

# Howard Wood Elementary

2250 W. 235<sup>th</sup> Street

Torrance, CA 90501

[www.wood.tusd.org](http://www.wood.tusd.org)

Teresa Lanphere, Principal

310-533-4484

## EMERGENCY PLAN 2013-14

### Objective of Plan

To provide maximum protection for students, school personnel, and school property.

### PLANS

In the event of an emergency or disaster during school hours all students are to remain at school until they can be released to a parent or other responsible adult, or they are released by direction of the superintendent.

In the event it becomes necessary to care for students who have not been united with their families or family of friends, the school will safeguard the students as long as necessary. If needed, the school will become an emergency aid center.

During emergencies, all school personnel will automatically become civil defense personnel. As such, they will come under the authority of civil defense authorities or the principal.

Parents have been requested NOT to drive motor vehicles to school during an emergency in order to help keep the roads clear for emergency vehicles.

Updated: February 25, 2014

For traffic control, all school gates will be locked except for the gate on 236<sup>th</sup> Street on the playground. This gate will be designated for reunion and release of students. Only parents named on the emergency card will be able to have children released to them, as long as they possess a photo ID.

### EMERGENCY OPERATING CENTER

An emergency operating center (EOC) is designated as the blacktop area in front of the sandbox. The communications center will be co-located with the EOC.

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## Duck, Cover, and Hold



When the ground begins shaking, a loud explosion is heard/felt, or a duck, cover, & hold drill begins, everyone – students, staff, and all others present must take the following protective actions:

### Indoors:

- **Duck:** Take cover under a nearby desk or table, positioning as much of the body as possible under cover.
- Cover eyes by leaning the face against the arm.
- Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

- **Duck, cover, hold:** take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with the arm.

If there are no tables or chairs nearby (or not enough):

- **Duck, cover, hold:** take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The "drop" position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

### In the hallway:

- **Duck, cover, hold:** take the "drop" position alongside the walls. Try to avoid hazards. Choose the closest safe place.

### People with disabilities:

- In a wheelchair: Remain in the chair, set brake and hold on to chair. . If you have a hard hat with you, put it on.
- Trying to protect head and neck by leaning forward so that the head is lower than the back of the wheelchair is not practical. Protect head with arms and hands and shield eyes.

With mobility impairments, but not in a wheelchair:

- If sitting at onset of earthquake, remain in place, protecting head if possible, and hold on.
- If standing, sit down, or brace body to avoid falling.
- People with mobility impairments should not be routinely placed under or near potential hazards.

### Teachers and other Caregivers:

- Duck, cover, and hold as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to duck, cover, and hold.

### Outdoors:

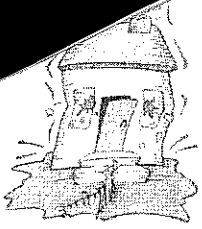
- **Duck, cover hold:** Move away from buildings, power lines, block walls, and other items which might fall. Take the "drop" position or sit down.
- Remain in position until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

### SITUATION ASSESSMENT

- Teacher or supervising adult makes a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, hazardous materials spill.
- Teacher makes a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, teacher uses first aid for critical injuries.
- Teacher checks with buddy teacher. It may be necessary to assist or evacuate the buddy teacher's class.
- In most cases, the teacher will wait until composure has been reached and an evacuation signal has been received before directing the class to evacuate. See evacuation procedures.

### Aftershocks:

- Students and staff *duck, cover, & hold*. Teacher/staff repeat situation assessment procedures detailed above.



## EVACUATION PROCEDURES

1. Evacuation may or may not be signaled by a bell. Safe evacuation routes and emergency procedures are posted by the classroom exits.
2. Leave classroom door open after evacuation for search and rescue teams.
3. If there are injured students who cannot be moved safely, leave them in the classroom with class teacher. Buddy teacher will evacuate the class. If there are injured students in both buddy teachers' rooms, and room is safe to stay, class stays in rooms until search and rescue team arrives. If not, evacuate and hang RED sign.
4. Roll EQ bins and shelter bins out into the grass areas between wings. A team will come to collect bins at a later time.
5. Upon arrival to the assembly area, be prepared to make a report to EOC of the injured students left in rooms.
6. When the students are in their assigned area they should be instructed to sit. Student Supervision Team is to remain with students at all times until released.
7. Teachers must take roll and account for all students assigned to his/her class. A teacher or student turns in the attendance accounting sheet to the attendance team by the EOC.
8. Teachers with other responsibilities are to report to the EOC for deployment plan after attendance.
9. Any teacher may take charge of any student at any time.
10. Render first aid if necessary. Use individual first aid kits until first aid supplies arrive. Treatable injuries should be taken care of at the assembly area versus the trauma center where students with life threatening and severe injuries will be treated.

In order to practice the procedures itemized above, we will have periodic earthquake drills.

### Reasons to evacuate after an earthquake:

- existence or possibility of fire, structural damage, chemical spills inside buildings, gas leak or rupture, or electrical danger.
- to consolidate students into one area for care, freeing staff members for other assignments

### Reasons not to evacuate following an earthquake:

- hazardous materials release in area
- inclement weather
- hazards in the primary and backup evacuation areas
- hazards along the evacuation routes
- electrical hazards

### Reasons to delay evacuation:

- severe injuries in classroom
- students/staff with mobility impairments
- blocked evacuation routes
- special education classes requiring assistance
- to allow for assessment

### Buddy teacher system:

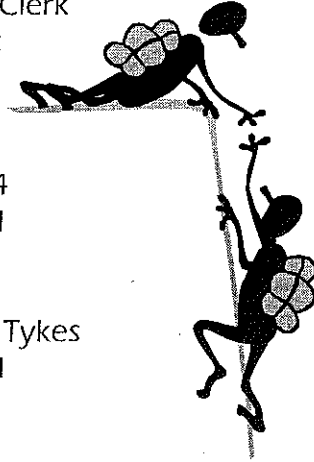
- neighbor teachers paired at beginning of year
- check on each other after earthquake
- if no injuries/problems, evacuate classes together, one teacher at front of line, other at rear to check that all students have evacuated.
- if one class has injuries, teacher stays with injured students; other teacher takes both classes out.
- if both classes have injuries, and building appears stable, both classes wait for assistance.

## BUDDY SYSTEM

Principal/Custodian/Cafeteria  
Secretary/Clerk/Health Clerk  
Counselor/Psychologist  
Speech Pathologists

### Rooms:

K-1, K-2	19, 20
1, 2, 3, 4	22, 23, 24
5 & 6	25, 26, 31
7 & 8	29, 30
9 & 10,	Office
11 & 12	Torrance Tykes
14 & 16	25, 26, 31
17 & 18	29, 30



### Responsibilities:

1. When evacuating your room, check to see that your buddy is safe before proceeding to the evacuation area.
2. If no injuries/problems, evacuate classes together, one teacher at front of line, other at rear to check that all students have evacuated.
3. If your buddy teacher is injured, take her/his students to the evacuation area and report the injury to the command center.
4. If both classes have injuries, and building appears stable, both classes wait for assistance otherwise evacuate and hang red sign.
5. Line up on yard next to your buddy's class.
6. Take attendance immediately to make sure that all students are present. Report any missing or injured students to the command center immediately.

If you have another emergency assignment, give your green cards and class list to your buddy teacher and report to the command center.

## SEMS TEAMS

### Incident Commander

Teresa Lanphere (back up: Hilke, Zornitsky)

### Attendance Team:

Head: Hilke

### Psychological Care Team:

Sara Golia

Jessica Haugen

### Student Release Team

1. Morimoto
2. Austin

### Medical Team Leaders

1. Chase

### Medical Team:

1. Chase
2. Golia

### Site Facility Security

Day Custodian (Miguel), P. M. Vidal

### Search and Rescue: REPORT to Command Staff

1. McCormick, Strong, King

Everyone else reports to the student assembly area to watch/monitor students. This includes any substitutes.



# EMERGENCY PREPAREDNESS RELEASE LIST

## HIGHEST PRIORITY

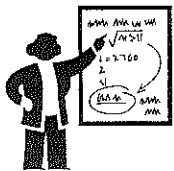
To be able to go home as soon as possible after all students are accounted for and a routine is established.

## SECOND PRIORITY

To be able to go home after a majority of the students are released to families.

## THIRD PRIORITY

To stay and help with students who have not been able to go home.



A list has been compiled based in part upon the number and age of dependant children, age of dependant adults needing care, etc. However, due to the nature of the list's impact on staff moral, it has been deemed unnecessary to publish the list at this time. The list will be maintained with disaster items and distributed when an event occurs.

## Types of Emergencies

Types of emergencies that can be anticipated in this area:

1. Earthquake
2. Fire
3. Airplane crash
4. Air Quality Alerts
5. Bomb or bomb threat
  
6. Sniper or gunfire
7. Hazardous materials release
8. Severe storm

Response Procedures:  
Activate Emergency Plan and:

- Duck, Cover, and Hold
- Evacuate
- Duck, Cover, and Hold
- Modified Shelter-in-Place
- Duck, Cover, Hold and/or Evacuate
- Hit the Deck, Modified Shelter in Place
- Modified Shelter-in-Place

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the previous guidelines. The Incident Commander, as the principal or designee or teacher will decide what to do based on the situation. There are four basic safety procedures, which can be utilized in responding to various emergencies:

1. Duck, Cover, and Hold  
(earthquake, explosion)
2. Evacuation  
(fire, explosion, hazardous materials release, post earthquake)
3. Shelter-in-Place and/or Lockdown  
(hazardous materials release, gunfire, sniper, storms)
4. Drop flat to the ground - "hit the deck"

## Fire



### Procedures:

1. The signal for a fire is a repetition of short "tone" blasts.
2. Upon ringing of the fire alarm, there shall be an orderly evacuation of all students and staff from all buildings. Students shall be walked directly to the assembly area #1 for fire evacuation (see evacuation map hanging by your classroom door exit)
3. Students shall be kept on school premises and not evacuated to their homes unless specifically authorized.
4. Evacuation routes and maps are posted by the door of each classroom.
5. Teachers are to take roll books with them when evacuating a building. Roll should be taken and attendance sheets turned into the attendance team.
6. Return to buildings only after they have been declared safe.

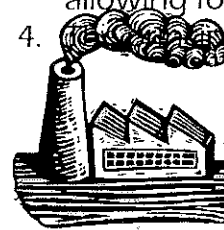
## Airplane Crash

### PROCEDURES:

If an aircraft should fall on or near a school, the following should be done:

1. The principal will determine what action if any is necessary. When necessary, teachers are to take immediate action for the safety of the students without waiting directions.
2. At the sound of a crash, teachers shall command students to DROP. All persons indoors are to remain indoors unless the fire bell is rung to clear buildings. Persons outdoors are to assume crouch position.

3. All students and staff are to remain at a safe distance, allowing for the possibility of explosion.
4. The principal is to direct any further action needed.



## Air Quality Alerts

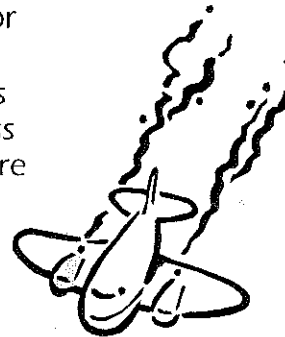
### **First Stage Episode Actions:**

- \* Programs which require outdoor physical activities will be canceled.
- \* Indoor activities will be curtailed.
- \* If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.

### **Second Stage Episode Actions**

- \* If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.
- \* Only district vehicles required for security and service for essential calls will be dispatched. Any other trips must be approved personally by the superintendent or his/her designee.

Notify the faculty and employees that the schools may be required to close in case of the third stage episode.





## Dangerous Person on Campus

**ALERT:** administrator will notify staff over PA system that there is a lockdown situation.

A clear explanation may also be announced:

Ex: "There is an armed person on campus, lock down"

### *What to do if in classrooms:*

- Students overturn tables and hide behind tables / desks (out of sight from the suspect's position).
- Students hide against the wall underneath the windows
- Students hide under desks
- The teacher is to shut windows, lock doors, and remain in the class.
- If applicable, teacher is to close window shades.
- Stay out of sight until further notice.

### *What to do if out on the playground:*

- Students are to find shelter if near a structure
- Evacuate campus if close to an exit gate
- If gunfire: Students are to lie flat on the ground and remain motionless until given further instructions.

### *Person with Knife:*

- In a classroom: evacuate the room and distance yourself from the suspect.
- In a classroom: Keep as much distance from the person with the dangerous object as possible. Have students get under desks or move to the other side of the room.
- Outside: Have everyone gain distance or move to the other end of the field.

### *Person with Firearm:*

- Students overturn tables and hide behind tables / desks (out of sight from the suspect's position).
- Students hide against the wall underneath the windows
- In a classroom: Lock classroom door. Get under desks, remain motionless until it is safe.
- Outside: Try to gain distance or find hard cover. If in the field, lie flat on the field and remain motionless until given other directions.
- If applicable, teacher is to close window shades.

### *Person with Explosive:*

- In a classroom: Remain calm and try to get students under their desks or to another portion of the room.
- Outside: Get as much distance as possible and "escape" through the back fence.

## Gunfire



When gunfire is heard nearby, (the sound is very loud),

- Students are to find shelter if near a structure
- Evacuate campus if close to an exit gate
- If gunfire where students are:
- Students are to lie flat on the ground and remain motionless until given further instructions. teachers or staff member shouts to "hit the deck." This means to lie flat on the ground or floor. If outdoors, as soon as it appears safe for people to move, initiate Shelter-in-Place.



## Shelter-in-Place/ Lockdown

### If any of the following are perceived::

an unusual odor or sound, visible smoke, vapor cloud, or fire (outside school buildings), skin or eye irritation, any breathing difficulty, gunfire, safety hazard reported by police, or electrical hazard

### Then these actions are taken:

Principal or designee must determine whether to initiate Shelter in Place by:

Calling the District Office Command Center. If directed, Shelter-in-Place bell should be signaled: One long and two short bells

All doors will be locked except the entrance to the Alternate Shelter Site for late-comers (café). Place Shelter-in-Place sign at main entrance.

### Procedures:

- Everyone reports to the assigned classroom as quickly as possible.
- Hang "Sheltering-in-Place" sign on the outside of the door.
- Close and lock classroom doors and windows.
- Students not in the room are to report to the alternate shelter site (café). In police emergencies, be sure to lock the Alternate Shelter Site door.
- Turn off pilot lights, air conditioners, and exhaust fans.
- For chemical release: Tape around doors, windows, and vents, or place wet towels at bottom of door.
- Do not open doors or windows until all-clear (one long bell) sounds.
- Close drapes (if applicable) and stay away from windows.

- Take roll.
- Electricity will be left on. Intercoms, radios, and televisions may be used for getting information during the event.
- Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.
- Wait for further instructions.
- Do not evacuate the room until told to do so.
- Send parent notification home with students on the day of the event, if possible.

## Bomb Threat

The person receiving the threat should keep the caller on the line as long as possible in order to obtain information that will help the police. This would include:

- the exact time of the call what time it is supposed to explode?
- voice characteristics of the caller?
- approximate age: boy, girl, man, woman?
- accent or peculiar voice inflections?
- background noises: music, traffic, laughter, etc?.
- where the bomb is located ?
- why the bomb has been placed in the school, etc.?



1. Immediately after contact with the caller has ended, the person receiving the call should notify the school principal or designee, who will call 911, the Superintendent's Office, and the Assistant Superintendent of the assigned school.
2. Evacuate any section of the school deemed unsafe.
3. Wait for police to assist in a search.
4. School personnel should assist with searches since they would recognize unusual objects.
5. Return students to class only when it is deemed safe to do so.



Police reports are to be made on all bomb threats.

## Severe Storm



The US Weather Bureau can usually forecast severe weather/storms with a high degree of accuracy. If time and conditions permit, students should be sent home. If an emergency does develop during school hours, the following emergency actions should be taken.

1. Student and staff should be assembled inside.
2. Close windows and blinds.
3. Remain away from outside walls.
4. Avoid auditoriums, gymnasiums, and other buildings with large roof spans.
5. Evacuate any unsafe buildings.
6. Take roll of students.
7. Keep radios/television turned to emergency information stations.