

Emergency Preparedness Manual Policy

Purpose: The purpose of this Emergency Preparedness Plan (EPP) is to expedite the decision making process after notification of an emergency or accident. Disasters usually strike without warning. They can force neighborhood evacuation or confine you in your home or workplace. Families can be separated. Family members or co-workers can be injured. Emergency response workers may not be able to help you if thousands of people are affected at once. In these situations, preparedness and self-reliance become very important. This plan has been prepared to be used in the event of an emergency at Hanford, after an earthquake, or for flash flooding, severe winter weather, or range and wildfire situations. It can also be utilized should a chemical weapons accident occur at the Umatilla Depot Activity (UMDA).

Plans & Practice: To ensure that all children are present, safe and accounted for, center teams must develop a plan for addressing possible emergency situations. To ensure the plan is known and can be followed out by all staff, the plan must be practiced. Each emergency states how often the plans need to be practiced. The practice dates must be documented on the plan calendar.

SECURED ROOM:

WHAT: Secured Room protects staff and children from a threat inside the building when it may be more dangerous to leave the building by directed evacuation than to stay in a secured room.

WHEN: Secured Room is used when:

- It is safer to stay in an area that can be secured than to move through the building where the potential threat may be encountered.
- There is no possibility of uncontrolled fire or explosion.

EXAMPLE: An armed intruder is in the building.

DIRECTED EVACUATION:

WHAT: Directed Evacuation is used to get children and staff out of the building by a route previously designed to avoid contact with a potential threat, such as a suspicious package in the hall or a bomb threat.

WHEN: Directed Evacuation is used when the location of a potential threat is known, allowing:

- An evacuation route away from the threat.
- A gathering point outside the building that is as far as possible from the threat.

EXAMPLE: A hazardous spill has contaminated one part of the building.

DANGEROUS PERSON:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) or an unauthorized visitor. To reduce the possibility of dangerous persons on campus:

- Direct all strangers or visitors who are not wearing the required Visitor's Badge to the office for registration. (if applicable)
- Notify the office immediately of suspicious persons or behavior.
- Report suspected or actual weapons or serious altercations to the Main Office immediately (541) 564-6878.
- Follow Secured Room Plan during this emergency.

INJURY REPORT POLICY/SERIOUS INJURY OR MEDICAL CONDITION:

- See PDM work plan/Human Resources/HR 06 Employment Policies Book

FIRE OR EXPLOSION:

- 1) Stay Calm and Remain with Students.
- 2) If the fire or explosion is in your area, evacuate students and report incident to the main office.
- 3) Take attendance records.
- 4) Always get at least 300 feet from the building when evacuating.
- 5) Account for all children and remain in designated area until contacted.
- 6) Close doors to fire or explosion area as soon as all students and staff are safely out of the area.
- 7) Do not allow reentry to building until authorized by fire/safety officials.

CHEMICAL EMERGENCY/HAZARDOUS MATERIALS INCIDENT:

Procedures: When hazardous materials contaminate the environment, whether in our classrooms or in the surrounding community, two options are feasible:

Shelter in place: Protect Students and Staff by sealing them off from the contaminant.

Evacuate: Protect students and staff by removing them from building and campus area with waiting transportation

- In the event of a hazardous spill or release, you will be contacted by the Fire Department, Police Department or Hermiston or Hawthorne Main Office. Follow their recommendations to shelter in place or evacuate.

BOMB OR SUSPICIOUS DEVICE:

1. Do not touch or approach a bomb or suspicious device.
2. Notify office immediately.
3. Avoid use of two-way radios and cell phones.
4. Avoid causing noise and vibrations (e.g., from running and other movement) since they can detonate some devices. Calm orderly Directed Evacuations, Directed Responses and Room Clears are essential.
5. Notify the office of the device's location. Be specific (e.g.; in the wastepaper basket to the right of the fire alarm outside room 101).

6. Get children at least 300 ft. away from the source.
7. Account for all children and remain in designated area until contacted.

BOMB THREAT

Bomb Threat Checklist

- 1) Write down the time of the call.
- 2) Write down the time the call was terminated.
- 3) Write down exact words of the caller if possible.

Questions to Ask

- 1) What time is the bomb set to explode?
- 2) Where is the bomb located? Floor? Area?
- 3) Is it in the open? Concealed? Disguised?
- 4) What kind of a bomb is it?
- 5) What does it look like?
- 6) Why was it placed in the school?
- 7) How did it get in the school?

Use this checklist page to record information if a notepad is not available.

EARTHQUAKES

WHEN INDOORS

- If you feel the signs of an earthquake (the ground shaking, hanging objects swaying, objects wobbling on shelves):
- Tell children to take cover immediately under tables or heavy furniture.
- Turn away from the windows. Stay away from windows and swaying objects.
- If heavy furniture is not available stand in interior doorways or narrow halls.
- Remain calm; give instructions in a firm, calm voice.
- When earthquake is over, evacuate the building as quickly as possible in a calm orderly fashion.
- Go to designated area.

Account for all students and remain there until authorized personnel have declared it safe.

WHEN OUTDOORS

- Move away from the building if you see or feel any signs of an earthquake.
- Go to a clear, open space if possible.
- Avoid Utility poles, trees and overhead wires.

- Remain Calm; give instructions in a firm, calm voice.

Account for all children. Remain outside the building until authorized to re-enter.

FLOODS

What to do in case of a flash flood

- In town, keep away from storm drains and streams.
- In the suburbs and rural areas, don't let children play in irrigation ditches, dry stream beds or other waterways.
- Shallow water can get deep and dangerous fast.
- If you are camping, whenever it rains and whenever there is thunder and lightning, keep a battery-powered radio tuned to the news.
- If you learn a flood is coming or even suspect one is on the way, **ACT FAST**. Move to high ground immediately.
- Know where there is high ground and how to get there. Make plans. Be ready to go. Seconds count! When authorities tell you to leave, don't wait, **GO!**
- If you are in a car, watch for flooding at bridges and dips in the road.
- At night you can't see the dangers of flooding. Don't drive through running water.

SEVERE WEATHER CONDITIONS/EMERGENCY CLOSURE PROCEDURES

School Closure

- See work plan/transportation/T 22 Transportation Policies/School Closure Memo

Considerations for Early Dismissal

- 1) Determine that the method each child will use to get home is safe and reliable (school bus, pick up by parent).
- 2) If students are being picked up by parents, keep them with you until the parent arrives.
- 3) Account for all children, keeping a record of how and when they left school.

Considerations When Students Must Remain in School

- Begin making arrangements for any special requirements, such as serving meals, or snacks, providing sleeping arrangements or planning recreational activities.
- Direct staff and children to a safe place in the building if necessary.
- During severe wind storms the safest places to be are interior halls, lower floors and basements.
- During windstorms avoid gymnasiums, auditoriums, proximity to windows and areas exposed to the windward force of the storm.

SCHOOL BUS EMERGENCY

- See work plan/transportation/T 22 Transportation Policies/Emergency Procedure

SPIILLED BODY FLUIDS

- See work plan/Health/H 13 Blood Body Cleanup Kit Policy and Procedure.

HAZARDS AND EMERGENCY SITUATIONS AT LICENSED FACILITIES PROTECTION FROM HAZARDS

- 1) Always use safety glass and mark at child's eye level with a decal, etc.
- 2) Place protective caps over electrical outlets.
- 3) Stairways with more than two steps require handrails.
- 4) Movable barriers at top and bottom of stairways/infants & toddlers.
- 5) Adequate lighting to include covers or shields on lights.
- 6) Floors to be free from splinters and sliding rugs.
- 7) Poisonous materials shall be labeled, secured by a child proof lock or latch and not stored near food items or equipment.
- 8) No lead-based paint
- 9) Possession and/or storage of firearms or ammunition is prohibited.
- 10) Telephone service must be available in the center.

Preparation for Emergencies

- 1) A portable emergency light source needs to be available.
- 2) Center must have a system in place allowing parents contact with facility at all times.
- 3) Numbers posted by the phone for: emergency medical care and poison control (portable phones must have emergency numbers on them) **Poison Control 1-800-222-1222 and 911**
- 4) Room temperature shall be **at least 68 degrees** and not so warm to be dangerous or unhealthy.

MISSING OR RUNAWAY CHILDREN

When a child is not in plain sight (but may still be present (hiding), the signal is given and the following steps are followed:

- 1) A team member is identified to help cover the class while the Teacher/CFA begins a search
- 2) When a team member is not available on site, contact a member of management (Ed Manager, Operations Director and/or Education/Disabilities Director) of the situation.
- 3) The Teacher/CFA will begin looking within the classroom and out on playground area, specifically in spaces and locations which are out of direct site (closets, cupboards, restrooms, offices, behind buildings or around corners, etc)
- 4) After an initial canvas of the area, if the child is not found, the Teacher/CFA will return to the classroom, contact the parents/guardians and the local police
- 5) The Teacher/CFA or other designated staff person will continue to canvas the area until the police/parents arrive and the child is found.
- 6) Once the child is safe, communicate with child and parent to help determine any possible concerns (fears, abuse, trauma, depression, etc.) that might have lead to the child to hide or runaway. Refer to appropriate component staff or community services for assistance for the child and family where appropriate.

If a student threatens, or begins to run away, try to persuade him or her to stay.

- 1) Point out the possible consequences of running away.
- 2) Contact team member, if possible, to alert Management (Ed Manager, Operations Director and/or Education/Disabilities Director) of the situation.
- 3) Make every effort to keep a runaway child in view. Follow if necessary, but do not chase.
- 4) If the student leaves school grounds, contact Management immediately and report the problem.

- 5) After an initial canvas of the area, if the child is not found, the Teacher/CFA will return to the classroom, contact the parents/guardians and the local police
- 6) Note the direction the child was last seen headed.
- 7) Make a note of any comments he or she made that might assist in locating the child.
- 8) Be prepared to describe the child, especially the clothing that they were wearing.
- 9) Once the child is safe, communicate with child and parent to help determine any possible concerns (fears, abuse, trauma, depression, etc.) that might have lead to the child to hide or runaway. Refer to appropriate component staff or community services for assistance for the child and family where appropriate.

EMERGENCY COMMUNICATION WITH STAFF AND PARENTS

While the Main Office will handle media inquires, there may be time when speaking with a reporter is necessary or cannot be avoided.

Designate a building spokesperson who can be interviewed by the media. Using the following guidelines will be helpful:

- Provide accurate information. Share only what you know to be true.
- If you do not know the answer, say something like, "I don't know, but I'll find out." Then find out or let someone in the Main Office know.
- If the information is known but you cannot supply it, say so and explain why (e.g., an injured child's parents have not been contacted yet and you do not want to release the name).
- Speak clearly and briefly. Don't change or elaborate your answer. Take time to think about your answer before responding so it is accurate and concise.
- If a reporter asks more than one question at a time, ask which you should answer first. This will help you avoid sounding confused.
- If a reporter asks you a personal question, share only what you feel comfortable sharing. It's OK to say, "I don't feel comfortable talking about that."