

Grace Lutheran School's Emergency Preparedness Plan



Updated 2008

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Crisis Response Team Members:

NAME	
Pastor	Jim Young
Facilities	Scott Gary
Principal	Sandy Zielinski
Counselor	Kara Warner
Staff	Stacie Sanger
Staff	John Ray
Staff	Gene Bonk
Staff	Kim Spekhahn
Staff	Kim Arnold

Essential Phone Numbers

Emergencies-911

Escondido Fire	911, or 741-4622
San Marcos Fire	911, or 744-1234
Escondido Police	911, or 839-4722
San Diego County Sheriff	911, or 758-6301
San Diego City Police	911, or 531-2065
California Highway Patrol	911, or 757-1675

Hospitals

Palomar Hospital, Escondido	739-3000
Tri-City Medical Center, Oceanside	724-8411
Sharp Memorial Hospital, San Diego	541-3400

Utilities

Gas and Electric	234-6242
Water	741-4668

Resources

American Red Cross, Escondido	745-3221
County office of Disaster Preparedness	565-3490
Air Pollution Control District	694-3307
North County Health Services	471-2107
Weather	289-1212
Time	853-1212
Poison Control	543-6000
California Earthquake Education Project	(415)642-8718
So. Ca Earthquake Preparedness Project	(213)739-6695
Governor's Office of Emergency Service	(916)427-6666

RADIO STATIONS WHICH BROADCAST EMERGENCY INFORMATION

KKLQ- FM 106 or AM 600

KCBQ- FM 105 or AM 1170

Terms and General Information

- All Clear- Notification to building occupants that the emergency situation is under control and that school administration, staff, and students may return to normal activities. “All Clear” is issued by the “Person in Authority” based on personal judgment and consultation with emergency response personnel.
- Buddy School-A School or similar location where administrators, staff, and students can be relocated in the event of an emergency. Parents will pick up their student(s) at this location. Our “buddy school’ is Felicita Elementary School.
- Evacuation- Relocation to designated areas that are external to the facility. Notification of evacuation is signaled by visual and audio alarms that may be followed by voice broadcast over the public address system.
- Evacuation Routes- Designated egress routes from offices, classrooms, and other locations that lead to the outside of the building. Evacuation routes are displayed on the emergency maps that are posted throughout the building. Egress routes, including stairways, must be kept clear of obstructions.
- Emergency Assembly Points- Designated rally locations that teachers/aides, administration, and students move to in the event an evacuation of the building is issued.
- Code Red Lock Down- A security procedure that may be activated in the event of a threatening situation. It signifies that occupants are required to quickly secure themselves behind locked doors.
- Code Red Lights-Out- Indicates a potentially violent person is in the building. All occupants must quickly find secure hiding places and if possible, turn off lights.
- Pull Stations- Manually activated devices that are located throughout the building. When activated, they trigger visual and audio evacuation alarm throughout the building. Pull stations are red and identified on the building emergency map.
- Weather Radios- Radios that broadcast alerts issued by the National Weather Service

Person In Authority-	The school principal or other person assigned to fulfill his/her responsibilities in the event of an emergency.
Smoke Detectors-	Devices that detect the presence of smoke and trigger an alarm. Smoke detectors are located on all floors and in air ducts.
Fire Extinguishers-	Fire extinguishers are located throughout the building. The extinguishers (type ABC) are designed for use on paper, wood, flammable liquid and electrical fires.
StandPipes-	Standpipes are fire hose connection points that are located at selected building locations. StandPipes are for exclusive use by the fire department.
Shelter In Place-	The practice of relocating people to designated locations in a building to shelter them from potentially toxic contaminants that may be in the air. Sealing off the designated shelter area is an integral part of the shelter in place concept.
Sprinklers-	Building sprinklers extinguish or prevent the spread of fire. Grace Lutheran is only partially equipped.
Smoke Protection-	A system designed to shut down the air handling system for areas where smoke is detected. The smoke protection system also sends out an alarm signal.
Tornado Watch-	A National Weather Service alert to possible tornado development in a specific area, over a specified period of time. A tornado watch means conditions are favorable for tornado development.
Tornado Warning-	A National Weather Service confirmation of a tornado sighting or the existence of 75MPH winds with approximate location, time of detection, and direction of movement.

Preparing Your School Site for Disaster

Principal's Checklist

GENERAL:

1. Determine who will be your designee (when you are absent) in the event of an emergency.
2. Develop a relationship with local police and fire departments.
3. Review emergency plan annually with local police and fire. Discuss their expectations of actions outlined in emergency plan. Ask for guidance about how to determine when certain emergency actions are required.
4. Contact your local city or county office of emergency services. Determine how you will be able to coordinate with them in an emergency.
5. Review your emergency plan annually with the staff. Ensure that all staff members are aware of their responsibilities and actions in the event of an emergency.
6. Review with the staff the procedure for calling 911.
7. Do a Hazard Assessment of your school site.
8. Remove or correct hazards found in the Hazard Assessment where possible.
9. Perform and document all emergency preparedness drills.

COMMUNICATION:

1. Develop communication network at your site.
2. Have battery operated AM radio in office.

STAFF INSTRUCTIONS:

1. Inventory staff for skills and be sure all staff are first aid/CPR certified.
2. Assign teachers in a buddy system to assist each other during any disaster.
3. Instruct staff on the use of tools in the emergency duffle bags.

FAMILY INFORMATION:

1. Send an annual letter to families about the school's emergency plan. Include instructions about what each parent should/should not do in the event of an emergency.
2. Ask for parent volunteers who are willing to be trained in first aid/CPR. Ask these parents to come to the school site after an emergency and be on the First Aid Team.
3. Ask for parent volunteers who would be willing to come to the school site after an emergency and serve on a search and rescue team.

PREPARING FOR AN EARTHQUAKE:

1. Determine who will be assigned to the Emergency Response Teams. Direct each team to complete their team's responsibilities.
2. Prepare a color coded utility map of the school site (electric-red, gas/oil/steam-yellow, communication-orange, water-blue, sewer-green)
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "DUCK-COVER-HOLD" and "assemble at meeting place" drills on a quarterly basis.
5. Conduct a full scale earthquake drill annually.
6. Prepare and inventory earthquake supplies for your school site.
7. Determine who will have access to the earthquake supplies.
8. Issue keys to the individuals responsible for the Search and Rescue Team, the Security/Damage Assessment Team and your designee in the event of your absence.

PREPARING FOR A FIRE:

1. Prepare fire drill map of your school site.
2. Conduct fire drills monthly.
3. Obtain fire extinguisher training for self and staff.
4. Know the number and locations of fire extinguishers. Check them monthly/have them serviced annually.

PREPARING FOR AN EVACUATION:

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Conduct a full-scale evacuation drill annually.

PREPARING FOR A CHEMICAL ACCIDENT:

1. Prepare shelter-in-place map of school site
2. Conduct shelter-in-place drill annually.

Staff Checklist

1. Prepare your own family and home for disaster in the event that you may be required to be away for a few days.
2. Review the school emergency plan with the principal.
3. Teachers should be knowledgeable of the contents of the emergency kits in each classroom and the duffle bags shared between classes.
4. Correct or remove hazards identified in your area by the Hazard Assessment of the school site.
5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP-DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with shelter-in-place, and other emergencies.
6. Participate fully in all drills.
7. Know your buddy assignment and coordinate with your buddy teacher.
8. Maintain your certification in first aid/CPR.
9. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
10. Know how to use a fire extinguisher.

Dealing with the Media

There are certain crisis situations that draw media attention and a plan to deal with that aspect of crisis management is imperative. The singularly most important aspect of dealing with the media is to have **ONE** person assigned to be your media spokesperson. This person must be knowledgeable of all facts, articulate, and able to present information objectively. All media should be referred to this person for “the story”. **NO ONE ELSE SHOULD SPEAK TO THE MEDIA** in regards to that particular crisis.

Our media spokesperson is (in order):

1. Phill Robbins
2. Stacie Sanger
3. John Ray
4. Kara Warner

The concept of a single, authoritative spokesperson must be communicated to:

PARENTS- because in the middle of a crisis with one of their own children or another child in the school, parents should have knowledge that someone they trust will speak for them.

STUDENTS- because they should never be put in a position where they are asked to comment on a crisis event in the life of another student in their school.

STAFF AND PTF LEADERSHIP- because their full attention should be devoted to the parents, friends, and other people close to the person involved in the crisis.

******The media has no legal right to be on our property without permission from the principal or other officially appointed representative of the school. If a member of the media insists on violating this law, then you should refer them to the nearest police officer for immediate intervention.**

Hazard Assessment of School Site

A qualified structural and or civil engineer should perform the Hazard Assessment of the school site where appropriate. The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards. The Hazard Assessment should include evaluation of the following potential hazards to the impact the school site, staff, or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines.
- Likelihood and possible effects of flooding.
- Likelihood and possible effects of Wildfire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation. Consider the proximity of gas, water and sewer lines.
- Locations of interior hanging fixtures on ceilings.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as objects on the shelves, cabinets and hanging on the walls.
- Stability of water heaters.
- Security of the AV equipment, computers, TV monitors, aquariums etc. from motion during an earthquake.

An effort should be made to remove or correct the identified hazards to the school site if possible to do so.

Procedure to Evacuate a School Site

Evacuation of the Building:

Students and staff should leave the building in an orderly fashion using the primary or alternate fire routes. These routes should be selected considering students with disabilities. The emergency duffle bag and student kits should be brought along. The assembly area should be selected as a safe location on the school campus away from the building and any emergency response equipment, which may arrive at the school. Roll should be taken and attendance reported to the Principal/designee.

Evacuation of the School Site:

This action should be implemented if it is not safe to remain on the school campus. The students and staff should evacuate the building as stated above. The campus should be left by walking or by vehicle. If walking, students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site. Attendance should be taken before leaving the campus and upon arrival at the safe site. The emergency duffle bag and kits should be brought along.

Emergency Dismissal Policy

Duties: The staff should document and assist in the release of students to parents and designated adults.

Before the Emergency:

1. A letter should be sent home to parents at the beginning of each school year with the student emergency form, which explains the emergency plans of the school site. This letter should also explain what procedures parents should follow during a disaster.
2. All student information should be in duplicate. One copy should be kept in the office and one in the teacher's possession.
3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students. An alternate area may have to be used depending on the situation.
4. During the annual earthquake drill, test the student release procedure.

Immediately After the Emergency:

1. Evacuate the building and bring emergency forms.
2. Set up a student release area.
3. Have parents/designated adults sign-out students. The time and designation of the sign-out should be recorded.
4. Coordinate with the Emergency operations Center so it is known which students are trapped or injured.
5. Report all activity to the Emergency Operations Center.

Emergencies

BOMB THREATS

In the event that the school receives a bomb threat, by letter or telephone, the following procedures will be accomplished.

RESPONSIBILITIES:

- STAFF 1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
- STAFF 2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as “I am sorry, I did not understand you. What did you say?” Note the time the call was received, manner of the caller, background noises, and what the caller was saying. Use the worksheet that follows to assist you.
- PRINCIPAL 3. Immediately notify the police and fire departments.
- PRINCIPAL 4. If the caller is still on the phone, call the phone company to trace the call.
- PRINCIPAL 5. Instruct the staff and students to turn off all pagers, cell phones and 2 way radios. Do not use these devices during this threat.
- STAFF 6. Caution students against picking up or touching any strange objects or packages.
- PRINCIPAL 7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- STAFF 8. Evacuate students using primary or alternate routes. Take emergency duffle bags. Check to be sure all students have left the building.
- STAFF Upon arrival at the designated safe site, take roll. Notify the principal/designee and emergency response personnel of any missing students.
- PRINCIPAL/STAFF 9. Do not return to the building until emergency response officials determine it is safe. Assist the Escondido Police and/or Fire as needed.

BOMB THREAT CHECKLIST

When the person is on the phone ask:

When is the bomb going to explode? _____

Where is the bomb right now? _____

What does the bomb look like? _____

What kind of bomb is it? _____

What will cause it to explode? _____

Did you place the bomb? ___ YES ___ NO, Why? _____

What is your name? _____

Where do live? _____

After the call (Check as many as apply)

Background Noises

- Office Machinery
- Factory Machinery
- Street Noises
- Animal Noises
- Static
- Voices in Background
- Music in Background
- Local Call
- Long-Distance Call
- Phone Booth
- Cellular Phone
- Other
- _____
- _____
- _____

Caller's voice

- Calm Nasal
- Angry Stutter
- Excited Lisp
- Slow Raspy
- Rapid Deep
- Soft Ragged
- Loud Crying
- Normal Accent
- Slurred
- Familiar
- Disguised/Distinct
- Clearing Throat
- Deep Breathing
- Cracking Voice
- Laughing Voice

Threat Language

- Well spoken (educated)
- Message read by the caller
- Foul Language
- Irrational Language
- Taped Message
- Incoherent Message
- Remarks
- _____
- _____
- _____
- _____

Time of Call: _____ AM / PM Number Called _____

Did the caller ask for anyone specific? ___ NO ___ YES, Who? _____

Code Orange

Chemical/Hazardous Materials Incident

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. This could also be a result of spilled cleaning chemicals within the school, in the lab, a material a student brings to school or a broken gas main. Should any such accidents endanger the students or staff, the following will be accomplished.

RESPONSIBILITIES

- PRINCIPAL
 - PRINCIPAL
 - STAFF
1. Determine if evacuation is required. If required, follow school evacuation plan. If not, have all students follow shelter in place policy.
 2. Notify the appropriate local authorities of incident.
 3. Do not attempt to clean up hazardous spills without proper equipment.

Explosion

Or threat of explosion

If an explosion occurs in the school building, the following shall be accomplished.

RESPONSIBILITIES:

- STAFF
 - PRINCIPAL
 - PRINCIPAL
 - STAFF
 - STAFF
 - STAFF
 - STAFF
 - PRINCIPAL
 - STAFF
 - STAFF
1. If there is an explosion, instruct students to DUCK and COVER. If there is a threat of explosion, close all windows, shades, blinds or curtains.
 2. Notify the police and fire departments. If there is a threat of explosion, assess if an evacuation is warranted.
 3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes.
 4. Take class roster and emergency duffle bag.
 5. Check to be sure all students have left the school site.
 6. Students are not to be left unattended at any time during evacuation process.
 7. Upon arrival at evacuation site, take roll and report attendance to the principal/designee immediately.
 8. Notify emergency response personnel of any missing students or staff.
 9. Care for injured, if any.
 10. Do not return to the building until the emergency response personnel determines it is safe.

Fire (Onsite)

This incident could occur if the school building is on fire; should such an event endanger the students or staff, the following will be accomplished.

RESPONSIBILITIES:

- PRINCIPAL
 - PRINCIPAL
 - PRINCIPAL
 - STAFF
 - STAFF
 - STAFF
1. Notify the fire department. Notify utility companies.
 2. Proceed to evacuate the school using the primary or alternate fire routes. Emergency dismissal policy implemented if ordered by the Principal.
 3. An inspection will be performed to be sure all students and personnel have left the building.
 4. Evacuate the students from the building using primary or alternate fire routes. Take emergency duffle bags and maintain control of the students a safe distance from the fire and the fire fighting equipment.
 5. Take roll. Report any missing students to the Principal/designee and emergency response personnel.
 6. Do not return to the building until the Fire Department determines it is safe. Render first aid as necessary. Reassure students.

FLOOD

This event could threaten the safety of students or staff if a severe rainstorm has caused urban streams to rise. The school is not subjected to flooding, but the community is and this could have an impact on the students' ability to either get to school or return home from school. If such an event occurs, the following shall be accomplished.

WARNING: An alert message will be broadcast over the local radio and TV stations.

RESPONSIBILITIES:

- PRINCIPAL 1. Determine if school closure or emergency dismissal is warranted.
- PRINCIPAL 2. Monitor local AM station KOGO (600) or local TV stations for up to date information.
- PRINCIPAL 3. If school closure is warranted, leave a message on the school answering machine for parents to check.
- STAFF 4. Assist with emergency dismissal plan if ordered.
- PRINCIPAL 5. Decision to close school for any amount of time is the responsibility of the Principal.

Code Silver
Lock-Down

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

RESPONSIBILITIES:

- PRINCIPAL 1. If any students are outside, get them inside the school buildings. If unable to do so, have students lie down and cover their heads.
- PRINCIPAL 2. Once students are in the school building, lock the doors and secure the facility.
- PRINCIPAL 3. Notify Police.
- PRINCIPAL 4. Issue a “secret code” (Is Pastor Black on campus?) to indicate there is a perpetrator on campus.
- STAFF 5. Close all curtains and blinds.
- STAFF 6. Instruct students to DUCK and COVER, lie on the floor and keep students calm.
- PRINCIPAL 7. Cancel all outdoor activities.
- STAFF 8. Remain with students until all clear is given.
- PRINCIPAL 9. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession. Allow police to do so.
- PRINCIPAL/STAFF 10. Disconnect school TV systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.

Missing Child

This incident could occur if a child suddenly disappears.

RESPONSIBILITIES:

- PRINCIPAL
 - PRINCIPAL
 - PRINCIPAL
 - STAFF
 - PRINCIPAL
1. Immediately close and secure the campus. Do not let any individuals leave. Limit the access to the campus. Do not let unauthorized individuals come onsite.
 2. Immediately notify the police.
 3. Appoint the staff to surveillance points, have them note the license plate numbers and look for unusual activity.
 4. Thoroughly search the campus.
 5. Have all parties who know the child or have participated in search for the child available for police when they arrive.

Shelter in Place

The order to shelter in place can be a result of various environmental situations. Toxic clouds to bioterrorism could warrant this response to protect staff and students until it is safe to be outside or rescue has occurred. The procedure consists of:

- PRINCIPAL 1. Determine if evacuation or shelter in place is required. Decision should be based on recommendations of local Emergency Medical Services. Consider using rooms with least amount of doors and windows or vents (i.e. the gym). Avoid overcrowding if possible.
- STAFF 2. Bring everyone indoors immediately. If there are visitors provide for their safety by asking them to stay inside and not leave.
- STAFF 3. Close all doors and windows. Someone familiar with the schools mechanical system should shut off all fans, heating, air conditioning or any other system that provides exchange of inside air with outside air. These systems need to be shut off, sealed or disabled.
- STAFF 4. Take roll. Notify Principal or designee of any missing persons.
- STAFF 5. If necessary, use duct tape, plastic sheeting, clothing or any other available material to seal all cracks around the door(s), windows and vents into the room.
- PRINCIPAL 6. CONTINUE TO SHELTER IN PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor a radio station for further instructions. Change message on school answering machine to keep parents apprised of the situation.
- STAFF 7. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick, shallow breaths.
- PRINCIPAL 8. If evacuation orders are received, proceed with school evacuation plan. Use alternate routes if needed to avoid exposure to harmful fumes.
- STAFF 9. Evacuate students. Take the class roster and emergency duffle bags.
- PRINCIPAL 10. A check should be performed to be sure all students have been evacuated.
- PRINCIPAL 11. A notice should be left on the office door stating where the school has relocated and notify local authorities.
- STAFF 12. Upon arrival at safe site, take roll and report attendance to Principal. Keep students calm.

Earthquake

Special Section

During an Earthquake

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to “DUCK-COVER-HOLD”
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In Library, immediately move away from bookshelves and take cover.
- In the kitchen, quickly turn off all burners before taking cover. Stay clear of hazardous chemicals which may spill.
- In the gym, take cover in an interior doorway.

If outdoors:

- Move to an open space area away from buildings and power lines. Lie down or crouch low to the ground. Keep looking around to be aware of dangers which may demand movement.

Note:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to pry the door open or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in emergency duffle bag) to alert rescuers.
- Teachers should be organized in a buddy system. If one teacher is injured, the buddy teacher should evacuate both classes according to the earthquake evacuation procedure.

After the Earthquake

- STAFF
1. Evacuate students from the building. Take class roster and emergency duffle bag. Check to be sure all students have left the school building. Tag the room with a green search and rescue tag if everyone is accounted for and is able to evacuate the room. If there are trapped or injured left in the room, tag the room with a red search and rescue tag to alert the search and rescue teams. Do not light any matches or fires. Avoid touching electrical wiring that may have fallen.
- STAFF
2. Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
- STAFF
3. Upon arrival at prearranged safe site, take roll and report attendance to Principal/designee immediately.
- PRINCIPAL
4. Set up emergency operations center with your emergency operations center team.
- PRINCIPAL
5. Notify police and fire if you have trapped or missing individuals. Organize search and rescue teams consisting of adults to search for trapped or missing people.
- SEARCH &
RESCUE TEAM
6. Begin a search of the entire school building. Search rooms tagged for missing, trapped or injured people. When everyone has been removed from the room, note this on the tag. Check all rooms to be sure no one is left in the rooms. Report activities to Principal or designee. After each room is searched and no one is left in the room, close and lock the door if possible.
- PRINCIPAL
7. Organize and designate the first aid officer, security/damage assessment team, and student release team.
- SECURITY/DAMAGE
TEAM
8. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify Principal/designee of actions.
- PRINCIPAL
9. Notify utility companies of any break or suspected break in utility lines as reported by the security/damage assessment team.
- FIRST AID
OFFICER
10. Set up the treatment area as designated first aid officer. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Principal/designee.
- STAFF
11. Provide for the welfare and positive morale of the student population. Provide sanitation needs.
- STAFF
12. Students should be released only to authorized adults. Follow the emergency dismissal policy.

Post Earthquake Evacuation of a School Building

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out.

Before evacuating the students, do the following:

- Assess the situation. Coordinate with buddy teacher.
- Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes.

Emergency Response Teams

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parents or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. Remember, be prepared to be isolated for 72 hours.

1. Emergency Operations Center Team The Principal or designee should head this team. The emergency operations center team will coordinate the formation and actions of the other teams. They will communicate directly with the emergency response personnel. All activities from the other teams should be reported to the emergency operations center. A person on this team should be designated as responsible for communication.
2. Search and Rescue Team One or more groups of staff who are designated to sweep through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have first aid training. These team members should also be trained in fire suppression. This team's efforts should be coordinated with the first aid team. All activities should be reported back to the emergency operations center.
3. First Aid Officer This person should be trained in first aid/CPR. They are to establish the first aid treatment area. They are responsible for categorizing the efforts that should be coordinated with search and rescue. This team is also to supply care for the injured. All casualties and injuries should be documented. This team reports back to the emergency operations center.
4. Security/Damage Assessment Team This team of staff shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the emergency operations center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the emergency operations center.
5. Parent-Student Reunion Team This team of staff members will be responsible for reuniting parents with their children. In some minor incidents, this will allow parents to be assured that their children are safe. Students cannot be released by anyone else so that this team can keep accurate count of all students released. The exception to this is in the case of an emergency official determining that a child needs to be removed quickly (i.e. ambulance, etc.) Even in this case, this team is responsible for finding out the details of their removal.

Emergency Operations Center Crew **Responsibilities**

Duties: The Principal or designee should head this team, The emergency operations center (EOC) will coordinate the formation and action of the other teams. They will communicate directly with emergency response personnel. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency. One person on this team should be responsible for communication and another responsible for accounting for students and staff.

1. Incident Commander: (The Principal or designee) This person is responsible for all activities on the school site. This person should determine the schedule for their emergency teams. This person leads the EOC.

2. Communications Team Manager: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as emergency response personnel, parents, Red Cross, etc. The communication person should prioritize communication in the following manner: 1) life threatening, 2) property threatening, 3) non emergency. This person is also responsible for accounting for all students and staff through communication with the staff. Use of walkie talkies may be needed. They should have the roll call from the teachers in order to determine if any students are missing. Lists from search and rescue and the first aid officer should also be given to this person.

Search and Rescue Team Responsibilities

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured. Team members should be developed based on the size of the school

BEFORE THE EARTHQUAKE:

1. Each team should designate who will serve as the leader and back-up leader.
2. Teachers who are part of this team should coordinate with their buddy teachers so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
3. Obtain/develop a resource list of parents trained in search and rescue and first aid who would be willing to report to the school site after a major earthquake. Keep the list current.
4. Annually check the search and rescue supplies on the site.
5. Team members should be trained in search and rescue techniques, first aid, and fire suppression.
6. Establish a pattern for searching the school site.
7. Check the fire extinguishers annually.

IMMEDIATELY AFTER THE EARTHQUAKE:

1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
2. Report to supply shed for search and rescue equipment.
3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
4. Note tags on classroom doors for trapped or injured people.
5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.

6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
8. Report to the emergency operations center about the number and status of trapped victims. Request additional help as needed.

First Aid Officer Responsibilities

Duties: This person should establish the first aid treatment areas, triage and provide first aid to people arriving at these areas. This team will need to coordinate with the search and rescue team. This individual should be trained in first aid/CPR

BEFORE THE EARTHQUAKE:

1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.
2. Team members should be certified in first aid and CPR and should keep this certification current.
3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
4. Obtain/develop a resource list of medically-trained parent volunteers who are willing to report to the school after a major earthquake. Keep this list current.
5. Annually check to be sure that the first aid supplies are complete and up to date. Date all medical items so that age may be quickly determined.
6. Develop an area plan for the first aid station.

IMMEDIATELY AFTER THE EARTHQUAKE:

1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
2. Report immediately to the emergency first aid station.
3. Organize and establish triage area first.
4. Triage injured brought to the first aid station.
5. Administer first aid to the injured.
6. Coordinate with the search and rescue team. Provide first aid to trapped and injured as they are rescued. If necessary, be prepared to assist search and rescue team and provide first aid to the injured while they are trapped.
7. Keep emergency card with each injured person.

8. Record all cases on a log in triage. If the injured was transported by emergency personnel, note the destination of the transport.
9. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
10. Notify emergency operations center of the number of injured and status of first aid treatment.

Security/Damage Assessment Team Responsibilities

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should suppress fires and coordinate with the search and rescue team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to students release area. Team members should have master keys and should be trained as back up for the search and rescue team.

BEFORE THE EARTHQUAKE:

1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water.
2. Check supplies to be sure the necessary tools to shut off utilities are there.
3. Contact a structural engineer who is willing to report to your school site after the disaster.
4. Team members should cross train with the search and rescue team so that these teams can serve as back-up to one another.
5. Check fire extinguishers annually.

IMMEDIATELY AFTER THE EARTHQUAKE:

1. Report to the supply shed for the supplies.
2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
3. Assist search and rescue team as needed in fire suppression or other activity.
4. Check the perimeter of the school site for damage such as downed wires.
5. Post a team member at the school main entrance to direct emergency vehicles, traffic, and parents. Only emergency vehicles should be allowed on school grounds. This point should be stressed to parents in the annual emergency procedure letter.
6. Activities of the team should be reported to the emergency operations center.

Parent-Student Reunion Team **Responsibilities**

Duties: Team members should be responsible for contact with parents as they come on campus. They will check and document approved adults to pick up students. They will find the student and have them report to the reunion area and document their release. Team members need to have a calm and yet firm approach when dealing with reunions after crisis.

BEFORE THE EARTHQUAKE:

1. Team members should know the location of roster sheets to check out.
2. Team members should know where barricading materials can be located in a hurry.

IMMEDIATELY AFTER THE EARTHQUAKE:

1. Get a copy of the emergency roster and emergency forms for the school.
2. Oversee creation of a secure area for reunion. This location should not interfere with arriving emergency response vehicles.
3. Obtain information on any status of any injured students and any students removed from the campus by emergency officials.
4. Document all student releases and ensure approved individuals pick up students.
5. Report any problems to the incident commander.
6. Activities of the team should be reported to the emergency operations center.

BUDDY LIST

2YR-3YR
4YR-PRE K
KA-KB
1A-1B
2A-2B
3A-3B
4A-4B
5A-5B
6A-6B
7A-7B
8A-8B

OFFICE STAFF-LIBRARY
CHURCH OFFICE-CHURCH

Depending on the nature of the emergency,
1st grade should check for KB and 3rd grade
should check for KA as this buddy
pair is physically separated on campus

Jobs

Emergency Operations Center Crew **Responsibilities**

Duties: The Principal or designee should head this team, The emergency operations center (EOC) will coordinate the formation and action of the other teams. They will communicate directly with emergency response personnel. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency. One person on this team should be responsible for communication and another responsible for accounting for students and staff.

INCIDENT COMMANDER- Sandy Zielinski/ Kara Warner/ Stacie Sanger

COMMUNICATION MANAGER- Phill Robbins/Stacie Sanger/John Ray

Kim Arnold
Kim Speckhahn
Gene Bonk
Scott Gary

First Aid Officer
Responsibilities

Duties: This person should establish the first aid treatment areas, triage and provide first aid to people arriving at these areas. This team will need to coordinate with the search and rescue team. This individual should be trained in first aid/CPR

1 Kelly Jacob

2 Lynn Leger

3 Amy Peetz

4 Deborah Jackson

5 Linda Bolivar

6 Theresa Fagan

Security/Damage Assessment Team
Responsibilities

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should suppress fires and coordinate with the search and rescue team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to students release area. Team members should have master keys and should be trained as back up for the search and rescue team.

- 1 John Ray
- 2 Josh Payne
- 3 Gene Bonk
- 4 Scott Gary
- 5 Marcos Hernandez
- 6 George Lackerdas

Parent-Student Reunion Team
Responsibilities

Duties: Team members should be responsible for contact with parents as they come on campus. They will check and document approved adults to pick up students. They will find the student and have them report to the reunion area and document their release. Team members need to have a calm and yet firm approach when dealing with reunions after crisis.

1 Cindy Kennedy

2 Nidia Crenshaw

3 Joyce Henry

4 Christine Vogelsang

5 Karla Shelby

6 Sue Hayward

7 Lynette Dunn

Search and Rescue Team
Responsibilities

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured. Team members should be developed based on the size of the school

- 1 Kathy LaGrua
- 2 Pam Stanley
- 3 Eileen Marting
- 4 Lupe DelBosque
- 5 Jenny Matos
- 6 John Ray
- 7 Josh Payne
- 8 Gene Bonk
- 9 Scott Gary

Communication Team

Duties: This team will collect information from all of the teams and relay it to the person in charge. They will also relay information from the person in charge to all necessary teams.

1. Vanessa Lippman
2. LeeAnn Lackerdas
3. LeeAnn Harris
4. Cheryl Hernandez

Shelter in Place Team

Duties: This team is responsible for setting up a shelter when deemed necessary by the person in charge.

1. Ronae Cherkin
2. Kathy Shattuck
3. Shirley Graham
4. Hailey MacGray
5. Lucy Reyes
6. Amanda Pollard
7. Gena Keenan
8. Ashley Keenan
9. Darlene Beebe

Student Supervision

Duties: This team is responsible for the supervision of all students in the care of Grace Lutheran. This duty is relinquished to a parent or designated guardian when the child is picked up.

1. Katie Brumfield
2. Denise Harris
3. Earlene Francik
4. Lorie Pollard
5. Jane Mazon
6. Lee Zabinsky
7. Sharon Stanley
8. Darin Connor

Allergy Policy

PURPOSE: The purpose for creating an allergy policy is to have a clear plan for handling all allergies with the overall goal in mind.

Overall Goal: The overall goal of the allergy policy is to help the family and school work together to assist the child with becoming independent in living with an allergy without stigmatizing the child.

Procedures: Parents

1. Parents would need to indicate their child's allergy on the Emergency Form and on the Notice of Allergy Form. Both should be signed by the child's doctor.
2. Parents need to fill out a Medication Permission Form and have it filed with the office. No prescription medication can be given unless the label appears on the medication and is prescribed by the physician. **Epipens must be provided to Grace Lutheran School to be kept in the office, classroom and child care room, if necessary. Other emergency medication should be provided in the same manner.**
3. Parents would need to keep their child's teacher and the principal informed of any changes or concerns regarding their child's allergy.
4. Parents who have a child in class, where a child with a life threatening allergy is present, would need to send in snacks that do not contain the allergic ingredients. Parents would also need to refrain from bringing in things containing the allergic material (materials)
5. Parents would need to work closely with the staff to achieve the overall goal of helping their child become independent in identifying allergic situations that they need to avoid.
6. The parents of the child with a food allergy will need to provide all snacks to the school.

Procedures: Staff

1. All staff members would be made aware of all allergies and their symptoms that exist in the school or preschool program.
2. All staff members would be instructed on how to implement any medical interventions that may be necessary for a child. (e.g. epipen)
3. All staff members would be responsible to assist the children in the class in learning about allergies that exist in the class.
6. All staff members would assist in helping a student with an allergy to understand why, they are not permitted to eat that food, pet that animal, smell that plant, etc.
4. All staff members would need to work closely with the parents in achieving the overall goal of helping the child become independent in identifying allergic situations that they need to avoid.

Procedures: Classroom

1. For airborne allergies (Dr.'s note required), every possible measure will be taken to rid the breathable air of any allergic material to the best of our ability.
2. For sting or bite allergies (Dr.'s note required), every possible measure will be taken to keep the child away from any situation that may cause a reaction.
3. Alternate food and drink will be provided by the parents to children who have allergies to the snack provided in their class. A supply of extra snacks, from home, should be kept readily, available should snack provided for the class be something that the allergic child can not eat.
4. All medications for allergic reactions should accompany the teacher on any field trip.

Procedures: Students

1. Students should be informed of any allergies that exist in their class so that they can help in maintaining a safe environment for any child with allergies.
2. Students should be taught to love, respect, and enjoy each child in their class regardless of a child's allergy status.
3. Students will not be encouraged to trade food or utensils during any eating time.

Procedures: Communication

1. Parents and staff would be reminded regularly of any allergies through the weekly newsletter.
2. The allergy policy will be highlighted in the registration packet and during Back to School Night. The policy will be placed in the Family Handbook each year.
3. A special letter will be sent to all families in the school at the start of the school year. This letter will inform the parents of what allergies exist in each classroom.
4. The principal will be responsible for reviewing the Allergy Policy and the procedures regarding the policy with the staff during meetings and in-services.
5. Parents and staff members would need to communicate openly about any concerns with the classroom environment and their child's safety and well-being.

Procedures: Emergency

In the event that a child has any type of allergic reaction, the following actions should be taken:

1. The child's teacher should stay with the child. An assistant or another adult should notify the office to call the parents immediately.
2. Medication may be given to a child **only if a doctor has prescribed it and the parents have filled out the "Medication Permission Form". WITHOUT A FILLED OUT FORM, NO MEDICATION WILL BE GIVEN TO ANY CHILD UNLESS EMERGENCY OFFICIALS DEEM IT NECESSARY.** Medication includes anything prescribed by a doctor for a child's condition (e.g. epipen, benedryl, inhaler, etc.)

3. 911 would be called if the child has a life threatening allergy, if the child's condition is progressively worsening, or if the situation warrants emergency medical technicians.
4. All staff members are CPR and first aid certified.

Rationale:

The rationale behind not having a total ban on food products that children are allergic to is that it:

1. Creates a false sense of security for parents, staff and students.
2. A ban can pit parents against parents.
3. Children want to be treated as normal by their peers.
4. Does not teach the child to live with the allergy, which is most important.
5. It is not consistent with the overall goal of this allergy policy.

(Rationale Data from Food Allergy Network, 1999)

NOTICE OF ALLERGY

PICTURE ABOVE Grace Lutheran School SCHOOL YEAR _____

Child's Name _____

Allergy to: _____

Student's birthday _____ Student's Teacher _____

Is the child asthmatic? YES NO

ACTION

1. If ingestion/sting/reaction is suspected/known,

give _____ and _____

Medication/dose/route

_____ immediately!

2. Call 911

3. Call Mother: _____ Call Father: _____

Alternate _____ Alternate _____

4. Call Dr. _____ at _____

Phone Number _____

EMERGENCY CONTACTS:

1. _____ Relation _____ Phone _____

2. _____ Relation _____ Phone _____

Parent Signature _____ Date _____

Doctor's recommendation (To be filled out by physician only):

Is this allergy (Circle all that apply) Airborne Ingested Sting/Bite

Is this allergy life threatening?

Symptoms that could apply:

____ mouth itching and swelling of lips, tongue, mouth

____ throat itching and/or sense of tightness in the throat, hoarseness, cough

____ skin hives, itchy rash, and/or swelling about the face or extremities

____ Abdomen Nausea, abdominal cramps, vomiting and/or diarrhea

____ lung shortness of breath, repetitive coughing, and/or wheezing

____ heart "thready" pulse, passing out

Doctor Signature _____ Date _____

Bus Safety Plan

Grace Lutheran operates a school bus that is used for most school functions held off campus. The bus driver is staff member specifically trained and licensed to operate a school bus in the state of California.

BUS DRILLS:

In the beginning of each school year, all students and staff participate in a bus safety drill conducted by the driver. Students and staff are told the rules while loading, unloading and riding on the bus, evacuation procedures are practiced, emergency exits and brake are shown and all staff practice using the emergency brake in case of driver emergency.

PERSON IN CHARGE:

Grace Lutheran's policy states that anytime students are loading, being transported or are unloading, the bus driver is in control of all students, staff, and parents.

MAINTENANCE:

All maintenance information relating to the bus and the driver is held in the finance office. This office is also responsible for driver certification and necessary training.