

LGSONS EMERGENCY PLAN

This plan addresses fire and earthquake procedures specifically, as they are the most likely disasters to occur. Uncommon problems such as hazardous spills or freak storms are addressed in the **Shelter-in-Place** and **Evacuation** procedures. The plan also includes a **Lockdown** procedure (Run-Hide-Defend plan) in the unlikely event we are ever a target of school violence.

BASIC GOALS OF THIS PLAN

- To protect the safety and well-being of the children and adults at LGSONS.
- To provide assurance to the parents who are not at LGSONS that their children will be cared for in the event of an emergency.
- To provide information, training, and materials to the parents working at LGSONS so they can fulfill their role in an emergency, particularly so that they will not panic.
- To establish a basic protocol that LGSONS families can incorporate into their own disaster planning and into carpool emergency plans.
- To provide appropriate home preparedness training that fosters peace of mind of the working parents in the aftermath of an earthquake.
- To declare a moral obligation by the working parents to the children of LGSONS. Specifically, in the event of an emergency all working parents are expected to remain until the welfare of all children is guaranteed.

SCHOOL INFORMATION

- Schoolhouse: 19601 Black Road, Los Gatos, CA 95033 (408) 395-2892
- Lakeside School: 19601 Black Road, Los Gatos, CA 95033 (408) 354-2372
- Saratoga Springs: 22801 Big Basin Way, Saratoga, CA 95070 (408) 867-3019
- Savannah-Chanelle Winery: 23600 Congress Springs Road, Saratoga, CA 95741 (408) 741-2934

EMERGENCY PHONE NUMBERS		EMERGENCY RADIO STATIONS	
9-1-1 Police / Fire / Medical Emergency		KCBS	AM 740
Police Non-Emergency	(408) 354-8600	KGO	AM 810
Santa Clara County Sheriff	(408) 808-4400	KQED	FM 88.5
Animal Control Services	(408) 578-7297	KEZR	FM 106.5
Poison Control Center	(800) 222-1222	KRTY	FM 95.3
PG&E	(800) 743-5000		

EMERGENCY SUPPLIES LOCATIONS

Schoolhouse:

- **First Aid Kits:**

Parents' Room: A first aid kit is located in the Parents' Room on the south wall.

Storage Shed: A first aid kit is located outside in the storage shed on the south side of the schoolhouse.

- **Emergency Supplies:**

Storage Shed: The emergency supplies are located outside in the storage shed on the south side of the schoolhouse on the shelving along the back wall to the left of the door as you open it. 2 food barrels are on the top shelf; assorted bins with other emergency supplies on on the middle shelves, and bottled water is on the bottom shelf.

- **Fire Extinguishers:**

Kitchen: A fire extinguisher is located near the stove, on the right side of the back door.

Main Play Room: A fire extinguisher is located at the front door next to the Parents' Room.

- **Fire Alarms:**

Main Play Room: A fire alarm is located on the north wall in the Main Play Room, on the right-hand side of the door leading to the bathroom.

- **Emergency Cards:**

Parents' Room: A set of emergency cards are located next to the first aid kit on the south wall.

Storage Shed: A set of emergency cards are located in the storage shed on the south side of the schoolhouse, with the emergency supplies located in the garbage can.

Saratoga Springs:

- **First Aid Kit:**

Teachers should have the first aid kit on the picnic table near the sign-in sheet. If not, it is located in the storage shed adjacent to the playground (Midway Building).

- **Fire Extinguishers:**

Located at the Midway Building next to the playground.

Savannah-Chanelle:

- **First Aid Kit:**

Teachers should have the first aid kit on the picnic table, near the sign-in sheet.

EMERGENCY PREPAREDNESS

First Things First

Preparing for emergencies starts with staff preparedness. The backbone of school planning is the staff and working parents' willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

The following suggestions may help you respond to an emergency at the schoolhouse. Above all, remember that safety comes first; do not endanger yourself or others on behalf of objects.

Before An Emergency

- All member families must have a plan with their carpool members in the event of an earthquake or other major disaster. Choose local people to be on your “approved” list of those who can pick up your child in an emergency and make sure they are listed on your child’s Emergency Form. Establish a phone contact for your family outside of this area code as long-distance service may still function when local lines are down.
- Make sure you and your carpool partners have completed an Emergency Form for each child in your carpool. Review the section “Describe your carpool’s disaster plan” to ensure everyone understands and agrees with the plan. Keep these plans in your car or in your school backpack.
- The following items should be kept in your vehicle (Car Kit):
 - First aid kit
 - Flashlight and extra batteries
 - Bottled water, enough for all carpool members
 - Energy bars or any non-perishable food
 - Map of area
 - Pen and paper for notes
 - Blankets for each carpool member
 - Tissues, toilet paper and/or wipes
 - Extra diapers
 - Emergency contact forms of children for whom you are responsible
- The following items should be included in your child’s backpack:
 - Emergency contact form
 - Extra clothes including a jacket
 - Energy bar or any non-perishable food
 - Bottled water or juice
 - Tissues, toilet paper and/or wipes

- Picture of family
 - Note to comfort child
 - A favorite cuddly
- Teachers and Assistant Teachers are certified in CPR and first aid.
 - Parents should regularly review first aid practices and consider taking a first aid class.
 - Staff members and parents who will be working in the classroom should prepare their families and homes for earthquakes and other emergencies in advance, to free them to stay with the class if necessary. This includes such steps as:
 - Procuring a 72-hour supply kit for home
 - Stocking your vehicle with a Car Kit
 - Participating in a neighborhood preparedness program
 - Having a plan to reunite with your family
 - Preparedness brochures are available from the local chapter of the American Red Cross or the Santa Clara County Office of Emergency Services.
 - If a disaster occurs during school time, emergency management protocols recommend children stay at school until a parent or trusted friend (listed on the Emergency Cards) picks up the child. We have no idea, especially in the event of an earthquake, how impacted our neighborhoods will be. You must feel that your family can activate your Family Plan without you.

EMERGENCY PROCEDURES FOR ACCIDENTS, FIRE AND EARTHQUAKES

Minor accidents occur occasionally in any group of active preschoolers. In case of accident, notify the teacher immediately. The teacher or working parent will administer first aid, with the parent's consent if the parent is present. In the parent's absence, first aid will be administered according to the emergency consent form signed by the parent. The teacher will notify the parent of any accident that occurs in the parent's absence and will file a report of the incident. In the event of an injury that does not require immediate emergency care, the parent will be called to come to the school to examine the child. An incident report will be completed by the teacher and sent home with the child, and a copy will be maintained in the school files.

Fire and earthquake procedures are posted at the schoolhouse on the west wall of the Parents' Room, and in the first aid kits for remote school sites (Saratoga Springs, Savannah-Chanelle). Emergency cards are included at each location. Each emergency card summarizes basic emergency procedures (e.g., dial 911, pull the alarm, and lead children out).

Fire and earthquake drills will be held once per trimester to acquaint both children and parents with an orderly and safe method of vacating the school or remote site in case of a real emergency. Stay calm and help the teachers lead the children to the meeting spot—the playing field at Lakeside Elementary, or a spot indicated by a teacher at one of the remote sites .

Emergency preparedness discussion/training will be conducted at second circle meeting of the school year.

FIRE PROCEDURE

If you think there is a fire in any part of the school building or on the grounds:

- Sound the fire alarm, located in the main play room on the right side of the door leading to the bathroom, initiate evacuation, and assign someone to call the fire department (911).
- Gather the emergency cards (located in the Parents' Room by the first aid kit on the south wall), first aid kit, and sign-in sheet.
- Follow instructions on the emergency card.
- Lead the children to the playing field, located at Lakeside Elementary School, where they will be out of danger and will not interfere with the fire department/CDF.
- Take roll to ensure all children are present.
- If one or more children are missing, secure as much information on the missing child/children (color & type of clothing) and the location in which they were last seen. Assign one parent/teacher to search the schoolhouse and grounds. Visually inspect the schoolhouse for structural damage before reentering.
- Meanwhile, if it seems possible to fight a small fire without danger at this time, do so. Fire extinguishers are located in the Kitchen by the back door by the oven, and another located at the front doors by the Parents' Room. (Recommended rule of thumb is to fight a fire only if it is still in the container in which it has started, but leave the building if it has spread outside its original container.)
- If needed, gather emergency supplies and first aid kit from the storage shed located on the south side of the schoolhouse.
- If safe, assign a parent to retrieve children's backpacks and parent's personal belongings. Visually inspect the schoolhouse for structural damage before reentering.
- If safe, put pets in pet carriers kept near the cage to transport them to safe area. Visually inspect the schoolhouse for structural damage before reentering.
- If school must be dismissed early:
 - ✦ Children will be kept at school in a safe place until they can be sent home safely with their regular carpool, parent, or other adult designated by the parent on the emergency form. (If the parent sends another adult for the child they must send a *signed, written* note of permission with that adult or the school will not release the child. As is always the case, unfamiliar adults will be asked for photo identification.)
 - ✦ Parents working at the school that day are responsible for staying with the children as long as necessary to maintain a safe adult-to-child ratio, as determined by the teacher.

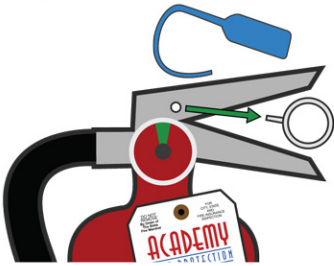
- ♦ A carpool list by class shall be kept showing the time each child left and with whom (including the children who leave with their own parent or their regular carpool). This list can be kept on the back of the roll sheet if necessary.
- If you drive to school to pick up children, please park cars so that emergency vehicles can get through!

FIREFIGHTING & FIRE SAFETY PROTOCOL

Use the **PASS** method to fight small fires with a fire extinguisher: **Pull, Aim, Squeeze, and Sweep.**

1. PULL

Pull the pin. This will also break the tamper seal.



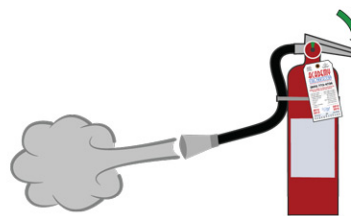
2. AIM

Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
Note: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.



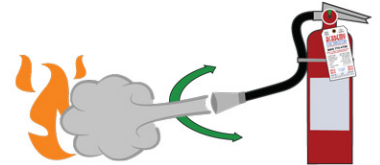
3. SQUEEZE

Squeeze the handle to release the extinguishing agent.



4. SWEEP

Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2-4.



If caught in smoke, drop to the floor and crawl to the nearest exit. Hold your breath as much as possible. Breathe shallowly through your nose and use dry clothing (e.g., shirt) as a filter.

If trapped in a room, place cloth material under/around door to prevent smoke from entering. Retreat and close as many doors as possible between you and the fire. Signal from a window but do not break the glass unless it becomes absolutely necessary.

If forced to advance through flames, hold your breath and move quickly. Cover your head and hair. Keep your head down and eyes closed as much as possible.

If your clothes catch on fire, **Stop, Drop, and Roll:**



BUILDING SEARCH METHODS

For a known location of victim:

- Use the most direct and safest route to the victim.

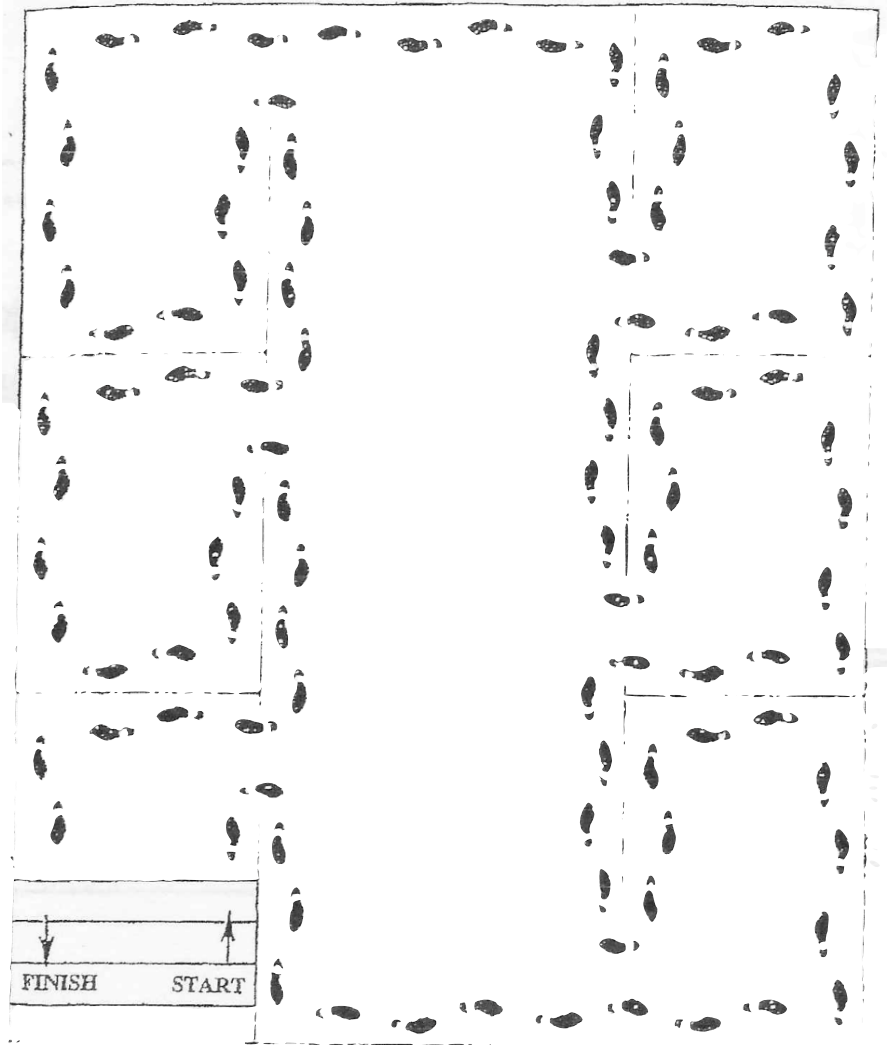
For an unknown location of victim, in a multiple-room environment:

- Enter right and stay right. Stay in contact with the wall.
- When you can no longer turn right, begin your exit.
- Go left and stay left. Stay in contact with the wall.

While you search, watch for voids—spaces under which a victim might hide, such as a partially collapsed wall or a barricaded desk.

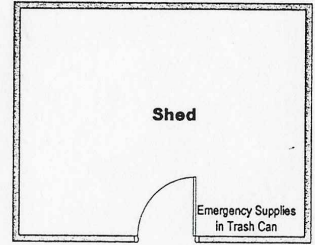
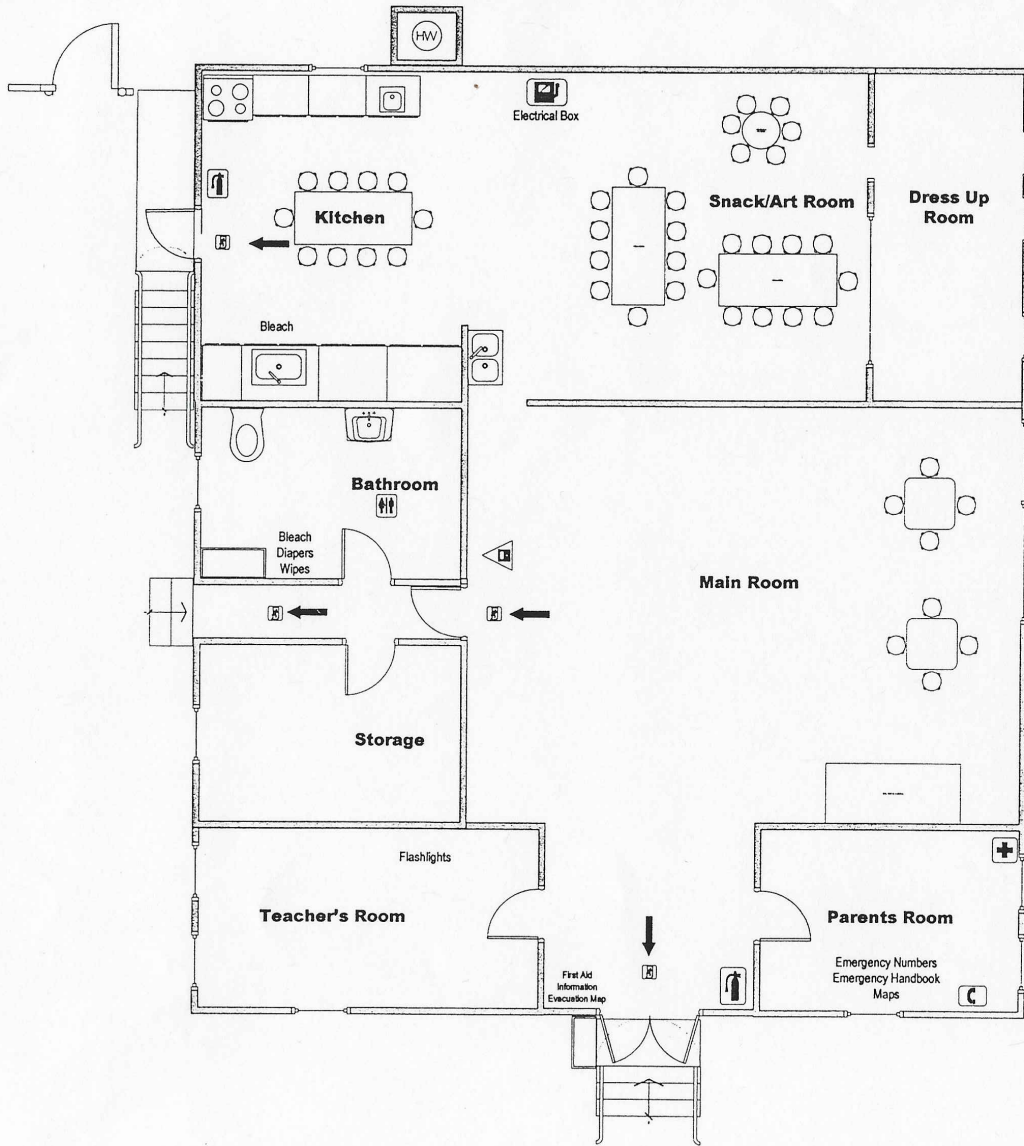
If you are searching with a partner, remain in voice contact at all times. Narrate what you are seeing and feeling.

When working with a partner, the first searcher should be rapidly checking the area from the wall outward, and the furniture s/he comes into contact with; the second should be searching the middle of the room that the first searcher can't reach.



Propane Tank

Emergency Information and Exits



- First Aid Kit**
 - 1. Parent Room in far left corner
 - 2. Shed - In the Emergency Supply Kit
- Fire Alarm**
 - 1. Main Room by side door to bathroom
- Fire Extinguisher**
 - 1. Kitchen
 - 2. Front Door
- Emergency Exits**
 - 1. Main Doors in the front of the schoolhouse
 - 2. Doors in the Main Room, between the Bathroom and Storage Room
 - 3. Kitchen door
- Emergency Supply Kit**
 - 1. Shed

Stored in a garbage can
- Flashlights**
 - 1. Teachers Room - On shelf on the right wall
 - 2. Shed - Emergency Supply Kit
- Electrical Box**
 - 1. Snack/Art Room

By the Chalkboard
- Water Heater**
 - 1. Outside behind the kitchen

If you think there is a fire in any part of Saratoga Springs:

Saratoga Springs' emergency plan assigns all park employees to specific duties to ensure the safety of all park guests. Follow employee instructions at all times during an emergency.

- Lead the children to a secure location away from the fire and out of danger that will not interfere with the fire department/CDF, e.g. the paved area by the playground/sandbox; the picnic area past the bunny hill; the parking lot by the park entrance.
- If you move away from the general play area, try to leave a note with your location where someone can easily find it.
- Take roll to ensure all children are present.
- If one or more children are missing, secure as much information on the missing child/children (color & type of clothing) and the location in which they were last seen. Assign one or two parents/teachers to search the grounds.
- If needed, gather emergency supplies from the picnic table and parents vehicles.
- If safe, assign a parent to retrieve children's backpacks and parent's personal belongings.
- If school must be dismissed early:
 - ✦ Children will be kept at Saratoga Springs in a safe place until they can be sent home safely with their regular carpool, parent, or other adult designated by the parent on the emergency form. (If the parent sends another adult for the child they must send a *signed, written* note of permission with that adult or the school will not release the child. As is always the case, unfamiliar adults will be asked for photo identification.)
 - ✦ Parents working at the school that day are responsible for staying with the children as long as necessary to maintain a safe adult-to-child ratio, as determined by the teacher.
 - ✦ A carpool list by class shall be kept showing the time each child left and with whom (including the children who leave with their own parent or their regular carpool). This list can be kept on the back of the roll sheet if necessary.

A Saratoga Springs employee will assist with any evacuations.

- If evacuating by foot, small groups of 8-10 should be organized and led out of the park area by 2 qualified employees.
- If evacuating by vehicle, only one vehicle at a time should be allowed through the main driveway

If you think there is a fire in any part of the Savannah-Chanelle:

- Lead the children to a secure location away from the fire and out of danger that will not interfere with the fire department/CDF (e.g., the lower parking lot or the main winery buildings).
- Take roll to ensure all children are present.
- If one or more children are missing, secure as much information on the missing child/children (color & type of clothing) and the location in which they were last seen. Assign one or two parents/teachers to search the grounds.
- If needed, gather emergency supplies from the picnic table and parents vehicles.
- If safe, assign a parent to retrieve children's backpacks and parent's personal belongings.
- If school must be dismissed early:
 - ✦ Children will be kept at Savannah-Chanelle in a safe place until they can be sent home safely with their regular carpool, parent, or other adult designated by the parent on the emergency form. (If the parent sends another adult for the child they must send a *signed, written* note of permission with that adult or the school will not release the child. As is always the case, unfamiliar adults will be asked for photo identification.)
 - ✦ Parents working at the school that day are responsible for staying with the children as long as necessary to maintain a safe adult-to-child ratio, as determined by the teacher.
 - ✦ A carpool list by class shall be kept showing the time each child left and with whom (including the children who leave with their own parent or their regular carpool). This list can be kept on the back of the roll sheet if necessary.

EARTHQUAKE PROCEDURE



During an Earthquake and Aftershocks:

- At the first indication of ground movement, you should **DROP** to the ground. It may be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
- Seek protective **COVER** under or near tables or chairs in a kneeling or sitting position. If no protective cover is available, protect the back of your head and neck with your hands and forearms.
- **HOLD** onto table or chair legs to prevent your cover from moving away from you during the quake. Protect your eyes from flying glass and debris by covering your eyes with an arm.
- You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

Falling objects are the most common cause of injury – stay indoors if possible.

If an Earthquake Occurs While at an Outdoor Site:

- At the first indication of ground movement, move away from overhead hazards such as trees or power lines. If there is an open area in the “outdoor classroom” (i.e. a meadow, picnic area or parking lot), try to go there. Be watchful for and avoid natural hazards. For instance, dead limbs or branches may fall from trees, and debris or boulders may move or tumble down steep slopes.
- Consider seeking cover under a sturdy picnic table or a car.
- If there is a fire burning, move away from it. (As soon as the earthquake passes, put the fire out.)
- DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks.

If in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass or under power lines, continue on until you are away from these dangers. Wait until the ground movements stops and check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris.

In a major quake, emergency services will be stretched thin. Roads may be blocked or temporarily closed. Working parents and staff should be prepared to stay out for a few hours if necessary by keeping supplies (see Emergency Preparedness, page 3 of this document) in their cars.

Follow guidelines listed below (Following an Earthquake) as appropriate. Supplies will be limited to what is available in Car Kits.

Following an Earthquake:

Phase I: Calmly and Safely Exit the Building and Gather in Designated Area

After ground movement ends, check for injuries and evacuate the building. Move to a safe, open area away from power lines and other overhead hazards. The teacher or, in his or her absence, an assistant teacher or another working parent, will immediately assess the situation and clearly delegate the following jobs:

- Assign one adult to stay with any injured individuals. Do not move the seriously injured unless they are in immediate danger. An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assign one adult to assess the evacuation route.
- Assign one adult to sweep the building upon evacuation (children sometimes hide in an emergency).
- Assign one adult to take attendance sheet, emergency cards, teacher/parent file box and first aid kit from the Parents' Room.

Exit the building in a calm and orderly fashion, and go to the center of the playing field. Those who were playing outside should also make their way to the field.

- Assign one adult to take roll and assign adults to specific children (like a field trip) for the immediate aftermath (groups can be reformed later, see below).
- If one or more individuals are missing, secure as much information on the missing individual(s) (color & type of clothing) and the location in which they were last seen. Assign one or two parents/teachers to search the grounds.

Assist all who are injured. Delegate one adult to get help if necessary for a health emergency. People who are seriously or fatally injured should be kept separate from the children.

- Teacher: Advise the working parents to follow the evacuation procedures on the Emergency Cards.
- If needed, gather emergency supplies and first aid kit in the storage shed located on the south side of the schoolhouse.
- If safe, assign one parent to retrieve children's backpacks and parent's personal belongings. Visually inspect the schoolhouse for structural damage before reentering.
- Note: Do not use the telephone immediately unless there is a serious injury or fire. Unless it is a true emergency, do not tie up the phone lines. Gather information from the radio. Wait to communicate with non-working parents or with the families of working parents.

Phase II: Maintain Security of Children

After the group is safely out of the building and gathered, delegate the following jobs (be sure to take into account the skills of the working parents):

As required:

- Continue to administer first aid. Address major injury by contacting emergency staff or by transporting injured parties to the hospital. Be aware that a child or adult might go into shock. Symptoms are paleness, sweating, dizziness, and thirst. Immediate attention is needed for shock (see Shock, page 23 of this document).
- Address local emergency aftermath, such as fighting a small fire (fire extinguishers are located in the Kitchen by the back door by the oven, and another located at the front doors by the Parents' Room). The recommended rule of thumb is to only fight a fire if it is still in the container in which it has started. Leave the building if it has spread outside its original container, and/or contact fire department if there is a large fire

All adults:

- Continue to maintain the safety and security of the children and adults away from the building. Attempt to comfort the group, reassure, and support each other. If an adult has a job that takes him or her away from the group, be sure to assign a specific adult to monitor the children "assigned" to that adult. Parents working at the school that day are responsible for staying with the children as long as necessary to maintain a safe adult-to-child ratio, as determined by the teacher.
- If an adult is doing a task away from the group (such as checking the utilities), another adult should be aware of, or, if possible, "monitor", their progress from a position of safety.
- Be prepared for aftershocks. **Drop, Cover, and Hold.**

- If roads are deemed impassable, it may become necessary to shelter in place. See Phase III: Plan, Prepare, and Act (page 16 of this document) and Emergency Preparedness (page 3 of this document).

One adult:

- Monitor and maintain the required ratio of adults to children; secure property and people as much as possible.
- Check the utilities. Do **NOT** turn off the mains unless you find a hazardous situation!
 - ♦ Electrical: If shorting is occurring, then turn off power at the **main** breaker located in the Snack/Art Room next to the chalkboard. Turn **off** (or unplug) as appropriate without disconnecting utilities: Stove, Oven, and Heater (turn "off" at thermostat), hot water heater (located at the rear of the schoolhouse, behind the kitchen), all project tools such as glue guns and electric skillets.
 - ♦ Propane Tank: There is a propane tank located behind the fence in the back of the school near the chicken coop. If safe, someone should be assigned to turn the propane tank off.
- Find a safe place to leave school animals in their cages as needed.
- Turn on a portable radio for instructions and news reports. Suggested stations include:
KEZR - FM 106.5, KNBR - AM 680, KCBS - AM 740, KRTY - FM 95.3, KGO - AM 810

UTILITY SHUT-OFF PROTOCOL

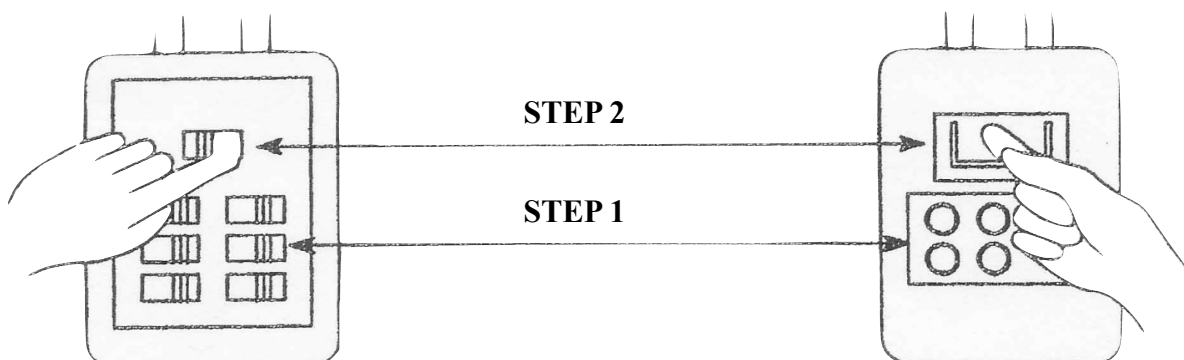
Electricity

After determining that an electrical problem exists, locate the electricity panel that controls the area.

Ensure that the electrical control switches are not already in the **off** position. Sometimes a short circuit will flip a switch off; **do not turn switches back on**.

Turn off all the small switches at the bottom of the panel; last, turn off the main switch at the top of the panel.

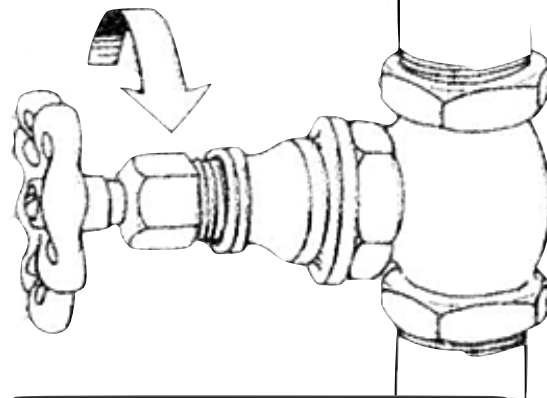
Ensure all switches are in the **off** position.



Water

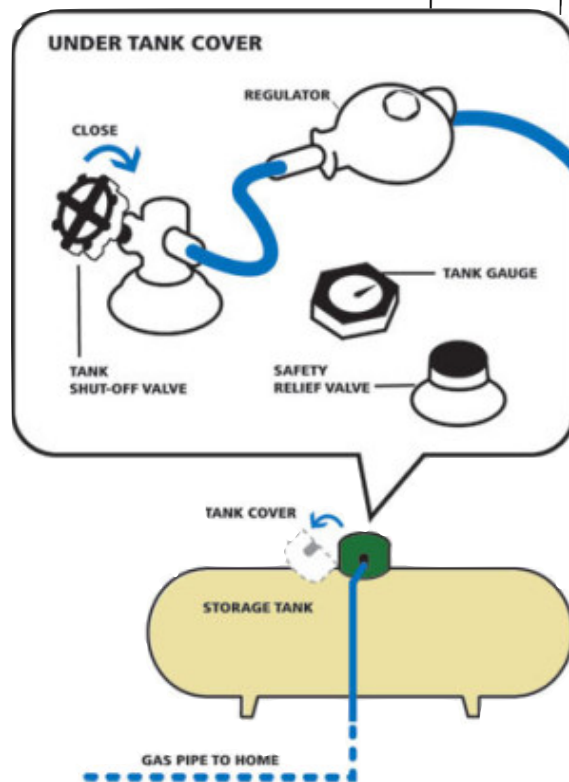
After determining that water is leaking (sound, fast meter dials, visible leaks), locate the water bib valve or water meter. To turn off a gate valve, turn the valve to the right (clockwise) until it stops.

Turn clockwise to shut off
“righty tighty, lefty loosey”



Gas

After determining that propane is leaking (sound, smell, fast meter dials), locate the propane tank. The shut-off valve is under a cover on top of the tank. To turn off the valve, turn it to the right (clockwise) until it stops.



Phase III: Plan, Prepare, and Act

All adults:

For the safety and security of the school children, take time to make plans. Once you know that you are okay at the school (or at a shelter), plan to stay for a while to sort the children out. Call your contacts to enable yourself to stay. Reassure yourself that the rest of your family is fine while you help at the school. You may wish you could leave in order pick up other children or to secure your own property, but you must remember that this is a cooperative nursery school and the school's emergency plan identifies a moral obligation to the children of LGSONS. Specifically, if there has been an emergency while you are working, **you must remain and help** until all the children's welfare can be guaranteed.

Assume that many of the working (and non-working) parents will have children in other schools that will need picking up also. Because of the requirements at LGSONS to maintain such a high ratio of adults to children, non-working parents might choose to pick up their school-aged children before they return to LGSONS. Do not use the phones to call each non-working parent. Assume they, or a representative, will be coming unless the carpool has an emergency plan. If possible, allow some time to pass before trying alternative contacts.

Do not use your vehicle unless there is an emergency. Keep the streets clear for emergency vehicles. Assume many of the streets will be hard to pass.

One adult will monitor and maintain the required ratio of adults to children and secure the property as much as possible. This person will:

- Keep records of which child goes with whom and when. These lists must be posted if the school is evacuated. Record all children and adults, including children sent home with carpools, *and ones sent home with parents* (in case a second parent or other responsible party arrives).
- Review matching children with the adults at school to allow adults to leave with "approved" children. Children may be sent home with regular carpools, but should not be done so automatically.
- Be in charge of, or in charge of delegating, the calling of children's emergency contacts. If local telephones are working, contact the emergency numbers on the children's emergency forms.
- Check photo ID's of the people picking up children. If a child goes home with an adult not designated on the emergency form, the parent should have sent a written note of permission.

Those who do not have an immediate opportunity to leave must plan to wait for other parents. For this eventuality, the school has provided a number of emergency supplies (see Emergency Supply Inventory List, page 18 of this document). These supplies are only for school members on-site during emergency. Items are not to leave school unless school is evacuated. The supplies can be found in the outdoor storage shed, located on the south side of the schoolhouse between the schoolhouse and the Lakeside Club House.

Be creative about using the playground equipment for shelter. Parents' and teachers' cars might be a good shelter choice, as well as a source of extra emergency supplies such as blankets, water, food and first aid kits.

On-site first aid kits are located in the Parents' Room and in the storage shed located on the south side of the schoolhouse.

Water

Tap and surface water may be contaminated. Do not drink.

Use the bottled water provided with the emergency supplies.

If water supplies run out, water may be purified for drinking using Regular Clorox Bleach. First let water stand until particles settle, or filter it through clean, tight fabric such as a tee shirt. Pour the clear water into an uncontaminated container and add Regular Clorox Bleach:

- 2 drops of Regular Clorox Bleach per quart of water
- 8 drops of Regular Clorox Bleach per gallon of water
- One half (1/2) **teaspoon** of Regular Clorox Bleach per 5 gallons of water

Clorox Bleach Sanitizing Solution: Mix 1 **tablespoon** of Regular Clorox Bleach with 1 gallon of water. Wash and rinse items first, then let each item soak in sanitizing solution for 2 minutes. Drain and air dry.

Sewer

Be aware of possible sewer line breaks. **Do not flush toilets.** These breaks can cause an extreme health hazard by contaminating water sources as well as the immediate environment.

Emergency Supply Inventory List

12 Assorted Blankets

Sanitation Shovel

12 x 14 ft Tarpaulin

6 Packets of Diaper Wipes

2 Buckets

6 Flashlights with Batteries

4 Pairs of Work Gloves

Box of Trash Bags

Plastic Spoons, Knives and Forks

Paper Plates, Bowls and Cups

Squeeze Bottle for Hand Washing

Soap

Paper Towels

Toilet Paper

Camp Stove

Pots & Pans for cooking Food and Drink

2 barrels of freeze-dried emergency rations to feed 20-30 adults for 2+ days.

Includes: milk, oatmeal, cereal, rice, beans, pastas, vegetables and fruit.

Bottled Water

All supplies are located in the shed on the south side of the schoolhouse, on the shelving along the back wall to the left of the door as you open it. 2 food barrels are on the top shelf, assorted bins with other emergency supplies on the middle shelves, and bottled water is on the bottom shelf.

SHELTER-IN-PLACE AND EVACUATION

The school's foremost goal is to send children home, but our plan is to “shelter-in-place” if needed. Shelter-in-place means seeking immediate shelter inside a building, but remaining on site. This action may be taken during a release of toxic chemical, biological or radioactive materials to the outside air or other emergency which makes it dangerous to leave the site. If the outside air quality is threatened or compromised, sheltering in place keeps you inside an area offering more protection. Although rarely called for, Shelter-in-Place events usually last only a few hours. In the event of an earthquake or a fire, it may be necessary to shelter-in-place outdoors.

DO NOT evacuate the site unless ordered to do so by a uniformed emergency worker (e.g., police, fire, etc.) to ensure danger has passed and it is safe to leave.

Evacuation Procedure

Evacuating the school grounds may be necessary because of a gas main leak, widespread fire, major structural danger on site, etc.—in other words, when there is no safe place to stay on the LGSONS grounds.

If possible, the emergency personnel will try to give an evacuation location and route that should be followed. If no location is recommended, assume that the school should be evacuated to Lakeside Elementary School. Lakeside Elementary School is a Red Cross Shelter.

Attached is an aerial map of the area in case you need to leave the school grounds.

Evacuation priorities:

- Leave a clear list of children and adults and note the location where being evacuated to and probable route. Be sure to keep and leave a good paper trail if redirected or moved after evacuation.
- Collect the following:
 - ✦ Supplies collected while evacuating the building.
 - ✦ Supplies located in storage shed between located on the South side of the schoolhouse.
 - ✦ Adult purses and wallets, and children’s backpacks.
 - ✦ Personal medical equipment (e.g. Insulin, Epi-Pen)

If time permits:

- Lock doors, including shed doors, etc. Lock automobiles of parents/teachers. Animals are usually not allowed in public shelters, so accommodate the animals (feed, water, shelter).
- Pack the emergency food and sanitary supplies -- as much as can be carried or pulled in wagons, etc. If a car is available, pack what can be driven.

Assume that the school should evacuate by walking so that everyone can stay together as a group, the group can avoid getting caught in traffic, and alternate routes to shelter can be followed if needed. Keep the carpools together. Unfortunately this does not allow for continued mobility for working members.

If driving seems more appropriate, then each child and adult should be listed with the car and driver, including color and make of car, for future reference.



LOCKDOWN PROCEDURE (RUN-HIDE-DEFEND)

This is the procedure engaged in the event of an active shooter or anyone armed with a blunt object who is actively seeking to kill people in a confined and populated area. These events are unpredictable and evolve quickly. However, taking action has been proven to make a difference. Since many of these events are over by the time police arrive on the scene, any response to minimize or eliminate the threat must be taken by the adults in attendance.

In this event, the teachers will blow a special whistle to signal the children to run to the closest trusted adult. Teachers will make up a “game” to give the children practice in responding quickly to the signal. We will follow the **PAL** acronym: **P**ause (take a deep breath to calm yourself), **A**dult (run to the closest trusted adult), **L**isten (listen to the adult’s instructions). This will allow each adult to make the best decision possible depending on their location in the circumstances.

It is imperative that we don’t frighten the children. Teachers and parents must remain calm as the children will take their cues from us. “We are all here to keep you safe. We’re waiting for the good guys to come get us.” You might hold hands off and on to help the children gain courage by being in the situation together, or give hugs if that helps children feel safer. Researchers at the University of Virginia’s neuroscience laboratory say that hand holding actually changes the wiring in our brains and makes us feel protected and comforted. Reassure them with “I’m right here” or “help is on the way; it’s going to be okay.” Tell the children, “Hiding and listening is making things safe for now and you’re doing a good job of it.” This tells the children there is something they can do to help; that they can make a difference by their actions (staying quiet).

Run = Evacuate

Decide if you can escape safely. The ravine beyond the zip line is the most likely area. If it is your safest option, gather as many children near you as you can manage and encourage them to quickly move toward the trail. Sliding may be quicker and safer than trying to run with the children. Find cover as soon as possible and try to keep the children calm and quiet.

When things settle, text your location & names of everyone with you to the Head Teacher’s cell phone. If you have no cell reception (e.g. down in the ravine), wait for rescuers to come to you or send **one adult** to move cautiously toward cell signal. Santa Clara County emergency response teams do not currently use an all-clear signal in shooter / attacker scenarios, so do not expect to hear one.

Hide = Lockdown

If escape is not feasible, hide and create a stronghold.

- Gather in as many nearby children as quickly possible first. Then **lock the door**. Bar all 3 doors (main entrance, side, and kitchen) with the 1x4's and straps mounted on the walls beside the doors. Once the door is secured, don't open it for anyone.
- Turn off the lights.
- Close the doors to the Parents' Room and the Teachers' Room.
- Pull down blinds over the main door and in the art room area.
- Move away from doors and windows.
- Grab emergency backpack from hook in entry room (rosters, snacks, water, books) and gather everyone in front room in the corner where the toy trains and blocks are kept.
- Build a barricade using upturned art tables, horizontal shelving in main room (nature area, block storage), and anything else you can quickly grab to fill in the voids.
- Silence cell phone and **turn off** vibrate mode; reassure the children and keep them quiet.
- Once your stronghold is established, text your location & names of everyone with you to the Head Teacher's cell phone.
- Prepare yourself mentally and physically for the possibility of engaging the shooter; put yourself in a position to surprise the suspects if they enter the room.

Defend = Fight for your Life

This is the last resort. Commit to your actions and act as aggressively as possible. Improvise weapons (e.g. sharp blows to the head with a fire extinguisher canister) and attack in a group if possible. Grab the shooter's limbs and head in an effort to take them to the ground and hold them there.

When law enforcement arrives:

- Remain calm. Know that officers may not be wearing traditional uniforms
- Do not approach the officers
- Follow all instructions by officers. Avoid quick movements, screaming or yelling at officers.
- Raise hands and spread fingers. Everyone is treated as a suspect until the suspect is identified.
- Do not open the door if you are barricaded in a room
- Do not come out until you are instructed to do so by an officer. If you are in doubt about the identity of someone outside your barricade, **call 911** and have them verify the identity of officers on the scene.

Santa Clara County emergency response teams **do not currently use an all-clear signal** in shooter / attacker scenarios, so do not expect to hear one.

SHOCK

When the circulatory system is unable to get enough blood to the vital organs, the body goes into shock. Shock is a life-threatening condition. If a person develops signs of shock, call 911 or other emergency services and begin home treatment immediately.

Signs of shock include:

- Cool, pale clammy skin
- Weak, rapid pulse
- Shallow, rapid breathing
- Low blood pressure
- Thirst, nausea, or vomiting
- Confusion or anxiety
- Faintness, weakness, dizziness or loss of consciousness

Counting respiration rate

The respiration rate is the rate at which a person breathes. It increases with fever and some illnesses. The best time to count the respiration rate is when a person is resting, perhaps after you take the person's pulse. The person's breathing is likely to change if he or she knows you are counting it.

- Count the number of times the chest rises in 1 full minute.
- Notice whether there is any sucking in beneath the ribs or any apparent wheezing or difficulty breathing.

Normal resting respiration rate:

- Newborn to 1 year: 40-60 breaths/minute
- 1 through 6 years: 18-26 breaths/minute
- 7 years through adult: 12-24 breaths/minute

Home Treatment for Shock

Prompt home treatment can save the life of a person who is in shock. After calling 911 or other emergency services, try the following:

- Have the person lie down and elevate his or her legs 12 inches or more. If there is an injury to the head, neck, or chest, keep the legs flat. If the person vomits, roll the person to one side to let fluids drain from the mouth. Use care if there could be a spinal injury.

- Control any bleeding.

Follow the steps below. If severe bleeding has not been controlled after 15 minutes, call 911 or go to the emergency room.

- ◆ Elevate the site that is bleeding.
- ◆ Wash your hands well with soap and water. Put on medical gloves or place several layers of clean fabric or plastic bags between your hands and the wound.
- ◆ Remove any visible objects from the surface of the wound. Do not attempt to clean out the wound. Press firmly on the wound with a clean cloth or the cleanest material available. If the edges of the wound gape, hold them together. If there is an object deep in the wound, apply pressure around the object, not directly over it. Do not try to remove the object.
- ◆ Apply steady pressure for a full 15 minutes. Don't peek after a few minutes to see if the bleeding has stopped. If the bleeding has not slowed down or stopped after 15 minutes, call 911 or go to the emergency room. Continue to apply pressure to the wound. If blood soaks through the cloth, apply another cloth without lifting the first one.
- ◆ If bleeding decreases after you apply pressure for 15 minutes, but minimal bleeding starts again once you release the pressure, apply direct pressure to the wound for another 15 minutes. Direct pressure may be applied up to 3 times (a total of 45 minutes) for minimal bleeding. If bleeding (more than just oozing small amounts of blood) continues after 45 minutes of direct pressure, call a health professional.

- Splint any fractures.

Splinting immobilizes a limb that may be broken or severely sprained to prevent further injury and ease pain until you can see a health professional. Splinting may also be helpful after a snakebite while you wait for help to arrive.

There are two ways to immobilize a limb: tie the injured limb to a stiff object, or fasten it to some other part of the body.

- ◆ Tie rolled-up newspapers or magazines, a stick, a cane, or anything that is stiff to the injured limb, using a rope, a belt, or anything else that will work. Do not tie too tightly.
Position the splint so the injured limb cannot bend. Generally a splint should immobilize the joint above the injury and the joint below it. For example, splint a broken forearm from above the elbow to below the wrist.
- ◆ Using a rope, a belt, or other flexible material, immobilize the fractured body part by securing it to a sound body part. For example, tape a broken finger to the one next to it, or immobilize an arm by tying it across the chest. Again, do not tie too tightly.

These splinting methods are for short-term, emergency use only. They are not substitutes for proper medical evaluation and care. Your doctor will provide you with a splint or cast that is appropriate for the type of injury you have.

- Keep the person warm but not hot. Place a blanket underneath the person, and cover him or her with a sheet or blanket, depending on the weather. If the person is in a hot place, try to keep the person cool.
- Take and record the person's pulse every 5 minutes.

Your pulse is the rate at which your heart beats. As your heart pumps blood through your body, you can feel a throbbing in some of the arteries close to the skin's surface. The two arteries that are easiest to use for taking your pulse are the:

- ◆ Radial artery, located on the palm side of your wrist in line with your thumb.
- ◆ Carotid artery, located on either side of the windpipe in the neck. If the person in shock is older than 65, do this with caution. If you press too hard, the patient may become lightheaded and could fall.

To take someone's pulse:

- ◆ Place two fingers gently on the artery. Do not use your thumb; it has its own pulse that you may feel.
- ◆ Count the beats for 30 seconds; then double the result to get the number of beats per minute.

The usual resting pulse for an adult is 50 to 100 beats per minute. Certain illnesses can cause your pulse to change, so it is helpful to know what your resting pulse is when you are well. To obtain your resting pulse, count your pulse after you have been sitting or resting quietly for at least 10 minutes.

- Comfort and reassure the person to relieve anxiety.