

**GRAHAM HILL ELEMENTARY  
EARTHQUAKE/DISASTER  
EMERGENCY RESPONSE PLAN**

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## PROCEDURES FOR AN EARTHQUAKE AT SCHOOL

Steps in Preparing for a Quake/Disaster:

1. Identify and eliminate/reduce potential hazards in each classroom/area and throughout the building.
2. Instruct students on how they can protect themselves during an earthquake. Practice “duck, cover and hold” drills in a variety of locations.
3. Remind students to **Never Run**
4. Keep your Emergency Backpack by your door for quick access! **Keep a current class roster in your backpack**
5. Prepare a ‘PLAN of RESPONSE’ to an earthquake/disaster.
6. Notify parents and the community about the PLAN, including what will be done for and with the children, and what will be expected of parents.
7. **PRACTICE THE PLAN.**
8. Collect and store emergency medical, food, and housing supplies to meet needs for up to 72 hours.

## RESPONSE PLAN

### BEFORE EARTHQUAKE/DISASTER

### RESPONSIBILITY

Conduct classroom Hazard Inventory (Appendix A & B) Eliminate/Reduce potential hazards in each classroom and throughout building.	<b>Teacher Teacher &amp; Custodian</b>
Practice “Drop, Cover, & Hold” drill in a variety of settings. a. Drop and cover under desk or table, or along inside b. Turn away from the window. c. Wait until shaking stops. Allow 60 seconds for the drill. d. Listen for instructions	<b>All Staff and Students</b>
Develop a “buddy system” in case the teacher or other adult (assistant or volunteer) is injured.	<b>All Staff</b>
Explain to the class that in the event of a serious quake, parents will come to school to pick them up and they will not need to call home. Telephones may be out of order or limited to emergency use only	<b>Teacher 2-Way Radios Cell-Principal</b>
Make sure your student knows to whose home they can go, if they need to. Make sure your children’s school, daycare has a list of at 2-3 people you trust to release your children to and their current phone numbers	<b>Teachers Office Parents</b>
Explain to students that it is OK to be afraid – “just try to be as calm as possible.”	<b>Teacher</b>
Maintain up-to-date attendance cards & class lists for your class. <b>Keep these in your emergency kits</b> and take them with you during evacuation	<b>Teachers &amp; Office</b>
Instruct students not to leave the school grounds until they are dismissed by the Principal or a parent. <b>All students are to be signed out through the personnel monitor/office staff.</b>	<b>Teachers</b>
Keep Emergency Exit Route posted on wall if your classrooms usual exit leads to the playground. Be aware that you may be instructed to use another evacuation route. Post a sign, “ <b>In event of Earthquake, evacuate to playground.</b> ”	<b>Teachers</b>
Inform parents of Graham Hill’s Emergency Response Plan. (Appendix C).	<b>Principal</b>

## RESPONSE PLAN

### BEFORE EARTHQUAKE/DISASTER

### RESPONSIBILITY

Maintain lists of all students and staff in building. Maintain file of Emergency Release/Medical Authorization forms for all students and staff.

**Office & Principal**

Maintain First Aid/Emergency supplies in classrooms and throughout the building

**Nurse**

Maintain accurate phone tree communication system for dispersing information to parents

**Principal & Office**

Staff is current in CPR and First Aid.

**Principal & Nurse**

Rotate water supplies every 6 months. Perform annual inventory of emergency supplies

**Safety Committee**

## **TEACHER BUDDY SYSTEM**

This system is established to provide supervision for children should a teacher become injured. Upon assurance that your children are safe, check immediately with your buddy.

If the buddy is injured, assume supervision of children. Notify the Response Team member who meets you on the playground, that additional supervision/support is needed. Another adult will be sent A.S.A.P.

### **Room Buddies**

203	and	205
230	and	233
232	and	234
235	and	236
101	and	201
103	and	105
110	and	112
114	and	119
121	and	123
Gym	and	108
241	and	Computer/Library

## **GRAHAM HILL SCHOOL DISASTER RESPONSE TEAM**

Immediately after the disaster, all unassigned staff and Response Team members should report to the Personnel Monitor or Principal, on the playground.

<b>Incident Commander</b>	Walter Chen
<b>Incident Commander -</b>	Denna Ruso
<b>Public Information Officer</b>	Diane Lee / Jenni Haynes
<b>Operations Section Chief</b>	Shelly Hurley / Marion Fink
<b>Search &amp; Rescue Team</b>	Mark Leonard
<b>First Aid Team</b>	Sarah Deitz / Meg Watson (nurse)
<b>Security</b>	Marlies VanBergeijk / Mr. Luu / Mr. Le
<b>Logistics Section Chief</b>	Ellen Kleyman / Cherrie Adams
<b>Student Welfare</b>	Maureen McCleery
<b>Administration Section Chief</b>	Jess Long / Shelly Sharp
<b>Personnel</b>	Shelly Sharp
<b>Parent Liaison</b>	Marcy Waldman

## **DURING EARTHQUAKE**

### **NOTIFICATION OF EARTHQUAKE**

If the earthquake is mild, the office will relay information received from news media or through district administration.

In a major quake, staff will hear loud, rumbling noises. Staff will feel the building move or may be jarred by a violent jolt. Objects in rooms may fall down. Speak calmly to students: This is an earthquake. Do as we practiced in our drill – “Drop, Cover & Hold!”

### **IF INDOORS:**

Stay inside. Duck and cover under a table or desk, or in a strong doorway. Hold on to a table leg. Face away from windows. Protect your head.

In halls or other areas where no cover is available, move to the interior wall. Turn away from windows. Duck and cover.

In the library duck and cover under tables. Face toward center of room, away from bookshelves and windows.

### **IF OUTDOORS:**

Stay outside. Move to an open space, away from buildings and overhead power lines. Duck and cover. Keep looking around to be aware of dangers that may demand movement.

**AFTER EARTHQUAKE**  
**I.CLASSROOM RESPONSE**

1. Drop and cover.
2. Prepare to evacuate. Make sure everyone is wearing shoes to protect from debris or broken glass. Have students gather coats. Gather emergency kit. Take a quick survey of headcounts and degree of injuries. **DO NOT EVACUATE UNTIL DIRECTED** BY BUILDING SAFETY TEAM.
3. Do not move seriously injured persons – use buddy system to stay with injured and evacuate others.
4. Teachers need to stay with the majority of their students if possible. If you are injured and cannot evacuate, or you must stay with seriously injured students, be assured that someone will be there soon to assist you. The Search & Rescue team will do a sweep and get help as soon as they can.
5. Put out appropriate colored flag for assistance from First Aid and Search Rescue Teams. Please note that each room will place one flag under the door.

**RED FLAG** – Student or Staff member left in room, serious injuries, needs emergency help.

**YELLOW FLAG** – Have injury, not too serious – Can handle it – can and will evacuate.

**GREEN FLAG** – We have evacuated the room.

**BLUE FLAG** – We have a student or staff member missing and serious/fatal injuries. – Triage – Code Blue.

6. When directed to evacuate, take students to playgrounds or to an alternative location. Specialist/Support Staff should return students to homeroom teachers and then report to designated duty
7. Teachers should take roll and report missing/injured students to Incident Commander
8. Individually check in with students. Reassure them. Having books, quiet games or songs to sing will help them stay calm
9. Wait for instructions to re-enter the building

## **II. FIRST AID MEASURES/PRIORITIES**

Search and Rescue Teams will respond to reports from the Personnel Monitor (Vicki – by radio) and go directly to the area where students are reported injured or missing. Prioritize response according to nature of injuries, ability, and resources of the First Aid Team. Recognize that there may be victims that cannot or should not be moved.

- A. Check for open/clear airway.
- B. Check for adequate breathing.
- C. Stop profuse bleeding – apply pressure to the wound (USE GLOVES)
- D. Treat for shock. Keep victim quiet, warm, and elevate feet.

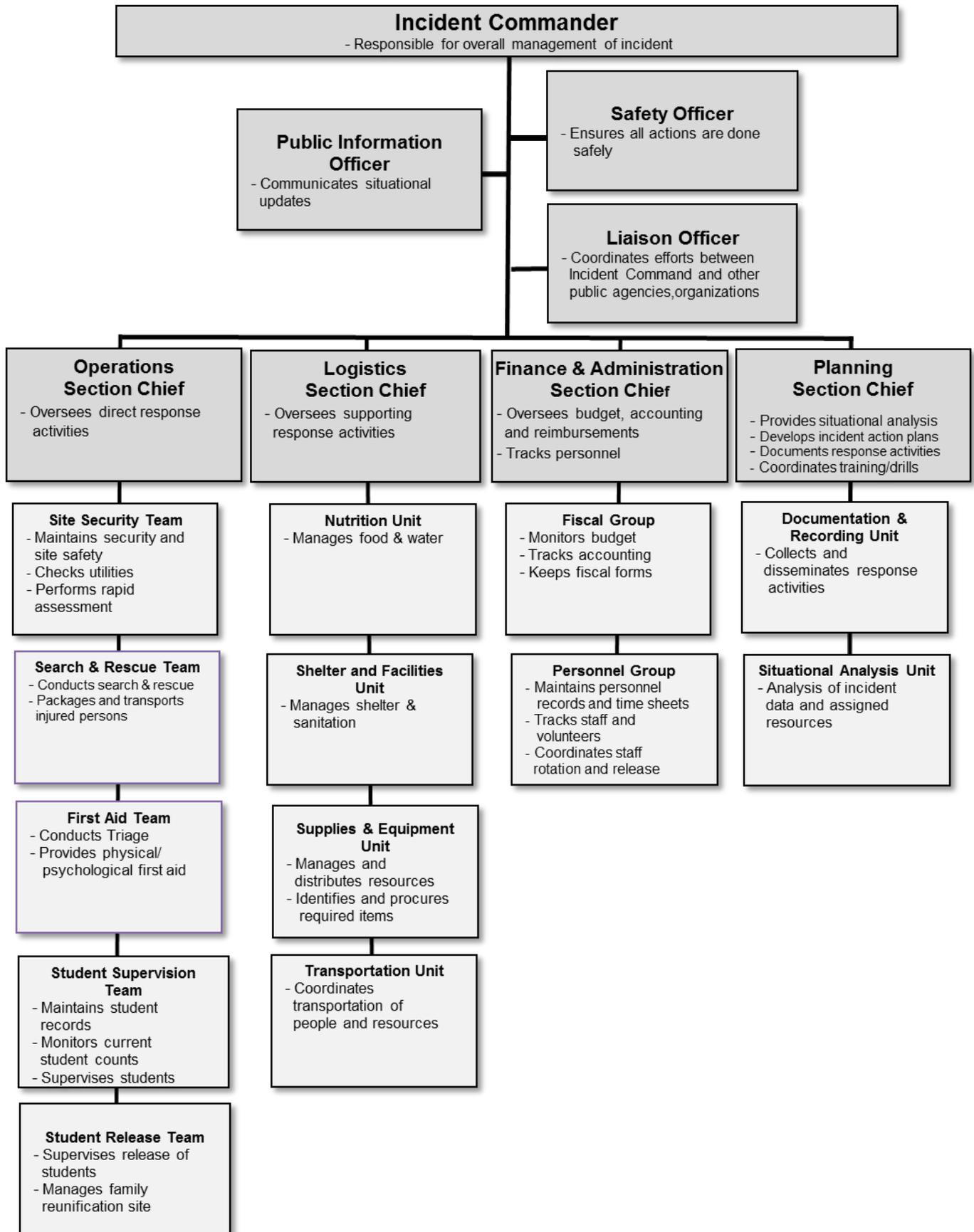
## **III. BUILDING LEVEL RESPONSE**

1. Everyone.....evacuate to playground and report missing students or staff to Personnel Monitor (Vicki).
2. Staff members assigned to supervise students in order to release teachers to work on First Aid and Search & Rescue Teams, find your class on the playground and take over for the teacher. Assign buddy system.
3. Search and Rescue Teams will respond to reports from the Personnel Monitor and go directly to the area where students are reported injured or missing.
4. Establish a safe, central headquarters for Principal/Personnel Monitor with table, chairs, class lists, log books, cellular phone, etc. (lunchroom, main hallway, upper playground or main office are suggested areas).

#### **IV. LONG TERM MANAGEMENT (WITHIN FOUR HOURS)**

Within four hours, plan for:

1. Food and Water
2. Sleep
3. On-going communication
4. Administration of medicine
5. Disposal of human waste
6. Care of injured.
7. Distraction/Recreation activities
8. Rest rotation schedule for staff
9. Psychological needs



## **INCIDENT COMMANDER**

1. Know all phases of the Emergency Plan and the skills needed for each task. Stay at your command post at all times.
2. Supervise all staff in carrying out these tasks as they have been practiced. Be in charge. During the early stages, stand apart from the student assembly area, so that you can think without distraction and so that people can find you easily when they need to. Meet with Response Team members to review procedure.
3. Use an unassigned staff member as a messenger to your Public Information Officer Find out the effects of the earthquake on the city's transportation system for dismissal needs/times possibilities.
4. Assign an assistant Personnel Monitor to help determine and tell you if everyone has been found and to keep you updated.
5. Assign and activate additional Search and Rescue Teams as needed until everyone has been found. Monitor their progress.
6. Assign additional help in the First Aid Station if necessary. Have them keep you informed.
7. Tell the Public Information Officer if outside help is needed. Address media questions.
8. Assign additional help for **SECURING** the building and the playground entrances – sign in at the office-grab and go.
9. Assign additional staff for **GREETING THE PARENTS**.
10. Assign all extra staff to help **SUPERVISE STUDENTS**, especially teachers released to perform Response Plan duties.
11. While the building search is going, monitor the weather conditions and the waiting students. Use garbage bags for raingear while waiting, if necessary.
12. Notify First Aid Station Crew when all students and staff have been found.
13. After the building has been searched, confer with the Search and Rescue Team members, to determine whether or not the building can be re-entered.
14. Work with the Personnel Monitor and Parent Greeters to review and use the established dismissal procedures.

## **PERSONNEL MONITOR (Shelly S)**

1. Assign two unassigned staff as assistants.
2. Maintain lists of all classes and a list of all full-time and all half time staff. Take these lists as you exit.
3. Check off names of all staff as they report in.
4. Record number of students in each class, as they are reported, to help account for all students.
5. Compare student count with those in attendance for that particular day. Teachers must have an accurate count of absentees.
6. Account for all half-time staff, recording whether they are in the building or have left for the day.
7. Notify Search and Rescue Team Leader of any students or staff left behind in a room ("Red") or missing ("Blue"). [Report should be made by color and room number.](#) Example: "We have a Red in Room 3."
8. Update list as students/staff are found.
9. Maintain list of casualties.
10. Keep track of staff that re-enter building for any reason.
11. Report to Principal when all students and staff are accounted for.
12. Notify Search and Rescue & First Aid Teams when all students and staff are accounted for.
13. Record time and method of dismissal (parent/guardian name) for any student who is not dismissed through the normal procedures.

## **SEARCH AND RESCUE TEAM PLAN**

1. Report to Search and Rescue Team Leader for S & R briefing (as follows)
2. Issue of emergency equipment for each team member; put on hardhats and vests, wear backpacks.
3. Divide into S & R Teams\_of 2-3 staff per team, each with a handheld radio. (Handheld radios are distributed between S & R teams and the S & R Team Leader. Command Post, First Aid Team, and S & R Leader Post will all be located within speaking distance so that they do not need radio communication.)
4. S & R Teams are sent off with first aid kits and stretcher, if needed, by S & R Leader when a messenger from the Personnel Monitor reports a person injured and left behind, or missing. Messages from the Personnel Monitor should be stated as room number and color of flag. Examples: "We have a RED in Room 8," or "We have a BLUE from school, and is in communication with the teams by handheld radio. The radios should be labeled "Search & Rescue Leader," "Search & Rescue Team One", "Search & Rescue Team Two", etc., and persons using the radios should identify themselves using those labels.
5. Fine Search and Damage Survey by S & R teams will occur after all students and staff are accounted for and all injuries are evacuated to the First Aid Station.

The purpose of the Fine Search and Damage Survey is to double-check that no one is unaccounted for and to determine which areas of the building are safe for re-entry. Teams search in a methodical manner. Each team member may have a specific area to search. Once inside a room, start at the left and always move to the right. Teams should mark on their maps of the school when a room has been searched, noting structural damage, hazards, and victims, and note flag colors on doorway. A strip of tape 12 inches across the door at waist level signifies that a room has been searched. Teams report into the S & R Team Leader, who marks the information on a master map to report to Command Center and Personnel Monitor.

## **FIRST AID TEAM**

1. Report to one of the following areas as directed (Gym, Lunchroom, Outside), leader appoints assistant. Leader is responsible for reviewing safety, first aid procedures delegating teams to go with Search and Rescue team, triage/consulting with assistant, recording data, communicating with Principal, Personnel, and Search and Rescue leaders. Assistant is responsible for setting up hospital unit, providing first aid care, talking to Leader.
  
2. Review safety and first aid procedures. Put on protective clothing, such as gloves, masks, etc. Assemble first aid and emergency supplies. Establish First Aid Center in structurally sound room or outside in a protected area.
  
3. Leader stays at entrance of hospital area. As victims are brought in record victim's name, injury, status and treatment given. Make nametag for each victim. Red Flag injuries are segregated to one place in the hospital.
  
4. Leader reports each victim as "found" to Search and Rescue Team Leader and Personnel Monitor. Inform principal of victims needing treatment beyond Team capability.
  
5. Do not move victim pinned by heavy beams. Do not move victim suspected of back injury.
  
6. Do not move any deceased victims. Officials must inspect the area, determine cause of death, and complete an official report. Simply cover the deceased with a tarp or blanket.
  
7. Keep Principal informed of activities until all victims are stabilized and transferred to the care of parent/hospital.

**LOCATION OF MEDICAL INFORMATION FOR STAFF AND STUDENTS**

1. Student medical release forms with Personnel Monitor, *kept in the office notebook.*
2. Staff health information in office- *Yedit's right desk drawer*
3. Medications and other special needs in *nurse's office*

**CONTENTS OF CLASSROOM EARTHQUAKE  
EMERGENCY PACK**

Current Class List	1 - Flashlight & Batteries
16 - Sanitary Napkins	10 - Large Garbage Bags
50 -1/3 inch Band-Aids	2 - Ice Packs
12 - Gauze Pads 2 x 2	1 - First Aid "Flip Chart"
4 - Gauze Pads 3 x 3	2 Ace Bandages
12 - Gauze Pads 4 x 4	1 - Adhesive Tape 1 inch
14 - Alcohol Wipes	2" Stretch Roller Gauze
2 - Triangular Bandage	10 - pairs Latex Gloves
10 - Tongue Depressors	1 - Whistle
1 - Scissors	1 - pr. Work Gloves
1 - Large Abdominal Pad	1 - Antibacterial lotion
1 - soft brush	4 - Mylar Emergency Blankets
1- 4" elastic wrap	1 – 3" elastic wrap
1- 4" self adhering wrap	1- 3" self adhering wrap
1 – Pro-wrap	1 – pkg Baby wipes
2 – Eye pads	4 – pkg tissues
10 - Paper Cups	1- tweezer

## **COMMUNICATIONS**

1. Report first to Personnel Monitor & Incident Commander to gain information about the status of the children and the school. Appoint Runners to serve as messengers. Establish Headquarters at Command Center (near two-way radio, computer, or phone).
2. Establish contact with A & S Center and Emergency Agencies using the two-way radio. E-Mail and telephone contacts may also be used as a means of communication. Report status of all personnel and extent of the damage to the building. Inform principal of any directives received.
3. Listen to transistor radio for information on extent and severity of citywide damage. Inform Principal of the general status of the city's transportation system and any specific school information. (\*If a portable radio is used, use the earphone/headphone so any alarming information/news will not be overheard by students.)
4. Contact emergency agencies if not done so through radio communications.
5. Remember that all messages between the Principal and authorities must be clear and simple and transmitted correctly. Prepare written messages for messenger to share with principal and staff. Record, in writing, the date, time and summary of communications, both in-going and out-going.
6. Provide written updates to classroom staff. Update PTA board members, District media representatives, Area director, on status of school and progress of response plan using the phone or radio system.
7. Work with Parent Liaison to facilitate communication with parents and families of staff.

## SECURITY

1. Report first to Personnel Monitor / Incident Commander and appoint two assistants. Prepare to carry out the rest of these plans. Proceed if so directed by the Principal.
1. (Mr. Luu or Mr. Dao) Check gas, electrical, water, etc. and shut off when necessary. (See Search and Rescue duty.
  - ❖ *The natural gas shut-off valve should only be closed in emergencies. If you don't smell or hear natural gas escaping, you probably don't need to shut off gas service. Doing so may unnecessarily deprive you of energy you may need to cope with the emergency. Also if possible shut off gas to appliance instead of entire building*
  - ❖ *See Appendix C for further information*
3. Close and lock gates or erect barricades/barriers to limit access to the playground to ONE entrance/exit. Parents will be directed where to pick up their child/children.
4. Establish safe pick-up zone for emergency/medical vehicles.
5. If it is safe to re-enter the building, lock all of the outside building doors.
6. Try to ensure that only authorized persons enter the building and that no student leaves premises unescorted.
7. Report actions to Incident Commander/Personnel Monitor
8. If long-term evacuation is required, rope off an area on the lower field for the general public to inhabit, should they come to school needing help. If evacuation is not required, designate a location in the building for the general public to gather. **Under no circumstances should the general public be mixed into the Graham Hill population.** Only parents and direct relatives who have permission from the personnel monitor may join our students.

## PARENT LIAISONS

1. Report first to Personnel Monitor, have unassigned staff as assistant
2. Instruct parents who arrive to stay as a group, preferable in a line at the designated entrance/exit gate in a sheltered area.
3. Explain the plan to the parents and dismissal procedures. Experience shows that most students and parents can cope with a problem like this until they see each other, then some will fall apart emotionally.
4. No student will be dismissed without the written sign out permission of the Principal/personnel Monitor.
5. Any student dismissed in any way other than through normal procedures must be recorded by the Personnel Monitor. In effect, be a kind, understanding gate guard who strictly enforces a one-at-a-time system, and who does not let any student leave unless he/she has been signed out to a known parent/guardian, or designee as listed on the "Information and Student Release Form." A written pass must be presented before a child is released.
6. Recruit any parent willing to stay and help care for the children.
7. Neighbors may need to be recruited to provide blankets, etc., if students have to be sheltered at school for some time. Place phone calls.
8. Work with Public Information Officer to activate Parent Phone Tree from neighbor's/cellular phone, if necessary. Access to these lines may be difficult in an emergency. If you should get on a line, **stay on that line until all calls are completed, do not shut the phone off between calls!!!!**

# REVERSE EVACUATION

A Reverse Evacuation is defined as the process for moving students/staff indoors quickly. Some reasons for Reverse Evacuation include gunshots; drive by shooting, school is notified by law enforcement that an armed individual may be in the area, etc.

Response	Tone	Verbal
Reverse Evacuation	A ding, dong, ding, dong tone and a 3 second pause, repeated at least 5 times	“Return to the Building immediately.”

The plan for **Reverse Evacuation** should include the following:

1. A Reverse Evacuation plan should be developed for all areas where students congregate outside the building.
2. Sound appropriate signal, 3 short, rapid, continuous bursts of sound (e.g., bell, buzzer, whistle, etc.) or use the verbal announcement, “Return to the building immediately.”
3. Call 911 and the Safety and Security Department (252-0707) immediately.
4. All the unlocked doors entering the building need to be staffed by assigned school personnel.
5. Move students/staff/approved visitors indoors quickly.
6. All students/staff should return to the gym. Visitors should immediately go to the main office.
7. Once all students, staff, and approved visitors are inside, the building exterior doors should be locked and Shelter-in-Place procedures initiated.
8. After everyone has arrived in the gym, attendance will be taken immediately. A report will be given to the Principal or designee as quickly as possible.
9. After being released, all individuals will return to and remain in their classrooms until the “All Clear” signal is sounded.
10. If the Principal/Incident Commander deems the situation critical, a “Lockdown” should be ordered and communicated.

## RELOCATION

Relocation is defined as the process for moving an entire school from one location to another due to a dangerous situation. Some of the reasons for Relocation include fire, hazardous material incidents, or structural damage. The plan for Relocation is always communicated by verbal or written instruction.

Response	Tone	Verbal
Relocation	No signal	Verbal or written communication of relocation site and route.

1. All staff should know where the various Relocation sites\* are prior to the relocation.
2. The planned routes for Relocation should be posted next to each door in every room.
3. The Principal/Administrator in charge will make the decision to relocate.  
Police, Fire Department (911) and the District Safety and Security Department (252-0707) can be used for advice. Take red radio (800 MHz).
4. The Safety and Security Department must be notified at 252-0707, or by red radio. If the Relocation is to a place where buses will meet the students and staff, this must also be relayed.
5. Once the decision to relocate has been made, all staff must be notified verbally (or in writing) of the Relocation details, including which meeting point will be used, and when the Relocation will begin. Red radios should be turned on to Channel 2, Toggle Switch at "A" setting (SEC).
6. At the meeting point, the teacher must call roll to determine if all the students are present. The results of the attendance roll should be reported immediately to the Principal/Incident Commander.
7. All building plans should include procedures for relocating the disabled.  
Specific adults should be assigned to assist student/staff with disabilities.  
This should be practiced during emergency drills.
8. After the building is abandoned, the school must be searched for individuals.
9. If time permits, doors must be locked and alarms turned on.
10. The Safety and Security Department will notify the Relocation site of the estimated time of arrival and the number of students and staff being relocated. \* *Potential Relocation sites must be identified. School administration must secure permission to use proposed site. Emergency contact information of potential sites should be maintained in the emergency kit and reviewed annually.*

## **SHELTER IN PLACE**

Shelter-in-Place is the process of keeping students and staff safe from dangers within the community. Schools would Shelter-in-Place in events such as a hazardous material incident, radiation incident, snowstorm, vague threats, or violence in the community that is not directed at the school. **ACADEMICS ARE ONGOING.**

Response	Tone	Verbal
Shelter in Place	A ding, ding, ding, and a 3 second pause, repeated at least 5 times	“Please Shelter-in-Place until further notice.”

The process for **Shelter-in-Place** should include the following:

1. Sound the Shelter-in-Place signal to alert staff to implement the Shelter in- Place process.
2. If students or staff are outside, an alarm should sound to notify staff to conduct a Reverse Evacuation.
3. If appropriate, call 911. Notify the Educational Director and the Safety and Security Department (252-0707). Additional Security staff will be sent to assist school.
4. All exterior doors should be locked. One door should be designated as the ingress/egress door. This door should be monitored at all times.
5. Signs should be put on all doors notifying outsiders which door is left open for entrance into the school.
6. Students may remain in existing classroom for extended class periods (have custodians or secretary curtail the automated bell system). In order to decrease anxiety, attempt to keep to the normal schedule as much as possible. When possible, students may be released from the classroom to go to the bathroom. Additional hallway supervision will be necessary.
7. Shelter-in-Place process should continue until the “All Clear” signal is sounded.

**Note:** *If an extended Shelter-in-Place is anticipated, classrooms in portables may be reassigned to library/cafeteria to allow access to facilities.*

# LOCKDOWN

A lockdown is the process of protecting students and staff from external and internal dangers. A lockdown is used when the potential for violence within the campus exists, usually during a red alert status, and potentially during an orange alert status.

<b>Response</b>	<b>Tone</b>	<b>Verbal</b>
Lockdown	A whoop, whoop, whoop tone and a 3 second pause, repeated at least 5 times	“Lockdown, Lockdown, Lockdown.”

The process for **Lockdown** should include the following:

1. The Lockdown signal should be sounded to alert all staff and students to implement Lockdown procedures.
2. Call 911 if appropriate. Notify the Educational Director and the Safety and Security Department (252-0707).
3. Direct all students and visitors to the nearest room. Lock the door, close windows and provide maximum concealment (close blinds/drapes and cover windows to obscure visibility).
4. Provide maximum cover (protection from weapons) by positioning students/staff against the wall that provides the most protection, keeping everyone seated as low as possible and remaining quiet.
6. A Lockdown continues until Police or Principal/Administrator unlocks the door and verbally gives the “All Clear” signal.
7. Students/staff and visitors who are outside the building must implement the safest approach for the particular circumstances. This may include Reverse Evacuation, Relocation, or searching for cover and concealment

**Appendix A**

**CLASSROOM HAZARD INVENTORY**

Checklist to help identify potential earthquake hazards in your classroom/area. All staff should use this checklist annually.

- \_\_\_\_\_ Are desks & tables located where they cannot slide & block exits?
- \_\_\_\_\_ Are the tops of tall (4 or 5 drawer) file cabinets securely attached to the wall? Or are they out of the way from toppling on students or you?
- \_\_\_\_\_ Are all freestanding cabinets, bookcases and wall shelves secured to a structural support?
- \_\_\_\_\_ Do file cabinet doors have latches? Do they securely close the drawers?
- \_\_\_\_\_ Are desktops computers securely fastened to work places? Or are they out of the way if a monitor falls over?
- \_\_\_\_\_ Are bookshelves, cabinets, and coat closets secured to the wall and/or attached to each other?
- \_\_\_\_\_ Are display cases or aquariums protected against overturning or sliding off the tables?
- \_\_\_\_\_ Is freestanding equipment on wheels secured against overturning or sliding?
- \_\_\_\_\_ Are all heavy, sharp, or breakable wall decorations securely mounted, with closed eyehooks for example?
- \_\_\_\_\_ Do books or materials stored on shelves have adequate restraints to keep them from flying off the shelves? Are heavy items on lower shelves?
- \_\_\_\_\_ Are fire extinguishers securely mounted?
- \_\_\_\_\_ If there are potted plants & other heavy items on top of file cabinets or in other overhead locations, are they restrained?
- \_\_\_\_\_ Do you see other hazards not included in this list? Specify

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix B: BUILDING HAZARDS

School \_\_\_\_\_ Inspector \_\_\_\_\_ Date \_\_\_\_\_

1- Imminent Hazard  
*(Repair immediately)*

2- Scheduled Maintenance  
*(Repair next visit)*

3- Planning  
*(To Admin for \$)*

	Remarks/Problems	Date Repaired
<input type="checkbox"/> Fire alarm systems inspected & operable		
<input type="checkbox"/> Fire sprinkler systems inspected & operable		
<input type="checkbox"/> Fire extinguishers inspected & operable		
<input type="checkbox"/> Security alarm in place & operable		
<input type="checkbox"/> Floors & aisles maintained free of slip hazards		
<input type="checkbox"/> Ceiling and fixtures maintained		
<input type="checkbox"/> Wall with no protrusions or exposed sharp edges		
<input type="checkbox"/> Stairways maintained free of slip hazards		
<input type="checkbox"/> Outside walkways free of slip & trip hazards		
<input type="checkbox"/> Outside lighting adequate & maintained		
<input type="checkbox"/> Safety glass in high traffic areas		
<input type="checkbox"/> Handrails secure and free of sharp edges		
<input type="checkbox"/> Windows operate properly with no cracked glass		
<input type="checkbox"/> Doors operate properly with no cracked glass		
<input type="checkbox"/> Furniture structurally sound, not excessively worn		
<input type="checkbox"/> Lockers without sharp edges/corners		
<input type="checkbox"/> Cabinets secured to wall or floor		
<input type="checkbox"/> Computers/equipment secure from theft & falls		
<input type="checkbox"/> Fire evacuation routes posted		
<input type="checkbox"/> First aid supplies available & adequate		
<input type="checkbox"/> Exit signs lit & exit ways marked & clear		
<input type="checkbox"/> Emergency lighting adequate & maintained		
<input type="checkbox"/> Electrical breaker panels with 36" clearance		
<input type="checkbox"/> Electrical extension cords used properly		
<input type="checkbox"/> No other electrical system problems noted		
<input type="checkbox"/> Good housekeeping maintained		
<input type="checkbox"/> Heavy items stored on lower shelves		
<input type="checkbox"/> Custodial closets locked		
<input type="checkbox"/> No ventilation problems noted		
<input type="checkbox"/> Chemicals stored appropriately		
<input type="checkbox"/> Regulatory & hazards sign posted		
<input type="checkbox"/> Mats used properly/maintained free of hazards		

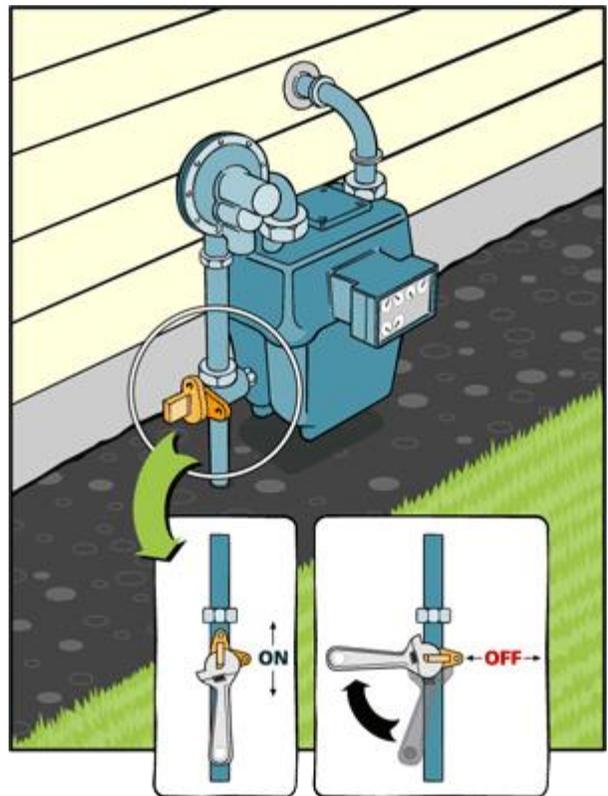
## Appendix C

### SHUTTING OFF NATURAL GAS SERVICES

The natural gas shut-off valve is at the meter where the riser pipe comes out of the ground, usually found at the front or side of a house or building. The natural gas shut-off valve should only be closed in emergencies. If you don't smell or hear natural gas escaping, you probably don't need to shut off gas service. Doing so may unnecessarily deprive you of energy you may need to cope with the emergency

#### To turn off natural gas services

1. Consider the safety of approaching the building
2. Locate the meter shut-off valve. It's usually the first fitting on the gas supply pipe coming out of the ground next to the meter.
3. Use a long-handled wrench to give the valve one-quarter turn in either direction so the lever is crosswise to the pipe.
4. Once the gas is off, leave it off. Contact PSE to inspect the system, and to check and relight appliances



#### Shutting off individual gas appliances

For temporary shutoff during non-emergency situations, use the fuel-line valve located near each appliance. The valve is typically located on the fuel line entering the appliance. Most of these valves can be operated by hand. Once the gas is off, leave it off until a qualified service representative can check out the system.

## **Appendix D**

Parents/Guardians of Graham Hill

October 2013

### **WE HAVE A PLAN!**

The staff at Graham Hill School has discussed and is implementing a Disaster Plan for the students and staff of Graham Hill. This plan includes fire, earthquake, shelter in place and lockdowns. Not only do we practice a “Drop and Cover” routine with the students. We also have a plan with which we evacuate or get the students to return to the building, account for all students, search and rescue for missing or trapped students or staff, treat injuries, and communicate with the “outside world.”

### **WHAT PARENTS MUST DO WHEN A DISASTER OCCURS:**

1. Protect yourself, in the event of an earthquake, drop and cover; you must be safe before you can help other family members
2. Remember that Graham Hill Elementary has a plan. Our staff will care for your child/children until you can be reunited
3. **DO NOT CALL THE SCHOOL...IF PHONE COMMUNICATION IS AVAILABLE, WE WILL ACTIVATE OUR MESSENGER SYSTEM. Your in-coming calls tie up our lines and keep us from making the calls needed to communicate with all parents.**
4. We expect all students to stay at Graham Hill until we dismiss them, either by the regular method, or to the custody of an identified parent/guardian, or a designee you have listed on the Information and Student Release Form. Please make sure that this information is updated and accurate
5. Listen to your portable radio for news. Do you have one that operates on batteries?
6. If parents are requested to pick up their child/children, come to the front door of the school, there may be further directions posted for you to come to a different location
7. Please remember to bring some identification papers. Children will not be released unless the proper ID is presented. All students must be signed out. No child will be dismissed from the classrooms.
8. Prepare you own FAMILY EMERGENCY PLAN

## **Appendix E**

### **Search and Rescue/First Aid Personal Safety Equipment**

1. Hardhat, bike helmet, or patrol helmet.
2. Leather Gloves
3. Goggles
4. Boots – own
5. Flashlight/headlamp or light stick
6. Coverall or jeans – own.
7. Dust mask
8. Hearing Protection – we need.
9. Knee pads?
10. Whistle
11. White marking tape (duct tape/masking tape), papers, floor plan, pencils.
12. Hunter's vest