed on emergency card.
 - c. Contact other family members to seek information and to give information.
2. Contact the Superintendent's office for information regarding counseling help.
3. Review crisis intervention plan and implement.

EMERGENCY TRANSPORTATION PROCEDURES

GENERAL PROCEDURE

In the event of an emergency during school hours and a decision to transport students from school to home, **the regular afternoon bus schedule sequence will be followed**. Only students who are normally transported on a regular school day will be transported on these schedules.

When these schedules are completed and if there is a need for additional transportation for those students who are not normally transported, the buses may be dispatched by mobile phone or two-way radio.

DRIVER NOTIFICATION AND ALERT

School bus drivers will be notified by phone if possible. However, if the drivers are aware of an emergency, they should make all effort to report to the Transportation Center. The local radio stations will be the alternate means of notification. A roster of substitute drivers will be maintained by the Transportation Office. Substitute drivers may be expected to operate District buses in the event the regular driver is not able to report.

In some cases it is possible that a loading zone at a particular school or a bus stop used in the daily routes might not be safe or usable. In these cases the driver will park or stop the bus at the nearest safe location.

Because of time limitations in responding to an emergency call, it may be necessary and will be directed by the emergency services coordinator that Camp , students will be detained at school until it is deemed that the emergency is over.

If a disaster or emergency occurs at only one school or in one area of the District and transportation is needed, all available buses will be dispatched when authorization is given by the Superintendent or designee.

SEVERE WEATHER CONDITIONS

Severe weather conditions may be considered an emergency.

If a weather problem develops during the daytime when the children are in school and it is determined that early release is necessary, the buses will be dispatched as soon as possible. In an extreme situation, it may be essential to hold the students at school.

If inclement weather problems develop during the night or before school starts in the morning, a decision will be made and announced through the mass media according to the District's "Emergency School Closure Plan." The superintendent or designated representative activates the plan.

WARNING

When there is a probability of severe storm, the District will alert all schools of the impending condition, thus bringing about a stand-by status. The building administrator will take steps to prepare the building for closure in the event a decision is made to send students home.

EMERGENCY TRANSPORTATION PLAN

At the first indication that conditions warrant closure, students will be sent home utilizing the normal afternoon schedules, if there is sufficient time.

REMAINING AT SCHOOL

If it is decided that some or all of the students should remain in school until the storm subsides, they shall be housed in the most secure part of the building.

CANCELING SCHOOL

In the event that severe weather threatens before school convenes, the District's emergency school closure plan will be utilized.

1. Travel conditions will be tested through an established routine: radio-equipped vehicles dispatched to outlying areas.
2. The superintendent or designee will monitor the test runs and make the final determination in regard to school closure options.
3. Local radio and television stations will be contacted regarding the school District's status. This will be carried on early morning newscasts, usually between 6:00 and 7:00 a.m., utilizing the District's procedures in the emergency school closure plan.

Area radio and television stations and building principals are called from the Superintendents office. One of the following messages will be given:

- a. Message 1: Students do not report to school and District employees do not report for work.
- b. Message 2: Students will report two hours late, buses will run two hours late, and teachers report by 9:00 a.m. Morning kindergarten classes are canceled.
- c. Message 3: Schools are open but certain bus routes will not be run.

School closure decisions may be extended on a day-to-day basis following the same procedures listed above.

LOITERING IN BUILDING

Loitering in a school building or a school campus, or near a school campus, is a misdemeanor and is covered under ORS 164.462 (1).

PROCEDURES TO FOLLOW

1. Approach the loiterers, ask identification, determine the nature of their presence, direct and conduct them to the proper office.
2. If they have no acceptable purpose, ask them to leave.
3. If they refuse to leave, ask them once more to leave, and remind them they are in violation of the law and that police help may be used.
5. If they continue to refuse to leave, call the police at 911 and have them removed.
6. When approaching strangers, always try to notify another administrator or teacher you are doing so.

PREVENTATIVE MEASURES

These are intended to control the access of strangers in the building:

1. Posting of decals at building entrances asking visitors to the building to go to the office and announce their arrival.
2. Buildings need to be properly marked (by readable maps posted near entrances or by signs) giving directions to offices.
3. Building teachers, administrators and staff may approach, greet and direct visitors to the proper office.

MASS INVOLVEMENT OF STUDENTS IN LARGE GROUP CRISES

Large groups of students within a building may be involved in crisis situations such as asphyxiation, food poisoning, or exposure to communicable disease.

ASPHYXIATION

1. Evacuate the building.
2. Call Fire Department: 911
3. Notify District nursing staff. 882-8170
4. Notify Risk Management Coordinator: 702-3442
5. Use campus staff such as coaches, administrators, security guards, and available teachers to help with supervision and control of school entrances/exit problems.
6. If safe, assign secretaries to "cover" phones.

FOOD POISONING

1. Call Emergency Services: 911
2. Notify Food Services Department: 702-3390
3. Notify District nursing staff: 882-8170
4. Administer first aid, using trained personnel in building.
5. Assign secretaries to maintain communication.
6. Principal and staff will follow directives of medial authorities.

COMMUNICABLE DISEASE

1. Check source of information.
2. Notify District nursing staff: 882-8170
3. Follow guidelines outlined in District communicable disease procedures.
4. Follow parent notification procedures when suggested or deemed appropriate.

MEDICATION OVERDOSE

FIRST ACTIONS

1. Keep student or employee awake and as alert as possible.
2. Utilize trained staff as needed for first aid. Notify school nurse.
3. Call student's parent or guardian.
4. If parent cannot be reached, call doctor listed on enrollment/emergency card; call employee's doctor.
5. If life-threatening danger exists, call 911.

PREVENTIVE/SUPPORTIVE ACTIONS

1. Encourage parents and guardians to list health situations on enrollment/emergency cards.
2. Encourage staff who may have health situations affecting them to alert principal and other close work associates about the situation and possible remedies.

ALLERGIC REACTION

In the event of an allergic reaction occurring on the part of a student or employee:

FIRST ACTIONS

1. Call school nurse.
2. Keep student or employee awake and as alert as possible.
3. Utilize trained staff as needed for first aid.
4. Call student's parents or guardians.
5. If parent cannot be reached, call doctor listed on enrollment/emergency card; call employee's doctor.
2. If a life-threatening danger exists, call 911.

PREVENTIVE/SUPPORTIVE ACTIONS

2. Encourage parents and guardians to list health situations on enrollment/emergency card for their child.
2. Encourage employees having a health situation affecting them to alert principal and other close work associates of any difficulties and possible remedial actions.

***INJURIES, ILLNESS -- HOW TO HANDLE WHEN PERSONS ON
THE ENROLLMENT CARD CANNOT BE REACHED***

FIRST ACTIONS

1. Call paramedics from local fire department (if indicated). Telephone 911
2. If emergency transportation is needed from building site by personal auto, it may be necessary to contact the police. Telephone 911
3. Utilize local life-saving or life-sustaining techniques/trained personnel.

OTHER

1. Discuss situation with an associate of parent or guardian at that person's place of employment.
2. Locate older brother or sister to seek information.

POWER OUTAGE

ACTION PLAN:

1. Contact the Facilities Office: 882-5100
2. Contact your local utility company phone number: _____
3. Contact Risk Management: 702-3442.

OTHER ACTION:

1. The building principal will be responsible for parent contacts, supervision of students and coordination of staff in the event of a short-term power outage.
 - a. Portable generators and lights from Facilities may be requested.
 - b. Alternative activities should be developed in advance in case they need to be employed if students remain in the school.
 - c. Students may be released to their parents.
2. A decision about dismissing school in case of a power outage will be determined utilizing the following indicators:
 - a. the availability of buses and the potential conflicts with standards routes,
 - b. how long the power will be out,
 - c. the ability to communicate with parents about an early release, and
 - d. the relative safety of students staying in school versus an unplanned release, considering the factors of weather, time of day and other pertinent facts.

VOLCANIC ASH FALLOUT

ACTION PLAN

1. The Superintendent's Office will be responsible for assimilating available data regarding the eruption wind patterns and predictions. City police will contact the Superintendent's Office when ash fallout occurs or is anticipated during the day or for weather conditions which might bring ash fallout into our area.
2. Information and data gathered will be delivered to the superintendent (backup: assistant superintendent). The superintendent will meet with members of the staff, and decision will be made whether to carry on normal schedules, limited schedules or closure of schools.
3. The Superintendent's Office will notify news media and buildings if any change in school schedules is to be implemented.
4. The switchboard operator will be notified of any change in school schedules and will begin immediately notifying schools of the change (if schools are in session).
5. The Transportation Office will be responsible for getting buses operating with regular drivers and/or emergency drivers to transport students home from school (if schools are in session). The Facilities Office is responsible for assuring all H.V.A.C. (heating, ventilating and air conditioning) units in all buildings are shut down until it is determined the units can be operated safely. A directive will be issued from Facilities to all buildings when it is determined a safe condition exists and the H.V.A.C. units can be operated.
6. In case of heavy fallout of ash, all District vehicles will be parked as soon as possible to minimize damage. (Buses will take students home first, if schools are in session.)

SECTION VI

GRIEF AND SOME IDEAS FOR PROCESSING WITH STUDENTS

ACTIVITIES FOR PROCESSING LOSS/GRIEF/TRAUMA

IN THE SAFE ROOM

The primary focus of the safe room is to give students an opportunity to process, vent, and to integrate the meaning of the loss for themselves. This is usually primarily done through talking in small groups with a trained staff member. In addition to that, these activities might be helpful:

1. Letters of regret and appreciation

This is an opportunity for children to process their "unfinished business" by getting clear about anything which is fostering feelings of guilt as well as helping them begin to get in touch with the wonderful things about that person that they will miss.

2. Cards and letters to the family

This is a wonderful means for youth to share their sympathy with the family. Encourage them to share a happy memory about the deceased either in words or by drawing a picture.

3. Reading stories about other kinds of loss/death

It is most helpful if someone has already organized a bibliography of those books or films that anyone has on hand in the building.

4. Clay or playdough

Some kids just need time to let their minds wander while the shock is wearing off. Having something for their hands to do keeps them in one space and still gives them the mind freedom to let things sink in.

5. Art supplies and butcher paper or poster paper

Often kids want to make a giant poster that expresses their loss. This is something a whole group can do.

6. Planning of the memorial activity

This can be something that happens whether in or out of the safe room environment that should be determined independently with each crisis. There could be one person from the building assigned to coordinate the memorial activity efforts, and students need to be aware of how they can be involved in this.

7. Having specific outside people available to talk

Sometimes because of the uniqueness of an event, it may be helpful to have a specific person come in to process this event with some kids. That might be having a nurse come in who can describe material facts about the death, or having a paramedic come in who was at the scene to help dispel rumors.

8. Drawing happy memories of the person

This helps kids internalize that the love doesn't die.

Safe Room Materials Checklist

- Name Tags for Staff
- Safe Room Record Sheet
- Paper -- lined and unlined
- Pencils, Pens, Markers
- Fact Sheet (statement by Principal as to what happened)
- Time Schedule of Classes
- Safe Room Guidelines for Monitors
- Suggested Activities
- Discipline Referral Slips
- Kleenex box

Child's Normal Feelings and Helpful Responses

- Confusion - What is happening? Why?
- Worried, concerned, insecure - What is going to happen?
- Guilt - Did I do something wrong to make this happen?
- Helpless - Out of control
- Sad, need to cry, hurt, pain
- Weird - feel different from others
- Angry - mad not fair - Why is this happening to us?
- Left out - isolation - alone (if misguided, desire to protect leads parents to not talk about it)
- Afraid
 - of the future
 - of how family will go on or manage
 - of getting sick too
 - of others in family getting sick or dying
 - of always feeling this way (need to know feelings change - intensity lessens with time)
 - of the unknown - what is imagined is usually worse than reality
 - of being hurt or hurting others
- Jealous of others whose lives seem normal or happy
- Happy or relieved that something is over

Helpful Adult Responses

- Give information, answer questions. Be direct and honest, use language child can understand.
- Share your own feelings and fears and own them.
- Ask: "What are you angry about or afraid of? Anything else? Better than saying, "Don't be angry or don't be afraid."
- Ask for input from children regarding decisions being made - allow participation.
- Give a job to do.
- (Ideas 4 & 5 reduce feelings of helplessness or lack of control)
- Take care of your own issues so they don't get in the way.
- Give lots of hugs and affection (reassurance).
- Don't react to behaviors - look for what is underneath and work with that.
- Establish a "new normal" - routines and schedules help.
- Talk openly, cry, allow feelings to be expressed, avoid protecting.
- Give permission to feel happy or good some of the time.

Manifestations of Grief in Youth

Behavioral/Social	Emotional
<ul style="list-style-type: none"> • Regressive behaviors (bed wetting, thumb sucking, clinging, tantrums, immaturity) • Aggressive behaviors (hitting, demanding) • Rebellious or defiant behaviors • Withdrawal or passivity • Hyperactivity • Temporary assumption of a new role or personality, often related to that which was lost (identification) • Increased need for reassurance (i.e., not wanting to initiate or go home, clinging) • Hoarding (food, toys, etc.) • Changes in eating patterns (more or less) • Lowered grades (due to difficulty in concentration and attending) • "Perfect" child syndrome • "Bad" child syndrome • Drug use increase • Sexual promiscuity • Reckless or self-destructive behavior • Crying • Non-stop talking -- attention getting 	<ul style="list-style-type: none"> • Self-blame and guilt ("I caused it to happen, I could have prevented it.") • Fear ("Who will take care of me? Will it happen to me too? Will people remember or care about me? I have to pay the price... Will God punish me?") and fears such as fear of the dark, going to sleep, new places and experiences • Numbness • Withdrawal • Demanding • Helplessness or hopelessness • Despair • Yearning and pining • Unaccepting • Pensive • Anger • Anger disguised as general irritation • Sadness • Anxious • Bored • Apathy
Physical	Cognitive
<ul style="list-style-type: none"> • Changes in appetite • Sleep disturbances or changes • Bowel and bladder disturbances/changes • Temporary slowing of reactions • Headaches • Stomach ache • Rashes • Breathing disturbances • Exaggeration of allergies • Increased number of colds and infections • Symptoms associated with illness or 	<ul style="list-style-type: none"> • Impaired self-esteem • Disturbances in cognitive functioning (attention span deficit, hyperactivity) • Exaggerations in "magical thinking" ("I made it happen.") • Loss-centered thinking • Avoidance and denial of the loss • Idealization of the past • Idealization of the future • Idealization (unrealistic thinking) related to the loss • Increase in nightmares

injury of the deceased	
------------------------	--

Stages of Grief

Denial/Shock

- Feeling of numbness
- Belief or feeling that deceased will return
- Insomnia/sleeplessness
- Loss of appetite (people literally forget to eat)
- Inconsistent behavior
- Bargaining with God
- Persistent dreams or nightmares
- Inability to concentrate
- Confusion

Fear

- Nightmares
- Sleeplessness
- Easily startled
- Anxiety and restlessness
- Verbal expressions of false bravado
- Phobias

Anger

- Irritability
- Provocative in fights
- Sarcastic remarks
- Anti-social behavior
- Vandalism
- Refusal to comply with rules

Guilt

- Often masked by anger
- Self-destructive behavior
- Apologetic attitude
- Acting out in response to praise or compliments

Depression (Two patterns observed especially in young people)

Typical Depression

- Lethargy
- Decreased attention span
- Frequent crying
- Unkempt appearance
- Disinterest in activities
- Suicidal thoughts

Masking Depression

- Substance abuse
- Consistent restlessness
- Consistent inappropriate joking
- Involvement in high-risk behaviors
- Gains reputation of "party person"
- Sexual promiscuity

- Withdrawal from friends
- Overeating or loss of appetite
- Self-deprecation
- Oversleeping or in ability to sleep
- Adoption of an "I don't care" attitude

Reorganization

- Dreams of deceased become infrequent
- Joy and laughter return
- Planning for future begins
- Reinvestment in activities once dropped or forgotten

SECTION VII

DRILLS & TRAINING

Plan/Procedures For Emergency Practice Drills

SCHEDULE OF EMERGENCY DRILLS

For School Year _____

All drills will include building evacuation except where weather conditions cause the area to be unsafe. Please record the planned dates for the building emergency drills.

September _____

October _____

November _____

December _____

January _____

February _____

March _____

April _____

May _____

June _____

EARTHQUAKE SIMULATION DRILL

A Sample Announcement

Good morning staff and students! Please excuse this interruption in your day.

Today we will practice our emergency plan for evacuation of the buildings in case of an earthquake. We will practice only earthquake emergency procedures. We will focus on two things:

1. What to do in the classroom if an earthquake were to occur.
2. How to evacuate or leave the building after the earthquake stops.

I will be talking you through an imaginary earthquake to help you understand what may happen if a real earthquake occurs. We will practice the drop, cover and hold drill first and then we will go through a simulation or imaginary earthquake with the whole emergency plan including the drop, cover and hold and evacuation.

In the event of an earthquake, when you are in your classroom you might feel or experience some of the following things:

The ground or floor shaking

Low rumbling sounds

Loud crashes and booming sounds

You might hear your teacher say loudly "drop, cover and hold", or you might hear an announcement from the classroom speaker that alerts you to drop, cover and hold.

If this were to happen, stop what you are doing immediately, including talking.

Stay calm and stay quiet.

Turn away from the windows to avoid any breaking glass.

Look for the closest desk, if not your own, and drop to the floor, cover your head by ducking under the table or desk, and hold the two front legs with both hands. We used to hold the desk with one hand and cover our heads with the other hand. Do not do it that way any longer. Instead, hold both the legs of the desk or table with both hands and let the desk be the cover for your head.

And just about now you are asking, "what if I am in a classroom with no desks, like music class or P.E.?" That is a good question! If you find yourself in a classroom with no desks or just a few desks, you would drop to the floor, use both arms and hands to

cover your head and look down at the floor without touching it. (Repeat this sequence if necessary).

In either situation, with a desk or without a desk, stay down on the floor, looking down as long as the earth is shaking and for about 60 seconds after it stops. Continue to be calm, orderly and most especially quiet so you can hear the next direction as it comes.

After the earth has stopped shaking and you have waited for 60 seconds, you will hear your teacher say loudly "evacuate the classroom."

When you hear that direction, stand up quickly and quietly. Immediately begin evacuating the room. The closest to the door goes first and others fall into line behind him/her. Do not stop for coats or to carry out the earthquake kit with the comfort packs. Your job is to get out of the classroom as soon as possible.

Remember! This will be a very confusing time and you probably will have to be making some important, "on the spot" decisions. This is not the time to argue about "who's first in line" or "who took cuts." Rather, you should be watching and listening and moving cooperatively. That means working together, not against each other.

Let's move on now and try the drop, cover, hold procedure. Everyone stand up quietly. Look for the closest, unoccupied desk, if not your own. Drop to your knees and duck under the desk. Grab and firmly hold the front legs of the desk with both hands. Those of you in classrooms without desks, drop to the floor on your knees and bend over so you are looking down but not touching the floor. Cover your head with both hands and arms. Good! Stay under the desk or in your safety position. Teachers, please check everyone's positioning at this time.

Please return to your seats and we will try the drop, cover, hold drill again. This time, after we have held our safety positions for 60 seconds, you will hear your teacher say, "evacuate the classroom." When you hear "evacuate", exit the classroom just like you would in a fire drill and go to the emergency assembly area. Special note - there are some differences from the fire drill. For one, you won't hear the fire alarm to warn you. Another important difference is where you will walk to exit the classroom. You may not want to use the covered sidewalks in an earthquake. If the covered sidewalks look dangerous, use the grass areas or other uncovered walkways to exit. This is one of those "on the spot decisions: you will have to make. So, watch and think!

Let's begin the imaginary earthquake.

Imagine you hear a low, rumbling, roaring sound. then suddenly you feel a terrific jolt or bump.....like a truck just rammed into the building or like a terrific noise and vibration from an airplane sonic boom. The floor starts to move beneath you, making it hard to sit in your chair. If you try to stand up, you may feel like you're riding a raft down a river or trying to stand up on a waterbed or trampoline.

Now you hear someone say, "EARTHQUAKE!!!" "Drop, Cover, Hold! Drop, Cover, Hold!" do that right now. Stay there quietly and wait for the next direction.

Are you holding both the desk legs firmly with your hands?

The shaking and noises continue and may go on for 60 seconds or longer.

The building might be creaking or rattling, now. Books and things on shelves may be falling on the floor. Hanging things might be swaying and even falling to the floor. Desks and chairs may be sliding. Try to stay in your safe position and try to hold those desk legs.

You may hear many noises...dogs barking, people shouting. The fire alarm may have gone off, door might be swinging, or tiles might be falling from the ceiling. The lights might be flickering or off completely.

And then, finally, the ground stops shaking. You hear your teacher say loudly "Evacuate, Evacuate!! Evacuate the classroom!" Do it now, quickly and quietly!

After students return to their classroom from the evacuation drill, provide specific feedback and comments.

DROP, COVER AND HOLD DRILL

1. At the command from the teacher, or signal from the office, students assume the drop position under desk, table or other shelter or against an inside wall. (In the cafeteria and gymnasium, use the walls without glass.)

- Turn away from windows or other potential hazards.
- Drop to knees with back to windows.
- Head down towards knees, eyes closed, grasp desk or table legs and hold on tight.
- If jacket or other object is available, it should be used for additional head protection.
- Keep body under or below equipment.
- Be silent so that directions can heard.

2. Teacher also assumes drop position with students, then stands and monitors students' position.

3. Students hold drop position until the earthquake has ceased or until the all-clear order is given. Evacuation of the building may also be ordered.

FIRE DRILL

1. Signal or Alarm

The signal for the fire drill consists of: _____

2. Action and Procedures

General Procedures:

- _____ Close windows and doors.
- _____ Turn lights out and check room to be sure all students have left.
- _____ Students and staff must evacuate during all alarms.
- _____ Pass from the building to the designated area for your particular classroom.
- _____ *Students should be taught to do this in an orderly manner without talking.*

Teacher Responsibilities

- _____ Building exit routes should be posted near the doorway.
- _____ Students should be informed that order and control are the primary purposes of the drill. Speed in emptying the building is not in itself an objective and should be made secondary to safety, the proper order and discipline.
- _____ Accompany students and maintain control and supervision.
- _____ P.E. teachers who are outside will stop activity and take their field positions.
- _____ Upon arriving at _____, students report to _____.
- _____ If the alarm is sounded when students are changing classes, they are to report to _____.
- _____ Upon arrival at their assigned spots, teachers shall take roll and report to _____.

3. The all clear signal will be _____.

VOLCANIC ASH DRILL

1. Signal or Alarm
Hopefully a 1-1/2 to 2 hour warning will be forthcoming.
2. Action and Procedures
Students will be dismissed to the bus loading area when buses arrive.
In the event that the warning is not early enough to send students home, they will be kept at school.
3. If students must stay at school, the Emergency Plan will be implemented.
4. Volcanic Eruption
Volcanic eruption can cause widespread damage due to ash fallout, large mud flows, and flooding. For minor ash fallout you may be asked to:
 - Close and seal all doors and windows with duct tape.
 - Turn off heating/air conditioning systems, use only recirculation.
 - Restrict exit from the building until authorities OK it.
 - Listen to radio for Emergency Broadcast information.

If evacuation is necessary you will be notified by school personnel. You may be asked to participate in the following:

- Inform parents of school release.
- Assuming school busses are running, snow bus routes may be in effect.
- Direct flow of vehicles in parking lots.

BOMB THREAT DRILL

1. Silently attract someone's attention to call 911.
2. Signal or Alarm
Usually a note or a call. Handling the bomb threat situation demands good judgment. Most threats are a hoax, but cannot be treated as such. The safety of those persons in the building must be considered in all cases.
3. Action and Procedures
ASK QUESTIONS! The caller may be nervous enough to answer a calmly asked question, such as, "May I ask who is calling please?". It is important to remain calm and listen carefully to all instructions, noises, etc.
Document anything that you think may pertain in the situation.
 - Prolong the call.
 - Listen carefully to instructions given.
 - Listen for background noise (Music, voice, traffic, etc.)
 - _____
 - Listen to the caller's voice (sex, age, accent, slang, etc.)
 - _____
 - Have you heard the voice before?
 - _____
 - Notify the School Principal as soon as you are able. (NOTE: silently attract someone's attention – hand write a note for delivery to the school principal.)
 - Office staff should immediately contact the Resource Center.
 - *Ask the following questions:*
 - May I ask who is calling please?
 - _____
 - Where are you calling from?
 - _____
 - Where was the bomb placed?
 - _____
 - When is it going to detonate?
 - _____
 - What kind of bomb is it?
 - _____
 - What does it look like?
 - _____
 - **DO NOT HANG UP!** Leave the phone off the hook after the caller hangs up. The police will activate *69.

EVACUATION UPON AN INTERCOM SIGNAL

Time is critical, all students and staff must evacuate outside immediately through established emergency evacuation routes. Evacuate to area off the school grounds as

soon as possible, as the bomb may be located in the parking lot or elsewhere on the school grounds.

During evacuation, perform the following:

- Visually search the area as you exit the building.
- Make a mental note of any suspicious object. DO NOT TOUCH OR MOVE IT.
- Notify the Incident Commander of what you observed.

RE-ENTER BUILDING, **ONLY** once an “OK” has been given by emergency response personnel.

Please note: The Police Department will immediately assume authority upon arrival.

BOMB EXPLOSION

1. Signal
 - There will be no signal; just a blinding flash of light, a shock wave and possible mushroom cloud in the distance.
2. Action and Procedures
 - Everyone is to crouch on floor or ground, wherever they are, and remain there until otherwise instructed by someone in authority.
 - The prone position should be used if space permits; lying full length face down with arms protecting the head and neck.
 - In rooms with desks - lie prone in aisles with head under desk. In rooms with tables, lie prone under tables.
 - In rooms without furniture - lie in prone position in the most protected areas, under windows wall, etc.
 - Hall, lavatories, library, gym, lunchroom etc. - lie in prone position on the floor under or behind the available protective covering.
 - Fields - lie in prone position with head away from the wall a short distance before taking the prone position.
 - Walking to school - lie in prone position with head away from blast.

SECTION VIII

SUPPLIES AND EQUIPMENT

*EMERGENCY PREPAREDNESS STORAGE CONTAINER
REQUIREMENTS*

SUPPLIES AND EQUIPMENT

The following lists of food and supplies are optional. Each site will determine the needs of their school community.

Food Supplies that can be stored in container or storage area:

- _____ 10 cases Chicken Noodle Soup
serves 75 people per case
12 cans per case

- _____ 800 servings of peanut butter, jelly with crackers

- _____ 800 servings of cheese and crackers

The food items identified have a shelf life of five years. The food items are stored in cases.

Adult Emergency Car Kit

- List of emergency phone numbers - including one from out-of-state
- _____ Water - at least 24 ounces
- _____ Space blankets
- _____ Personal items: toilet tissue, medications, soap, toothbrush and paste
- _____ Crowbar
- _____ Flashlight with batteries
- _____ Leather work gloves
- _____ Whistle
- _____ Several large plastic bags
- _____ Sugar cubes, soup, beans, candy bar, pudding (flip-tops)
- _____ Change of clothing: sweater, slacks, heavy socks, sturdy shoes

*Plastic or foil pudding and fruit containers are known to explode.

Examples of Food in Student Emergency Kit

- _____ Small can (7.25 ounces) of soup.
- _____ Small can (8 ounces) of beans for protein.
- _____ Small bowl or box of cereal.
- _____ Small container (5 ounces) of pudding*.
- _____ One granola type bar.
- _____ One candy bar.
- _____ Three plastic spoons.
- _____ One space blanket.
- _____ Family picture and note assuring child that everything will be OK and the family will be reunited as soon as possible.

Items can be stored in a gallon sized zip-loc with child's name written on it.

Classroom Emergency Kit

Items should be stored so that they may be taken when classroom is evacuated.

- _____ Class roster with students' names and addresses.
- _____ Clipboard.
- _____ First-aid supplies (adhesive gauze pads, safety pins, towelettes, scissors, tweezers.)
- _____ Soft bristle paint brush (for glass fragments, etc.)
- _____ Compresses - sheet(s) and towel(s).
- _____ Red card to summon aid.
- _____ Green card to signal all okay.
- _____ Bottled water and cups (Use plastic containers).
- _____ Flashlight and spare batteries and bulb.
- _____ Pair of leather gloves and whistle.
- _____ Space blanket.
- _____ Trash bags (for raincoats, ground cloths, etc.)
- _____ Paper, pens and small notebook.
- _____ Permanent marker.
- _____ Playing cards and pocket games.
- _____ Hard candy, such as lemon drops.
- _____ Toilet tissue and kleenex.

School Search and Rescue Kit

- _____ 4-Person Rescue Team
- _____ 4 hard hats
- _____ 4 eye guards
- _____ 4 flashlights with batteries
- _____ 4 whistles
- _____ 4 safety vests
- _____ 8 - 12 hour light sticks
- _____ 12 pair leather palmed gloves
- _____ 12 dust masks
- _____ Tape to mark X's
- _____ Copy of Search and rescue procedures

Emergency Hand Tools

- _____ Pipe wrench 14"
- _____ Adjustable wrench 10"
- _____ Screwdriver set 4 piece
- _____ Pliers set 3 piece
- _____ Hammer claw wood handle
- _____ Electrician's knife
- _____ Chisel
- _____ Short handle ax

_____ Short handle sledge hammer

Other Emergency Gear

_____ Tarp - 3 heavy duty 16' x 20'
_____ Duct tape - 3 rolls
_____ Lantern and candles
_____ Barrier tape - 3 rolls
_____ Weatherproof matches
_____ Three way can opener
_____ One package of water purification tablets

First Aid Supplies

- _____ 5 Boxes Band-Aids
- _____ 5 Sterile gauze pads, pkg. 2x2
- _____ 5 Sterile gauze pads, pkg. 4x4
- _____ 2 Gauze roller 2"x 5 yd, dozen
- _____ 1 Adhesive tape roll: 1"
- _____ 1 Adhesive tape roll 2"
- _____ 1 Box 500 tongue depressors
- _____ Magazines for splints for arms
- _____ Wood, long pieces for leg splints
- _____ 2 Elastic bandages 2" ankle wrap
- _____ 1 Ammonia inhalant, box
- _____ 1 Eye irrigating solution
- _____ 2 Instant cold packs squeezable
- _____ 1 Scissors, small sharp
- _____ 1 Splinter forceps
- _____ 1 Forehead thermometer
- _____ Assorted safety pins
- _____ 1 Phisoderm (green soap)
- _____ 1 Red Cross First Aid manual
- _____ 1 Sanitary napkins, large box
- _____ 1 Household bleach, pint
- _____ Several plastic straws (for measuring drops of bleach, etc.)
- _____ 1 Tylenol - bottle
- _____ 2 Eye patches, sterile
- _____ 1 kleenex, 200 size box
- _____ 10 Space blankets
- _____ 1 Plastic gloves, box
- _____ 1 Flashlight with batteries
- _____ 1 Baking soda, box
- _____ 1 Universal antidote, bottle
- _____ 1 Isopropyl rubbing alcohol, pint
- _____ 1 Neosporin, tube
- _____ 1 Kaopectate and spoon:
- _____ 1 Stretcher Paper, pens,
- _____ Marking pens for keeping records

School Emergency Supplies and Equipment

Ax

Blankets

Battery Operated Bullhorn

Can opener, manual

Coleman lantern and fuel

Coleman stove and fuel

Crowbars

Cups

Fire Extinguishers

Flashlights, extra batteries and bulb

Hammers

Hoses for fire-fighting and siphoning

Knives, heavy duty

Leather Gloves

Light Sticks

Masking Tape

Matches, waterproof

Pails

Picks

Plastic garbage bags

Plastic sheeting, black, 4 ft. wide x 100 ft. long (to screen sanitary facilities)

Plastic water containers

Pot to boil water for emergency first aid

Rope, nylon

Saws, hand

Screwdrivers

Shovels

Stretchers, Backboards

String

Tarps, drop cloths

Toilet paper

Two way radios, extra batteries

Wastebaskets and liners

Wrenches

REQUIREMENTS OF AN EMERGENCY STORAGE CONTAINER

Any proposed storage container needs to meet the following requirements in order to be considered for District approval:

- Only one container per site
 - The container is only to be used for emergency preparedness supplies.
 - If in the future the container is no longer needed for emergency supplies, the container is to be removed from the site.
- Statement from the container company of what was previously stored/shipped in the container.
- Container specifications:
 - Dimensions: Maximum 20' x 8'x 8'6" for elementary & junior high schools. Maximum of 40' x 8' x 8'6" for high schools.
 - Material: 14 gauge steel
 - No major dents or damage to the container.
 - All floor boards to be in excellent condition.
 - Lockable cargo doors at one end. No extra doors or windows.
 - Container floor raised off ground 3-5" with drain holes.
 - Turbine roof vent.
 - Container painted by the container company with:
- Rust proof primer, & a marine enamel. Color to match standard district portable color (#2388 Chamois - Parker Paint - Flextron marine enamel).
- Container to be located
 - On an impervious surface (asphalt or concrete)
 - No closer than 15' to any building
- No refrigerated units or electrical run to containers
- District padlock
- Secure approvals...
 - ...for proposed location from the District Facilities Department (Facilities will secure approval from the local jurisdiction)
 - ...for the proposed container (container needs to meet the requirements above to be approve
- Approved containers & their delivery are to be purchased through the District Facilities Department.

Process...

Step 1: Site 1st submits Self Help proposal form to Facilities

Step 2: Facilities will contact site

Step 3: If preliminary approved, Facilities will seek approval of

- Local municipality
- LWSD Self Help Executive Committee

SECTION IX

LOCATING MAPS

**REMOVE THIS PAGE AND REPLACE WITH
MAP OR DRAWING OF:**

Designated Locations For:

INCIDENT COMMAND TEAM STATIONS

**REMOVE THIS PAGE AND REPLACE WITH YOUR BUILDING
EVACUATION MAP**
*(This map should indicate
locations of all classrooms
and their evacuation route.)*

**REMOVE THIS PAGE AND REPLACE WITH YOUR BUILDING
MAP OF LOCATION
EMERGENCY TOOLS AND EQUIPMENT**

**REMOVE THIS PAGE AND REPLACE WITH YOUR BUILDING'S
MAP OF ALL UTILITY SHUT-OFFS
(Gas, Water, Power, Water Tanks)**

GUIDELINES FOR PREPARING SEARCH AND RESCUE MAPS

_____ Note and color code utility shutoffs on map.

G = Gas (yellow)

E = Electric (green)

W = Water (blue)

_____ Note and color fire extinguisher locations.

E = Extinguisher (red)

_____ Note and color fire sprinkler control valve location.

X = Sprinkler shutoff (red)

_____ Note and color water locations (water and tanks)

_____ Place symbol legend on each map.

_____ Make map large enough so triage tally and/or damage locations can be written where applicable (Leave sufficient and border to allow clipboard mounting).

Triage symbols: "I" = immediate
"L" = later
"D" = dead

_____ limit search area size. Determine size of building area(s) that can be search effectively in a minimum amount of time.

_____ do not assign too large a search area to any one team.

SECTION X

SPECIAL NEEDS

SPECIAL NEEDS STUDENTS

*WHAT TO DO WHEN STUDENTS ARE AWAY FROM THE BUILDING
STUDENTS REQUIRING MEDICATION*

*THIS SECTION IS STILL BEING DEVELOPED. THERE ARE VERY FEW
PROTOTYPES FOR SPECIAL NEEDS.*

SECTION XI

REVIEW AND RECOMMENDATIONS

CRITIQUE OF DRILL OR EMERGENCIES

CRITIQUE OF EMERGENCY MANAGEMENT PLAN

THE FORMS FOR THESE EVALUATIONS ARE BEING DEVELOPED