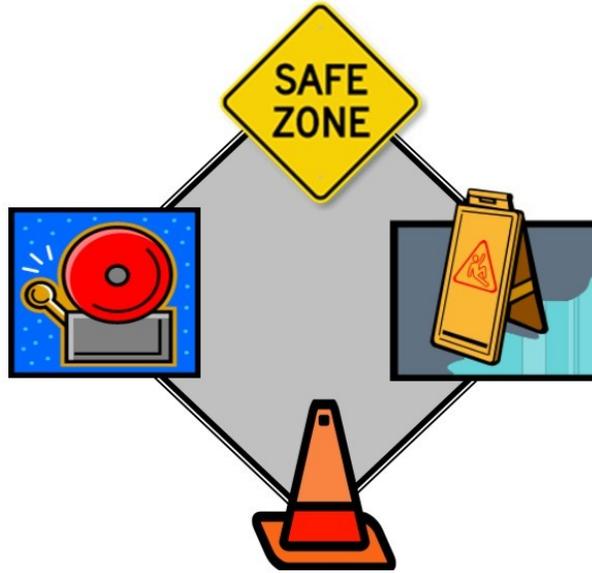


# Maplewood Parent Cooperative Comprehensive Safety Plan



---

## Emergency Telephone Numbers

Maplewood Emergency Line (Main Office, Admin. Offices, and Health Room)	3027
Intercom All Call	#88 5060
District Emergency Services	6898
Snohomish County Health District	425-339-5200
Emergency (ambulance, fire, police)	9-911

*School Address:* Maplewood School  
8500 200<sup>th</sup> Street SW  
Edmonds, WA 98223

*Main Telephone Number* 425-431-7515

# Table of Contents

Part 1..... Overview

Part 2..... Emergency Information Procedures

<i>Specific Emergencies</i>	<i>Code per District Comprehensive Emergency Response &amp; Recovery Plan</i>
1. Abduction/Missing Student	(3.1)
2. Fire and Explosion	(3.13)
3. Hazardous Material/Chemical Spill	(3.14)
4. Earthquake	(3.16.2)
5. Lockdown/Intruder	(3.17)
6. Utility Failure	(3.25)
7. Bomb	(3.6)

# Part 1. ....Overview

## **Overview of Emergency Plan**

The paramount responsibility of schools is for the safety of students, staff, and families. This emergency plan is designed to help everyone handle an emergency situation in a safe and orderly manner.

This plan was developed in accordance with the Edmonds School District Comprehensive Emergency Response and Recover plan. In addition, suggestions from local fire, law enforcement and paramedics have been incorporated into this plan to support site specific needs.

This emergency plan is designed to respond to nine major categories of emergencies:

- **Abduction/Missing Student** (3.1)
- **Bomb** (3.6)
- **Earthquake/Volcanic Eruption** (3.16.2)
- **Fire and Explosion** (3.13)
- **Hazardous Material/Chemical Spill** (3.14)
- **Lockdown/Intruder** (3.17)
- **Medical Emergency/Accident**
- **Utility Failure** (3.25)
- **Violence/Fighting**

All responses in this emergency plan follow five similar steps:

1. **Signal** Identify which response is necessary
2. **Security** Implement response to maximize safety and security
3. **Attendance** Account for all people involved in incident
4. **Maintaining** Stay in secure location and wait for further instructions
5. **Dismissal** Resume regular activities & communicate with staff

All instructions are written for the most common scenario: students in a classroom with a teacher.

Variations for each type of emergency are included to address whole classes visiting a specialist teacher, small groups of students working with other adults throughout the school, and situations where students are outside.

This plan should be reviewed annually by staff and community members. It is important to practice a variety of scenarios on an annual basis, including a full earthquake drill and response plan yearly. An Emergency Reporting form is used to record drills/responses to emergencies and necessary improved practices to promote the safety and wellbeing of each individual on campus.

## **Emergency Drill Schedule**

State law requires our school to practice an emergency response drill per month. In order to practice a variety of drills throughout the year, while trying to minimize the impact on any one program, the following sample schedule has been developed. Other unannounced drills may also occur.

Month	Type of Drill	Day of Week	Time	Variation
-------	---------------	-------------	------	-----------

September	Fire			
October	Earthquake/Evacuation		10:20AM	Mandatory High Risk Drill Statewide Drill
November	Reverse Lockdown			Actual response to suspicious car/driver
December	Lockdown			
January	Lockdown			
February	Earthquake			Mandatory School Mapping (Rapid Responder) System
March	Fire			
April	Lockdown			
May	Fire			Initiate ICS w/ Volunteer assembly at emergency shed
June	Shelter-in-Place			

\*Dates and times subject to change.

In the event of a large scale emergency, when our Incident Command Team (ICT) is needed, the following coverage needs to happen immediately to free up ICT members: **Bracken covers Jacobs-Mathis**. ICT members report to Incident Command Center as soon as their students are secure. If classrooms have been evacuated and students are lined up outside, a staff member from a classroom adjacent to them will supervise until buddy classes can merge.

**Classroom Coverage**

For every emergency evacuation, we want to ensure that every class has qualified adult supervision. Every classroom should have at least one buddy class. This helps ensure staff can assist each other if there are any complications.

**Buddy Classes**

- Jodie Douglas (K) and Jacque Verrall (K)
- Gwenn Russell (grade 1) and Jane Pendergrass (grade 1)
- Karen Hogue (grade 2) and Jami Samione (grade 2)
- Norma Gunnerson (Primary Intensive Support) and Stacy Bash (Primary Intensive Support)
- Nanette Peppin (grade 3) and Sonja Morel (grade 3)
- Katy Rubinkowski (grade 4) and Susan Berry (grade 4)
- Kim Haines (grade 5) and Susan Lockhart (grade 5)
- Tod Harris (grade 6) and Danielle Mitchell (grade 6)



7. Why? \_\_\_\_\_
8. What is your address? \_\_\_\_\_
9. What is your name? \_\_\_\_\_

EXACT WORDING OF THE THREAT:

---

---

---

---

NOTIFY THE BUILDING ADMINISTRATOR.

If you are notified by the office of a bomb threat:

1. Turn off any wireless devices, i.e. cell phones, laptops, tablets.
2. Scan the room for any out-of-place items. DO NOT TOUCH anything. Notify building administrator of anything that looks suspicious.
3. Do not open doors, cabinets, or lockers.
4. Wait for instructions. You will be told whether or not to evacuate. The evacuation route and designated assembly location may be different from drills.

## **Earthquake/Volcanic Eruption**

### **Earthquake if you are in the building**

1. DROP, COVER, AND HOLD. Face away from windows and try to avoid glass and falling objects. Move away from suspended light fixtures. Get under tables or chairs. Stand next to a wall if unable to get under sturdy furniture (NOT doorways).
2. Make a quick assessment after earthquake stops, take emergency backpack, and evacuate to play field.
3. Hold up red/green card.
  - a. RED- missing person, immediate attention needed for injuries
  - b. GREEN- everyone evacuated and present

### **Earthquake if you are outside**

1. DROP. The safest place is in the open.
2. Stay there until the earthquake is over. Move to the playfield.
3. Listen for instructions.

### **Volcanic Eruption/Ash Fall**

1. Stay inside the building.
2. Try to maintain normalcy.
3. Mask off doorways and perimeters of windows with Duct tape.
4. Anticipate regular dismissal time.

## **Fire and Explosion**

In the event of a small fire, such as in a wastebasket, kitchen or laboratory sink, staff may choose to use available fire extinguishers if they feel they are able to respond safely. Staff should familiarize themselves with fire extinguisher locations.

### ***If you discover fire or smoke***

1. Clear the area of students, staff, volunteers and visitors.
2. Sound the alarm to initiate evacuation and notification of fire department.
3. Close doors to confine smoke and fire.
4. EVACUATE to designated assembly location.
5. Hold up red/green card.
  - a. RED- missing person, immediate attention needed for injuries
  - b. GREEN- everyone evacuated and present
6. Listen for instructions. First responders may direct us to an alternative assembly area and/or a reunification site.

### ***Response to fire alarms or explosions***

1. Turn off lights, close doors, take emergency backpack and EVACUATE to designated assembly location.
2. Hold up red/green card.
  - a. RED- missing person, immediate attention needed for injuries
  - b. GREEN- everyone evacuated and present
3. Listen for instructions. First responders may direct us to an alternative assembly area and/or a reunification site.

## **Hazardous Materials/Chemical Spills and Shelter-in-Place**

### ***Accidental chemical spills by staff; especially those associated with the science laboratories***

1. Evacuate non-essential staff and students in the immediate area of the spill.
2. If the spill is less than a half-gallon, teachers may clean up the spill as outlined in the Chemical Hygiene Plan or Shop Safety Plan.
3. Notify the custodian.
4. Call 911 immediately if the spill is not in a safety plan, mixed chemicals, or greater than a half-gallon.
5. Provide fire/police authorities with Material Safety Data Sheets on the product spilled.

### ***Shelter-in-Place***

1. All staff shall close and lock doors to offices and classrooms.
2. Take emergency backpack.
3. Evacuate students, staff, volunteers, and visitors to a central location to avoid exposure.
4. Hold up red/green card.
  - a. RED- missing person, immediate attention needed for injuries
  - b. GREEN- everyone evacuated and present
5. If available, duct tape and plastic sheeting shall be placed around doors and windows, or wet towels at the bottom of doors.

6. Doors and windows shall remain closed until the all clear is given by the fire department.

## **Lockdown/Intruder**

### ***Lockdown- police activity in the area***

1. Intercom announcement to lockdown. Walkie-talkie communication w/ playground supervisors.
2. Staff, students, volunteers and visitors move into and **stay in classrooms**. Move toward nearest secure location if away from classroom.
3. Flip 'Safe School Lockdown Device'/lock door. Close windows and blinds, cover door glass, and turn off lights.
4. Keep students calm, out of sight, and as quiet as possible.
5. Wait for "all clear" on the intercom. Do not assume lockdown is lifted until the MW intercom announcement is made by a staff member.
6. Debrief with students, staff, volunteers and visitors if information becomes available.

### ***Intruder- perceived threat or assault on facility***

1. **Take action**
  - a. call 911 immediately if you perceive a threat of violence
  - b. make an intercom announcement: #88 5060 (sample announcement)  
**There is a male/female person near (location) with/without a weapon. Lockdown immediately. Lockdown immediately.**
  - c. call 3027 to alert office staff who will make an intruder announcement.
2. **Run** (move quickly) away from the threat. Move into and **stay** in classrooms or nearest secure location if away from the threat.
3. **Hide**. Lock and barricade doors. Close windows and blinds, cover door glass, and turn off lights. Remain as calm as possible.
  - a. Take attendance on the class list located in the emergency backpack if one is available. Add the names of additional students, staff, volunteers and visitors.
4. **Fight** (dependent on adult/optional). Throw objects at the intruder. Be loud. Distract the intruder. Obstruct his/her route. Tackle him/her.
5. Listen for instructions. First responders may direct us to an assembly area and/or a reunification site.
6. Provide attendance sheet to Operations Lead (Ed Walsh).

## **Medical Emergency/Accident**

1. Keep the injured person(s) still and quiet.
2. Check for breathing and bleeding, and medical alert bracelet.
3. Do not move the injured person.
4. Administer first aid, CPR or AED.
5. Call 911 and notify the building administrator.
6. Wait with the injured person until first responders arrive on the scene.
7. Collect the facts of the cause or nature of the injury.

## **Violence/Fighting**

1. Notify the building administrator immediately.
2. Call 911 if weapons are involved and/or you perceive the incident may escalate.
3. Do not allow witnesses incite the combatants. Disperse any gathering of students.
4. Allow avenue of escape for the aggressor if s/he demonstrates extremely violent behavior and/or a weapon is present.
5. Separate combatants so they cannot see or hear one another.
6. Be direct when telling students what to do. Use short and simple sentences. Speak loudly, but do not yell. Try not to escalate the situation.

## **Utility Outage**

### ***When the power goes out***

1. A runner will be sent to each classroom and work space if the power is expected to be out for a more than 15 minutes.
2. Walkie-Talkies/Cell Phones will be used to alert staff if another crisis occurs.
3. Check bathrooms for students who may need help.
4. Set out a flash light or glow stick from the emergency backpack.
5. Take attendance and send sheet to the office.
6. Maintain normality as best possible. Maintain specialist schedule and indoor recess schedule to give one another periods of rest.
7. Keep students calm and distribute comfort kits if students become cold and/or hungry.
8. Plan for regular dismissal.
9. Parents will need to check students out at the office if an early dismissal is implemented. A runner (ASB officers and members of student council) will come to the classroom for the student and escort him/her back to the office.