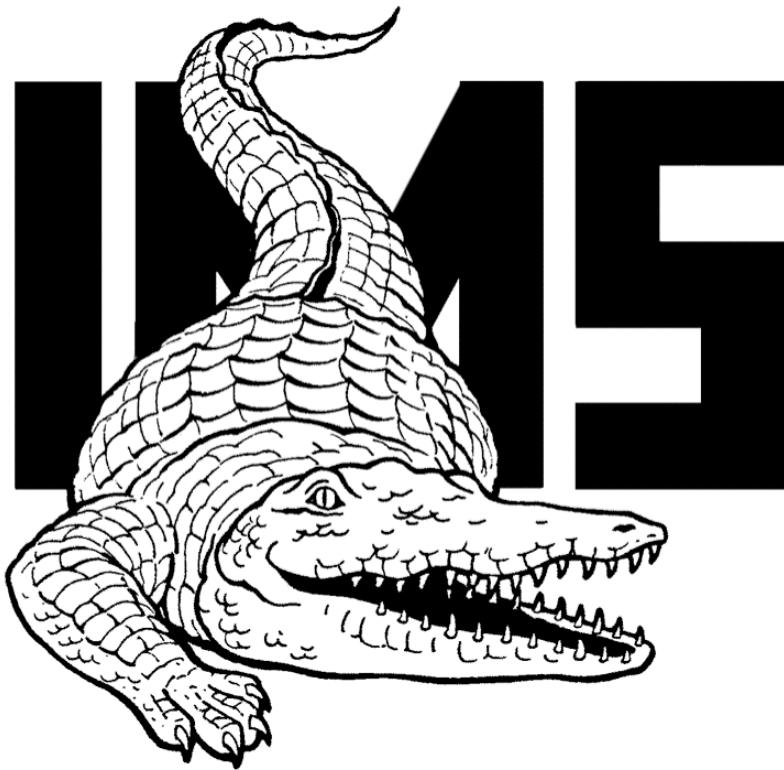


Islander Middle School

EMERGENCY PROCEDURES MANUAL



Revised 2009

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Islander Middle School Emergency Management Plan

This emergency management plan is the result of a growing awareness within our community of the need for preparedness within our schools. This plan is one of the primary steps we have taken to prepare ourselves and is meant to be continually updated as events and circumstances warrant. Much of the material found in this plan has been drawn from the work of disaster plans developed by other schools and communities.

This emergency management plan provides for the welfare and safety of the students and staff of Islander Middle School in the event of a major disaster and establishes a method for evacuation of school premises and subsequent care of the school population. Much of the supply list needed to carry out this plan to its fullest are not yet filled, but our goal is to look at these lists as “wish lists” that can be filled as we continue with fundraising and other school projects. We fully realize that to implement this plan, we must have the continued participation of the school, staff, parents, and the community.

Islander Middle School Safety Team

2008-09

Standard Evacuation Procedures

In any situation that involves the evacuation of the premises, the following procedures should be activated:

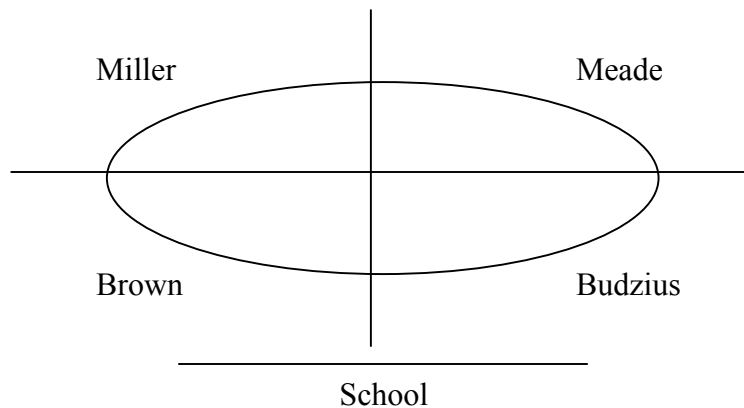
- 1) Students should leave the building through the nearest safe exit in a quiet and orderly fashion. The teacher, before leaving their classroom with the students, should make sure to grab their emergency bag, turn off the classroom lights, and shut their classroom door.
- 2) Students should report to the designated location of their first period teacher on the track located to the south of the building. There is a diagram of locations for each first period teacher in the back of the handbook.
- 3) Once students are assembled in their proper location, first period teachers should take roll and note which students on their roster sheet are not present. Students that are not present shall be indicated on a note card located in the emergency backpack.
- 4) If any student in the roster sheet of a first period teacher is not present- no matter the reason- the teacher should hold up the red card notifying the administration that a student is missing. If all students are accounted for, then the green card can be held up. These cards should continue to be displayed until teachers are told the cards can be put away.
- 5) Teachers without a first period class and administration will assist in collecting names of students who are missing from each teacher. These teachers will gather the names from the teachers and relay the names to Kay Johnson to determine whether the students are excused, absent from school, or unaccounted for.
- 6) Under normal circumstances, if students are missing, the administration and designated staff members will re-enter the building to find the student if safe to do so.
- 7) Students will remain in the location of their first period teacher until given further instructions or told to return to their classrooms.

Fire Drill Responsibilities for Teachers With First Period Plan

During fire drills and other emergency evacuations, you do not have an assigned first period class of students the report to you. Instead, you have other responsibilities assigned to you in these situations.

If an evacuation is needed for any reason, you have the following duty:

- 1) Teachers with first period plan are responsible for assisting administration with the collection of note cards teachers create with the names of absent students. These note cards are to be collected and taken to Kay Johnson.
- 2) While you are checking in with each teacher, on a piece of paper you should note which students are missing. Teachers will display a green card if all students are present or a red card if students are missing. Once you have received the note card of missing students for all the teachers assigned in your area, office staff will take the note cards to Kay to will check to see whether the students are missing or whether they are absent from school. Once that information is gathered from Kay, report back to your quadrant and inform the teachers what students are absent and determine whether any students are missing. If all students are accounted for, the red/green card can be turned to green.
- 3) Once your duty is complete, Mary Jo will signify to staff and students when it is safe to reenter the building.



Fires

A building fire is one of the most common emergency issues that schools face. Much of the time, a ringing of the fire alarm is not taken seriously by students and is simply treated as a drill. Whenever a fire alarm goes off, it should be treated seriously by all staff and students.

Upon the sounding of a fire alarm, the Islander office team should immediately start their duties. Each member of the office team should locate a walkie-talkie (if possible) and report to their designated locations.

<u>Office Staff</u>	<u>Location</u>
Meade	music room/MPR/gyms-girls locker room
Brown	perimeter of buildings
Ames	300 building, perimeter of buildings
Budzius	6 th grade hall, student ctr., restrooms
Sutherin	7 th & 8 th grade halls, restrooms
Radow/Olsson	Library
Krispin	South parking lot
McCann	Front of buildings
Miller	portables, boys locker room

Office staff should thoroughly check their area to ensure that there are no students missing or injured. They should also ensure that all classroom doors are closed and the lights are off. During and evacuation for a fire drill, doors are to remain unlocked. If students are found, the office staff should attempt to help these students reach safety. If additional help is needed, office staff should notify the principal or designated administrator that assistance is needed.

Upon completing a check of their area, the members of the office team should wait for Aaron Miller or the designated administrator to check on their status via walkie-talkie. Once they have checked-in, the office staff should leave the building and proceed to the track at the south end of campus for further instructions.

Lockdowns

The goal of any lockdown is to minimize accessibility to a school or rooms in that school, and/or to minimize movement of persons in or around school, thus reducing the risk to staff, students, or patrons.

Lockdowns should be implemented when requested by law enforcement, fire department, school security, building administrator or any staff member with confirmed information. Remember, if staff is able to communicate to the front office information about an incident that requires a lockdown, time should not be spent trying to get “official” approval to start the lockdown. Staff is allowed to start a lockdown.

Examples of incidents requiring a lockdown include the detection of persons armed with firearms on school property, gunshots directed at or near school and grounds, police incidents involving dangerous persons that are adjacent to or within a short distance to the school site, intruders, hazardous chemical spills, gas leaks, adverse electrical conditions on or near school grounds, or disasters close to the school or grounds.

Emergency Lock Down procedures are as follows:

1. Front office is provided with information requiring a lockdown.
2. Initial intercom announcement for a Lockdown is given.
 - a. If the incident involves an intruder, describe the intruder and his/her location.
3. Teachers, staff, and students get into classrooms that can be secured. Perform the following:
 - a. Draw any students into the classroom, as quickly and quietly as possible, when checking the hallway and locking their own classroom door
 - b. Close windows, blinds and cover door glass. Turn off lights. Ask for silence
 - c. Remain silent until the “all clear” signal is given.
 - d. Teachers, staff, and students stay out of the line of sight as much as possible. Direct students to line up against longest portion of the door wall, or seated below window height, or onto floor and away from doors and windows.
 - e. Teachers and staff record names of any missing students not accounted for. Report the names of the students via email to Kay Johnson.
 - f. Note any students who are not supposed to be in your class but are secure in your room (students drawn into the nearest classroom for safety). Report the names of these students to Kay Johnson via email.
 - g. Document and report (to nearest administrator or office personnel) any significant events/observations.
4. Lockdown “All Clear” intercom announcement given.

Earthquakes

When an earthquake is occurring, the ground may pitch and roll. Keep calm and ride it through. Your chances of safety are excellent if you know how to act. **THINK THROUGH THE CONSEQUENCES OF ANY ACTION THAT YOU TAKE.**

- 1) The principal or designated building administrator should announce over the intercom (if possible) that an actual earthquake is occurring and that all staff and students are to follow the developed earthquake procedures.
- 2) The custodian should immediately shut off all fuel lines; shut off all heaters and ventilating fans; shut off all open flames except pilot lights and automatic appliances. Turn off water at the main source if pipes are leaking (it will be necessary to recheck each of these when service is resumed).

Procedures During an Earthquake:

- 1) If indoors, stay indoors. Crawl under sturdy furniture. Drop and cover. If possible, move to the center of the room or building. If necessary, stand in doorways. Stay away from windows.
- 2) Do not use candles, matches or open flames for lighting because of danger from combustion due to vapors or gasses.
- 3) Do not run through or near buildings where debris could fall on you.
- 4) If outside, stay in the open. Keep away from buildings, trees, and electrical wires.
- 5) Remain in place until otherwise instructed.

Procedures After an Earthquake:

- 1) Determine whether it is safe to leave the building. In many cases, the electrical system will be inoperable and therefore there will be no call notifying the clearance of the building. Once it is determined that it is safe to leave the building, have students calmly leave the building at the closest exit point and go to their first period teacher's location on the track. The teacher or an assigned student should take the emergency bag with them to their location on the track.
- 2) If injured students are unable to leave the building, the teacher should stay with the student and send a runner to notify the principal or designated building administrator at the center of the track or the nearest office staff that there is an injury. The administrator would notify the First Aid Team of the location of the student. Once the First Aid Team arrives to the student, the teacher should then report to their area on the track.
- 3) Administrators will report all damage to the Director of Maintenance and Operations (x3340).
- 4) No students are to be released from their location on the track unless a designated runner brings a RED release slip directly to the teacher of the student.

Bomb Threats

When a bomb threat is received involving a time in the distant future, there is the opportunity to develop a management strategy. However, this is not the usual case. The typical bomb threat usually gives less than an hour to react; therefore prior planning is necessary.

In the event of a threat, the principal or designated administrator have few courses of action to consider:

- Whether or not to search the facility
- Whether or not to evacuate the facility
- When to return to the facility if an evacuation occurred

All of these decisions are the responsibility of the principal or the designated administrator. However, if an actual suspected bomb is found, the senior police officer on the scene is responsible for making the decision to evacuate.

When a Threat is Received:

Radios can set off bombs. Therefore, whenever a bomb threat is received, all radio communications (walkie-talkies, cell phones, etc.) within 300 feet of the building are to stop immediately.

Threats are usually received through the mail, by telephone, or through an unknown email. If the threat is received by mail, stop handling the letter upon determining that it conveys a bomb threat. Further handling of the letter can destroy evidence. Law enforcement should be contacted to take custody of, and investigate, the letter.

Dealing with telephone threats requires the receiver of a call to attempt to discover answers to the questions on the Bomb Threat Checklist. The Bomb Threat Checklist should be located near all telephone locations where a bomb threat call is likely to be received. As soon as the call is completed, the person receiving the call should immediately notify the principal or designated administrator. Then, as soon as possible, the rest of the checklist should be completed while the details of the call are still fresh in the call receivers mind. The principal or designated administrator should immediately notify the police by calling 911 and also notifying the appropriate district representative. There is a copy of a Bomb Threat Checklist in this emergency booklet.

If information on a bomb threat is received via email, it is important that the recipient of the email immediately notify the principal or designated administrator. The principal, in turn, should immediately notify the police and the appropriate district representative.

Searching for a Bomb:

A search can be done to see if an evacuation is necessary or after an evacuation to help determine if a structure is safe for reentry.

Once the principal or designated administrator decides a search is warranted, the order should be passed on by courier or telephone. DO NOT USE THE INTERCOM OR ALARM. THESE DEVICES CAN DETONATE A BOMB. Any police officer on the scene can give the principal or designated administrator guidance on conducting a search. Under most circumstances, police will not actually search for a bomb. They are not familiar with the surroundings and therefore it would be impractical for them to participate. They have other duties to perform and cannot do so if they are engaged in the search. The police, however, may request additional help from other law enforcement agencies, if necessary.

During a bomb threat situation, the principal or designated administrator needs to be at a predetermined location at all times. This is so all persons involved in a search know where to report back to when they find something or their area is cleared. For purposes of IMS, the principal or designated administrators location will be in the center of the track located at the south end of the campus.

Conduct the search in an organized manner with persons familiar with the area they are searching. Search the most likely areas first, working down towards less suspect locations. Remember to search the insides of the buildings as well as the perimeter of the buildings, parking lots, gyms, cafeterias, and portables. Keep in mind that areas easily accessed by the public are the most likely locations for the bomb. For purposes of IMS, the search assignments are the same as for any evacuation procedure:

<u>Office Staff</u>	<u>Location</u>
Meade	music room/MPR/gyms-girls locker room
Brown	perimeter of buildings
Ames	300 building, perimeter of buildings
Budzius	6 th grade hall, student ctr., restrooms
Sutherin	7 th & 8 th grade halls, restrooms
Radow/Olsson	Library
Krispin	South parking lot
McCann	Front of buildings
Miller	portables, boys locker room

Any suspicious item found in the search must be left alone and reported to the principal or designated administrator. Remember, in a bomb threat situation, walkie-talkies cannot be used. This information needs to be relayed verbally by either the searcher or a courier.

Evacuation:

The principal or designated administrator needs to go to a predetermined, safe area immediately after an evacuation is started, so that all staff and police know where the principal or designated administrator is located. For purposes of IMS, this location will be in the middle of the track at the sound end of campus.

An evacuation should be completed prior to the announced time of detonation. Evacuate people to a safe area which is at least 300 feet from the structure. If they can be evacuated a farther distance, than do so. It is best if the evacuees can be moved out of the line of sight of threatened structures. Established evacuation routes, such as those used in fire drills, are best because everyone is familiar with them. If a suspected bomb is found prior to evacuation, make certain to evacuate people in the opposite direction. For purposes of IMS, the evacuation locations are the same as evacuations for other emergencies. If further room is needed away from the building, teachers will lead students south towards Lakeridge Elementary.

Reoccupation:

The decision to reoccupy the building is the responsibility of the principal or designated administrator. However, as a general guideline, the building should not be reoccupied until at least one hour past the expected detonation time.

Conclusion:

Responding to bomb threats involves difficult decisions that directly affect the safety of people. It is impossible to handle a threat in a manner which will totally ensure the safety of everyone involved. However, the proceeding guidelines follow the conventions adopted by the vast majority of law enforcement agencies throughout the United States in dealing with bomb threats.

Islander Middle School Response Teams

An organized team consisting of administrators and a minimum of three to four members on each of the seven disaster teams.

Principal or Designated Administrator: Provide overall coordination of the emergency plan, before, during, and after the disaster or other emergency.

Communications Team: This team provides runners and establishes a communication link between the Mercer Island School District, City of Mercer Island, and neighborhood. This team will obtain vital information on the overall status of the students, staff, and building from the Damage Assessment and First Aid Teams

Security/Damage Assessment Team: This team completes a preliminary and detailed assessment of the damage the site has sustained and reports their findings to the Communications Team. This team will also turn off natural gas, water mains, and electrical when necessary, rope off hazards such as downed electrical lines, remove broken glass, uprooted trees, and other debris.

First Aid Team: This team will establish a First Aid Station and provide basic first aid.

Emotional Support Team: This team will provide psychological aid to all who need it (students and staff).

Search and Rescue Team: This team will perform reasonable searches of the building and rescue anyone who may be trapped as feasible.

Sanitation Team: This team will be responsible for making sure that all sanitation needs are met such as digging latrines (only in extreme emergencies), setting up barriers, and emergency water supplies available.

Student Release Team: This team will be responsible for the release of all students in the school.

Principal or Designated Administrator

Primary Responsibilities:

- Provide the overall coordination of the site plan before, during, and immediately following a disaster or other emergency.
- Assist the individual teams in completing their “Before the Disaster” activities where possible and needed.

Before the Disaster:

- Provide disaster preparation for all staff members.
- Develop systems.

After the Disaster:

Coordinate the activities of each team:

- First Aid Team establishes a first aid station which will provide treatment to those who need it and compiles a list of the injured (including destinations for those who have been transported for skilled medical care).
- Security/Damage Assessment Team shuts down all utilities as necessary, ropes off all hazards, helps evacuate when necessary, and conducts preliminary and detailed surveys of the damage.
- Search and Rescue Team checks on all areas and ensures that all students and staff are accounted for.
- Communications Team obtains the number of injured from the First Aid Team and the amount of damage to the site from the Security/Damage Assessment Team. Communications Team reports this information to the principal or designated administrator.
- Sanitation Team makes sure that all sanitation needs are met.
- Student Release Team sets up their station and releases students to designated persons.
- Emotional Support Team provides psychological aid to students and staff.

Emergency Supply Kit of Principal should include:

- 1) Orange Vest
- 2) Walkie-Talkie
- 3) Megaphone
- 4) Copy of Emergency Plan
- 5) Master List of Student Enrollment
- 6) Tablets of note paper or notepads
- 7) List of important phone numbers
- 8) Pens/pencils

Communications Team

Office Staff Lead: Tina Meade

Team Members: Maria Fontana, Alexis Guerriero, Alli Anderson

Primary Responsibilities:

- Meet in the middle of the track
- Establish communication between IMS and the central office, emergency resources, and community resources.

Before the Disaster:

- Identify local radio stations that have a strong signal and carry emergency information.
- Develop a list of important contact numbers for emergency purposes including emergency numbers, district contacts, and community resources.
- Keep a bag with communication supplies including a battery-powered radio, walkie-talkie, and emergency contact numbers.

After the Disaster:

- Monitor walkie-talkie and two way radio communication (This might vary depending on type of emergency and safety of using these devices).
- Keep open contact with emergency resources, community resources, and the central office.
- Keep principal or designated administrator informed of communication information and issues.

Emergency Supply kit of Communications Team should include:

- 1) Battery-powered radio
- 2) Walkie-talkie
- 3) List of emergency numbers
- 4) Note pads or notebooks
- 5) Pens/pencils

Security/Damage Assessment Team

Office Staff Lead: Bill Henneger

Team Members: Michael Byslma, Gary Barone, Doug Davis

Primary Responsibilities:

- Meet by Emergency Storage Container.
- Conduct preliminary and updated surveys of the damage sustained and report results to principal or designated administrator.

Before the Disaster:

- Become familiar with the different areas of the building. Note the different hazards that are in, near, or around the building.
- Keep a set of heavy duty clothes, including shoes, at IMS for emergency purposes.

After the Disaster:

- Change into emergency clothing, if possible.
- Conduct a preliminary survey of the site by checking for damage or hazards of the following variety- fires, broken gas mains, downed power lines, collapsed walls, broken water lines, blocked or jammed doors, large cracks in driveways or lawns, uprooted trees, broken windows, other damage or hazards. Note these instances in written form. Do not go into structures; observe what you can from the outside.
- Report this information to the principal or designated administrator who will relay it to the communication team.
- As aftershocks occur, conduct additional assessments and report the information.
- Within 72 hours after the disaster, complete a detailed damage survey of the site.

Emergency kit of Security/Damage Assessment Team should include:

- 1) Tools required to shut off utilities
- 2) Laminated signs of “Student Release Area” and “DO NOT ENTER”
- 3) Supplies to mount signs
- 4) Clipboard, pen/pencil for each member
- 5) Hard Hats
- 6) Orange ID vests
- 7) Flashlights with extra batteries
- 8) Gloves
- 9) Yellow hazard tape to barricade off hazardous areas
- 10) Camera, with film, to document damage

First Aid Team

Office Staff Leads: Bonnie Barthleme or Health Technician

Team Members: Yasuko Ishijima, Deanna Haaland, Cary Spitz

Primary Responsibilities:

- Meet by Northwest Corner of track (sunken field).
- Establish a first aid station.
- Provide basic physical aid to those who need it.
- Identify those who need medical care.

Before the Disaster:

- Complete an American Red Cross (or equivalent) Standard First Aid course.
- Develop a list of students who have diagnosed medical concerns.
- Develop an emergency bag of basic emergency supplies.

After the Disaster:

- Immediately after the disaster, set up a first aid station.
- Send a member of the team around to check on those with special medical needs and make sure those needs are being met.
- Prioritize injuries. Seeing serious injuries can increase psychological trauma.
- Tag the injured with name and treatment they were given. This information can also be written on the student's arm for those students with serious injuries.
- If someone needs to be transported to a medical facility, check with the Communications Team to see if the radio has identified routes to take or avoid. Have the communication team call emergency resources if needed.
- Maintain a list of the injured. Include where those who needed medical care were taken.

Emergency kit for First Aid Team should include:

- 1) Orange ID vests (5)
- 2) Laminated signs identifying "First Aid Station"
- 3) Central Log of all people seen and treated
- 4) List of Student Health Issues
- 5) Stretchers (2)
- 6) Latex examination gloves (200)
- 7) Hydrogen peroxide (pint)
- 8) Gauze pads (2700)
- 9) Tweezers (8)
- 10) Needles (4)
- 11) Band-Aids (600)
- 12) Eye Patches (20)
- 13) Gauze Rolls (50)
- 14) Sanitary Napkins (1 box)
- 15) Adhesive Tape
- 16) Bandage Scissors (8)
- 17) Cold Packs (50)
- 18) Elastic Bandages (25)
- 19) Powdered Gatorade or other oral electrolyte- 4 packs
- 20) Antacid tablets (1000)
- 21) Tylenol (1000)
- 22) Benedryl (150)
- 23) Neosporin (6)
- 24) Paper towels (12 rolls)
- 25) Plastic bags- assorted sizes (100)
- 26) Handi-wipes (300)
- 27) Tissues (20 boxes)
- 28) Flashlights with extra batteries (5)
- 29) Extra/expired Epi-pens

Emotional Support Team

Office Team Lead: Sue Ames

Team Members: Deborah Shagena, Melissa Ralph, Monica Phillips

Primary Responsibilities:

- Help students with psychological needs related to an emergency of disaster situation.

Things to Remember:

- Accept every person's right to have their own feelings. Try not to tell victims how they should feel.
- Accept the victims limitations as real. An individual who has lost his ability to cope with his feelings is as disabled as one who has a broken leg.
- Accept your own limitations. In a community-wide disaster, chances are great that you will be feeling the same anxiety as the people you are trying to help. Your initial attention should be on yourself.
- Right from the beginning, make every effort to explain to the victim what has happened, what is being done about it, and what the likely positive outcome will be.
- Communicate confidence in yourself and your ability to help the victim.
- Encourage the victim to speak freely about whatever is on their mind. If they are having difficulty, some general statement about what may have happened may increase their confidence in you to the point they will be talking.
- When the person begins talking, interrupt them as little as possible. After you have heard the full story, ask for details. Just a couple of minutes of talking can relieve some of their feelings and truly work wonders.
- Try not to disagree or disagree with a person's distortions of reality. These distortions are real to them. Do not argue with the person if they disagree with you.
- Find a way for the victim to participate in the recovery efforts. Tell them you need their help in responding to the disaster you have shared.

Emergency pack for the Emotional Support Team should include:

- 1) List of students seen and primary issues
- 2) Orange vest
- 3) Kleenex

Search and Rescue Team

Office Team Lead: Aaron Miller

Team Members: Osvaldo Ojeda, Matt Dupuis,

Primary Responsibilities:

- Meet by the emergency storage container.
- Coordinate with Security/Damage Assessment Team before entering building
- If students or staff are missing, conduct a search of those areas where missing students may be located. Attempt to rescue anyone that is trapped or injured.
- Identify anyone who may need special assistance.

Before the Disaster:

- Complete a American Red Cross or equivalent First Aid course.
- Familiarize yourself with the IMS building including all exits and alternate exits.
- Have a set of heavy duty clothes, including shoes, at IMS.

After the Disaster:

- Attempt to change into heavy duty clothing.
- As you are searching, remember that safety comes first.
- Take any injured students to the First Aid center on the Northwest corner of the track.

Emergency pack for the Search and Rescue Team should include:

- 1) Hard Hats
- 2) Emergency ID vests
- 3) Leather gloves (8 pairs)
- 4) Whistles (6)
- 5) Goggles (6)
- 6) Flashlights with batteries (6)
- 7) Crowbars (3)
- 8) Emergency Lanterns (2)
- 9) Walkie-Talkies (3)
- 10) Building Maps (3)
- 11) Sledge Hammer
- 12) Shovels (3)
- 13) Bolt Cutter

Sanitation Team

Office Staff Lead: Sang Le

Team Members: Roger Curtis

Primary Responsibilities:

- Meet by the emergency container
- Make an assessment to determine whether there is a need for sanitation facilities
- Set up a sanitation facility if necessary.

Before the Disaster:

- Knowledge of what equipment is available for sanitation needs.
- Determine the site of the sanitation facility.

After the Disaster:

- Address sanitation needs of staff and students as necessary.

Emergency kits for the Sanitation Team should include:

- 1) Extra trash bags
- 2) Buckets (10)
- 3) Shovels (5)
- 4) Rope (200 feet)
- 5) Toilet paper (100 rolls)

Student Release Team

Office Staff Lead: Kay Johnson

Team Members: Karen Schaps (6th), Kathy Shaner (7th), Becky Mullvain (8th)

Primary Responsibilities:

- Meet in Northeast corner of track (parking lot)
- Set-up a separate tables for the release of 6th, 7th, and 8th grade students.
- Work with parent volunteers to check off student name, locate student, and give the authorized parent volunteer a RED slip to get the student from their class on the track.

Before the Disaster:

- Consistently update Emergency Books.
- Create signs for 6th, 7th, and 8th grade areas.

After the Disaster:

- Implement the student reunification plan.

Upon emergency an evacuation to the south end track, three tables will be set up at the south end of the south parking lot for the appropriate release of students. One table will be labeled for 6th grade students, one table for 7th grade students, and one table for 8th grade students. Upon arrival from a parent or guardian, a red slip will be filled out with the student name and teacher. This card will be taken by an adult (teacher or PTSA volunteer) to the appropriate teacher to get the student. Only adults on the emergency list for a particular student may check-out the student from school.

In the case that IMS personnel are moved off site for evacuation procedures, the same process will initiate.

Emergency Plans for Substitute Teachers

Fire Drills:

1. At the sound of the fire alarm, each substitute will supervise his/her students as they exit the building via the evacuation map. (This map is in the substitute folder and posted on the wall of the classroom.)
Please be aware that students meet with their first period class on the track.
2. Students are to proceed quietly and quickly to the track. (See IMS Emergency Procedures – student behavior expectation sheet),
3. The substitute is the last person to leave the classroom. Please make sure that you:
 - Close the windows
 - Turn off the lights
 - Take grade book with you
 - Take first period attendance sheet
 - Take Red Emergency Backpack
 - Close the door, but leave it unlocked
4. Organize first period students into a single file, alphabetical line once you meet them on the track.
5. Check first period attendance sheet. If all students are present, hold up the green card. (Cards are in the emergency bucket). If any student is missing, hold up the red card and make a note of the missing student(s).

Lock Down Drills:

1. An announcement will come over the intercom informing you of a lock down drill.
 - Lock door (from the outside)
 - Shut window shades
 - Move students away from windows and doors

Intruder Alert:

1. An announcement will come over the intercom of an intruder in the building.
 - Lock doors (from the outside)
 - Shut window shades
 - Move students away from windows and doors

Earthquake:

1. An announcement will come over the intercom of an earthquake drill.

- Have students get under tables or desks or any sturdy furniture
AWAY FROM THE WINDOWS
- Stay down until the “all clear” has been announced

An announcement will come over the intercom after the initial earthquake (if possible). You will be directed to leave the building to your assigned area on the track. If no announcement is given, lead students to the track when shaking has stopped and earthquake seems to have ended.

Instructions for Emergency Volunteers

1. Access the Emergency Volunteer Phone Tree and the Instructions for Emergency Volunteers sheet and keep it in a readily accessible place.
2. In an emergency situation, the phone tree will be activated immediately and you will be called. When you receive a call, start calling down the list until you reach a live person, the report to IMS at (206) 236-3400 that you have completed your list. NOTE: If phone lines are down, report your information to the Emergency Parent lead.
3. The phone tree will be the first effort at calling in volunteers and we will simultaneously activate the emergency e-mail list for subscribers. It is possible that in certain kinds of emergencies that phone and/or email communication will be unavailable. If this happens and you have reason to believe that there is an existing emergency at IMS or you can reasonably predict a need for volunteer services at IMS, then just report to the school even though you have not been contacted.
4. Parking can be a real problem in emergency situations. Be careful to stay out of fire lanes. They are the lanes for bus transportation in the front of the school (curb marked in red) and the carpool lanes in the back of the school (curb marked in yellow). Also, stay away from any access roads or pathways that may be needed for emergency vehicles. Since it is an emergency situations, you may park on the school lawn or on wide sidewalks if you cannot find anywhere else to park. You may also park in the adjoining neighborhoods and walk onto campus if no other parking is available.
5. When you have reached the campus, report to the south parking lot. At this location, meet with Mr. Miller for further direction as to where your services are needed. If the students are still in the building, report to Mr. Miller in the student center for further information.
6. When you come to help in an emergency, please bring anything that may be of help. Certainly, cell phones are needed. Two way radios can also be helpful. If you have extra blankets, emergency supplies, or emergency shelters, bring them.
7. Volunteers can be expected to be needed for the duration of the emergency until every student is released safely. It is understood that volunteers may need to leave to take care of their own family emergency needs, but with prior arrangements, many volunteers will be able to stay for the duration.
8. Volunteers may be asked to perform any number of services one they are here. This could include student release team, directing traffic, first aid, communications, safety operations, etc.

Reminders for Parents When an Emergency Arises

1. One of the primary goals of this emergency plan is to provide the students, staff, parents, and community of Islander Middle School with the knowledge that a comprehensive emergency plan has been developed in the unfortunate situation that an emergency arises. Although no emergency plan is fool-proof, the document outlines the steps that the administration and staff of Islander will take in case of an emergency.
2. When an emergency arises, the first inclination of any parent is to race to the school, locate their student, and take their student away from the situation. While in many cases, this action is appropriate, there are some situations where this may not be immediately possible and may actually hinder the operation of the emergency plan. Please wait at home until you receive instructions on the best way to proceed with these actions.
3. If an emergency does occur, please immediately check your email account. Islander Middle School has developed an email system that quickly and efficiently notifies parents of emergencies and the best way to handle emergencies as parents..
4. In the event of an emergency, please be assured that the administration of Islander will relay the pertinent information to the Islander community as soon as possible. This may include a letter home, communication through larger media outlets, or personal communication by Islander administration.
5. Remember, the safety of your student at Islander is our number one priority. We will continue to refine our emergency procedures as time goes on and situations warrant a revision.

Communication with Media

Any emergency situation that involves any form of media coverage must be handled delicately to ensure correct information is delivered and proper procedures are followed. In these such cases, media should be referred to the building principal or designated administrator for comment on the situation. Individual teachers or staff should not comment to a media outlet about an incident unless directed by the principal or designated administrator. This policy ensures that communication is accurate and that proper information is distributed to the public.