

Command Post Supervisor: [1. Monica 2. Jennifer]

- Captain
- Handles all communications with outside agencies
- Oversees entire operation
- Makes substitutions of assignments as needed
- Sends pertinent student information to Data Coordinator

St. George Parish Preschool Disaster Policy

8/1/2025

St. George Parish Preschool
1350 S. Brandon Street
Seattle, WA 98108
(206) 763-5217
(206) 762-0656

Introduction

This plan is designed to prepare the reader in the event of an earthquake/disaster. This plan should be continually utilized and updated as necessary in order to be helpful in an emergency situation. On-going training and education of staff, students, and parents is a vital part of this plan. Please read through it carefully.

- * An earthquake can occur without warning at any time of the day.
- * Widespread damage is likely to occur from ground shaking and other hazards that may be triggered by the quake.
- * Transportation routes, telephone communications, and other utility services may be disrupted.
- * Medical, fire and rescue personnel will be severely in demand and may not be able to respond for several hours.
- * School personnel should be prepared to stay on the school premises with the children for at least 72 hours.
- * We must be prepared for all possible situations. We do not have the answer to many questions. This is why we must practice, plan and discuss several possible scenarios.

Thank you for your support of this plan. Please direct any feedback you may have to the principal.

This plan has been assembled from information received from the Department of Emergency Management and from the Archdiocese of Seattle. This plan is intended as a guide to help prepare the reader and not as a manual that has all the answers for each possible situation. In the event of an earthquake, personal judgment based on the situation must be executed.

Though St. George Parish Preschool has its own protocols and procedures, in the event of a fire or earthquake, after 911 has been notified, lead teachers will also inform the main K-8 school of said emergency in order to receive the full support of staff and resources of St. George Parish School. The k-8 school staff and the preschool staff will work collaboratively to keep preschool children safe and families informed.

RESPONSE GUIDELINES

During a major or moderate earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects. During the ground shaking the school population is safest by finding immediate shelter under desks, tables or counters.

INDOORS:

Stay inside. Turn away from windows, shelves, and heavy objects of furniture that may fall. Take cover immediately under a table, desk, counter, or in a strong doorway.

Although doorways have traditionally been regarded as safe locations, it is important to anticipate that doors may slam shut during an earthquake.

In hallways, stairways or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend head close to knees, cover sides of head with elbows and clasp hands firmly behind neck. In a library, immediately move away from windows and bookshelves and take appropriate cover.

OUTDOORS:

Move to an open space away from the buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Look around to be aware of dangers that may demand movement in order to avoid injury.

In a car, stop away from power lines, bridges, overpasses and buildings. Remain in seat and hold on.

ALWAYS TAKE ACTION AT THE FIRST SIGN OF THE GROUND SHAKING.

STUDENTS:

- DROP, COVER AND HOLD
- TURN AWAY FROM WINDOW
- STAY IN POSITION UNTIL ALL SHAKING STOPS (60 SECONDS AFTER)
- LISTEN FOR INSTRUCTIONS FROM THE TEACHER
- BE PREPARED FOR AFTER SHOCKS TO START PROCEDURE AGAIN

TEACHERS:

- TALK CALMLY TO STUDENTS
- REVIEW SITUATION ASSESSMENT AND EVACUATION PROCEDURES
- REMAIN CALM AND THINK RATIONALLY
- FIND A SAFE ROUTE OUT OF THE BUILDING AND PROCEED TO THE ASSIGNED MEETING AREA IF POSSIBLE

WHAT TO EXPECT DURING AN EARTHQUAKE

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures or hear objects wobbling on shelves. Or, you may be jarred first by a violent jolt (similar to a sonic boom). Or, you may hear a low and perhaps very loud rumbling noise. A second or two later you'll feel the shaking. By this time you'll find it very difficult to move from one place to another.

It's important to take some "quake-safe" action at the first indication of ground shaking. Do not wait until you are certain that an earthquake is occurring. As the ground shaking grows stronger, danger increases.

- Freestanding cabinets and bookshelves are likely to topple. Wall mounted objects (such as flag poles, clocks, and artwork) may shake loose and fly across the room.
- Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads and other components down with them.
- Doorframes may be bent by moving walls and may jam the door shut. Moving walls may bend window frames, causing glass to shatter and send dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. It may, however, cause considerable emotional stress-especially if you are not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors and creaking walls. The noise will be frightening but a little less so if it is anticipated.

You might hear: glass breaking, desks and tables scraping on the floor, dogs barking, books and other things falling, people shouting or crying, doors slamming, trees or wires scraping against the building.

TEACHER EMERGENCY CHECKLIST

If Outside:

- **DROP, COVER AND HOLD** for 60 seconds after shaking stops.
- Students report to evacuation meeting site to meet teacher after shaking stops.
- Teacher brings out emergency equipment if possible.
- Teacher meets class at evacuation site area and takes attendance.
- Teacher reports all injuries and missing students to Command Post.
- 8th grader leaders are assigned posts and duties by the teacher. They then report to their assigned area and report to the coordinator in charge.

If Inside:

- **DROP, COVER AND HOLD** for 60 seconds after shaking stops. (This helps to regain composure and calm manner and allows time to assess situation).
- Teacher assesses damages of room and has students verbally check in to report their status. Determine how many injuries there are and if anyone is trapped.
- Put the appropriate GREEN, YELLOW, or RED sign on the door and in the window so search and rescue will know your status.
- The teacher determines if evacuation is necessary and/or possible.
- The teacher checks with their partner teacher (the teacher closest to them) to determine what course of action is necessary.
- A safe evacuation route is determined by a teacher.
- Lead Teachers are assigned to take emergency backpacks out of the building.
- The teacher leads the students to begin evacuation of the building in a safe and orderly manner.
- The Assistant is the last to leave the classroom.
- The class moves to their assigned areas.

After evacuation:

- Attendance is taken and sent to the Command Post in the baseball field of the Main School. You stay with your class.
- If a child is not evacuated for any reason, please mark NE on the attendance form that is sent to the Command Post.
- If a student is sent to the First Aid Station, please mark 1st Aid on the attendance form that is sent to the Command Post.
- If first aid is necessary, students are sent with an Assistant to the first aid area for treatment. If injuries are not serious, the student may be released back to the class area with an

assistant after they receive treatment.

- When parents begin arriving the parent will come with communication from the Command Post that allows the child to be released. If a release form is not presented from the Command Post, DO NOT release a student. This will create a more informed and controlled environment for releasing students to the proper people that have been designated to pick these students up.
- If a parent approaches you for information about a child that was not evacuated or is at another area, please respond... "I'M SORRY (NAME) IS NOT HERE, PLEASE CHECK WITH THE COMMAND POST FOR INFORMATION".
- Please stay with your class unless you have partnered with another teacher and you are given another duty. You will be in communication with the Command Post.

DRILLS

Student Education and Drills: Explain to the children as much as possible about earthquakes in order to take the fear out of the drill. The aim is to prepare students, not to scare them. Use the parallel of wearing bicycle helmets or seat belts-to be prepared just in case. Teach the students to DROP, COVER, AND HOLD ON and practice this as often as possible. BE SURE THAT YOU ALSO PRACTICE THIS. YOUR CLASS WILL NEED YOUR GUIDANCE IN THE REAL EVENT. IT IS ALSO IMPORTANT TO STRESS THE IMPORTANCE OF THE DRILL BY TAKING IT SERIOUSLY.

Types of drills:

Classroom drill: This is conducted within the classroom. Students are given a signal and everyone (including the teacher) must drop, cover and hold. Keep in mind the fact that there might be an aftershock and you may want to practice this drill several times successively. EMPHASIZE THAT STUDENTS ARE TO TAKE IMMEDIATE ACTION WHERE THEY ARE INSTEAD OF TRYING TO RUN ACROSS A ROOM TO FIND AN ASSIGNED POSITION OR TO GET UNDER THEIR OWN DESK. IF A DESK OR TABLE CANNOT BE FOUND INSTRUCT A STUDENT TO GET NEXT TO AN INSIDE WALL. ALWAYS LOOK AWAY FROM ANY WINDOWS OR GLASS. Continue to reassure students during the event: Keep holding; we're doing fine; stay calm; etc.

Have students practice this in the hallways, outside on the playground, in the rest rooms; everywhere they might be throughout the day. On the stairs, sit down, cover the head and hold on to the rail if possible.

If you are outside, find an open space away from the building or power lines if possible, drop to knees or sit down and cover the head.

Evacuation drill: This is to practice a safe evacuation route in the event that we must evacuate a classroom or the entire school. Follow the evacuation route assigned to your area or use your best judgment to avoid any hazards. Always be prepared with a backup plan if your main route is blocked.

School drill: This is a school-wide drill that will be followed by an evacuation. This will include all staff and volunteers in the building. You will be notified of this type of drill before we practice this.

Tabletop drill: This drill involves only the adult staff members and uses a scenario for the staff to plan a response. It provides walk-through practice and training for specific jobs and Command Post duties.

An earthquake exercise: This drill is planned in advance to perform a school-wide drill in which there will be challenges and problems to face, such as injuries or blocked evacuation routes.

It is crucial to hold debriefings after every drill to review what happened during the drill and to see what needs to change for next time. Make positive suggestions for improvement.

STUDENTS WITH DISABILITIES: If a disabled person cannot drop, cover and hold, they should lean over and hold on to the table. Make sure they turn away from any glass or windows and are not near hazards such as bookshelves. If in a wheelchair, lock the wheels in places. If available, a book or pillow could be used to help protect the head.

AFTER THE QUAKE: Teachers should be prepared to take immediate action after an earthquake. First, check yourself for injuries or entrapment. Next, look around to room to assess the situation. Try to reach your emergency back pack if possible or ask a student that is close to it to help you out. Ask for students to say their name if they are injured or ask students by name if they are OK or if they are injured. All students should be accounted for. If a student is unconscious, have a neighboring student help you to assess their situation. Be ready to drop, cover and hold if there are any aftershocks. Try to maintain calm in the classroom. Involve the students in conversation about their reactions or about what will happen next. REMAIN CALM YOURSELF AND BE PREPARED TO EVACUATE IF THAT IS POSSIBLE.

Immediately after the ground stops shaking, the teacher must assess the situation and any injuries. Unless there is fire, severe structural damage or hazardous materials spill, the teacher should administer basic first aid to the critical injuries. Do not move any person with a back or neck injury and do not try to lift any debris that is obviously too heavy to move or any debris that is holding up any part of the structure. A teacher then checks with a partner teacher and they decide upon which action to take. One teacher may need to check the evacuation route to ensure a safe evacuation. The goal is a safe evacuation, not necessarily a quick evacuation. The evacuation may take some time depending upon the situation.

An evacuation plan is available in this packet. Please practice this evacuation plan with your students so they will be familiar with it. Select two students to lead the class out (they must be responsible and able to be calm). Have students take sweaters, sweatshirts and coats out if possible. The teacher will take out the back pack. The backpack includes an updated class list, a marking pen. The teacher may include games, books, and other supplies to keep children calm.

The Assistant must wait until all students have left the room before following at the end. The teacher will place the appropriate green, yellow or red sign on the clip outside the door.

GREEN = ALL HAVE BEEN EVACUATED

YELLOW= HELP IS NEEDED, NOT LIFE THREATENING

RED= LIFE THREATENING SITUATION

If an evacuation route is blocked, the teacher should partner with another class and one leads the way while the other teacher follows at the end of the line. The teacher will place the appropriate red, yellow, or green sign on the clip outside the door.

All staff and students should evacuate to a general meeting area (see map) and go to an assigned spot. Attendance should be taken again and names of students that did not evacuate or students that are injured should be reported to central Command Post (Principal or 2nd in command). Injured or trapped individuals should only be removed by trained emergency personnel. The Command Post should also be given any information regarding hazards, fires or damage in the building. Injured students that need further first aid care should be taken by runners (8th grade students or volunteers) to the first aid area when it is set up.

A debriefing or critique should be held after every drill both in the classroom and in a staff meeting to discuss strengths and weaknesses of the drill or plan. Drills are opportunities to learn, not just to create criticism. The critique should be honest and constructive. Problems should not be whitewashed, but suggestions for improvement should be made. The debriefing should help to reduce anxiety and should emphasize the positive aspects of the drill.

A drill is to practice and should be a positive experience. If a certain area needs further preparation, training should occur and then drill and practice must follow. Drills should be held at different times of the day and when students are in different areas of the school. No area should be overlooked if a student is present there at any time during the school day. If a child is at a place outside of their homeroom and evacuation occurs, they should be taken to their assigned homeroom location. Drills must be held often. Classrooms should drop, cover and hold at least two or three times a month. An evacuation should be practiced at least once a month. A tabletop drill should be practiced at least once a year.

DRILL AND EVACUATION CHECKLIST

- Did everyone know what to do when told to Drop, Cover and Hold?
- Did everyone follow the procedures correctly and remain in their safe positions for at least 60 seconds?
- In the classroom, library, computer lab, lunch room or church was there enough space for all the students under desks, tables or counters?
- In the gym or hallways were the students able to take shelter away from windows, light
- Do the students know how to protect themselves if they are on the playground during an earthquake?
- Do the students know how to protect themselves if they are in a car?
- Did students with special needs participate in the drill and evacuation?
- Did we take our emergency kits and coats outside with us when we evacuated the classroom?
- Did everyone go to the safe meeting area outside in an orderly and quiet way?
- Was the safest evacuation route used? Did we make a wise decision in our evacuation p

Earthquake Education

Please teach your students the following actions to take in the event of an earthquake:

- 1) **DROP, COVER, HOLD.** Hold this position until 60 seconds after the shaking stops.
- 2) After the earthquake, the safest place to be is out in the open.
- 3) If outside, move away from trees, buildings and exposed wires.
- 4) After the earthquake, if students are on their way to school, continue to school if supervision is not available at home. Do not step on or touch wires or power lines. If on the way home from school and check in with classroom teacher.
- 5) Answer as many "what if" questions as the students ask. This helps to alleviate fears.
Do not use elevators in an earthquake.
In a car, pull over and stop the car.
Try not to stop your car on a bridge or overpass. Turn on the radio and listen to broadcast.
In grocery store, get under a cart if possible.
Outside, stay away from trees, buildings and power lines.
- 6) After the earthquake do not go outside alone. Wait for adult instruction and supervision. If a teacher is injured, stay put. Someone else will come around and help students get out.
- 7) Always be prepared for aftershocks and be ready to drop, cover and hold once again.
- 8) Rationing of food and water is a must if there is a disaster. Please discuss this with children so they understand what will be necessary.
- 9) Remind students to remain calm and to pray or engage in conversation with the teacher. This will help students to remember what to do especially if it is practiced.
- 10) Try to remain calm yourself and practice often with different scenarios. It will help students understand that there are many possible situations, which may occur. This will also answer some of their "what if" questions.
- 11) Never try to get out of a building during the earthquake. Wait until the shaking stops and an adult has determined that evacuation is necessary and safe.
- 12) Do not evacuate until all students have been accounted for. If there are serious injuries or entrapment, you may have to evacuate the other students and send a search and rescue team in for those trapped or more seriously injured.

UPON EVACUATION, GO QUIETLY AND CALMLY TO THE ASSIGNED MEETING AREA ON

THE PLAYGROUND TO THE NORTH OF THE SCHOOL.

DUTIES AND RESPONSIBILITIES

THINGS YOU NEED TO KNOW

(see map)

Location of shut off tool Location of gas main Location of water main Location of circuit breaker
Location of supplies and first aid equipment
Evacuation route and assembly area
Alternate evacuation route

All staff members should know where the utilities are and how to shut off utilities and where all supplies are stored. A yearly walk through helps to make duties automatic.

As a safety check each staff member should walk through their classroom or area to look for things that might fall. Filing cabinets, book cases, false ceilings, and boxes stored on high shelves are especially dangerous. Try to secure these items or move them to a lower shelf or location. Be sure to secure cabinets that might open during an earthquake.

Water heaters are a source of good drinking water if they do not tip over or break in the earthquake. Food items in the Comfort Kits should not be in glass containers. These perishable supplies should be replaced each year to ensure safety and freshness.

Procedures should be practiced regularly. Be familiar with the earthquake plan.

Medical supplies should be kept clean and updated. Be prepared for any situation. Educate the children about all possible scenarios in order to better prepare them for a disaster.

2025-2026 EMERGENCY PROTOCOL LEADERS FOR ENTIRE SCHOOL

Commander Corner of Dawson/13th Monica Wingard

Jen Ebreo Diana Emmi Chris Hanley Boni Pablo Pilar Cuevas

13th Ave Fence Area by field Area Leader - Jeannine Hanley, 2nd

Anastasia Harris-3rd	Laura Wang-8 th	Laura Farrington
April Davis-7th	Heidi Garren-Title	

Dawson /12th Area Leader - Joy Aquino, 1st

Mia Mlekarov-6th	Gretchen Seibel-4 th	Christi Corbin
Julia Freeman-1st	Alison Karls-5 th	

Convent Building Areas Area Leaders

Pearl/13th Kinder Hailey Johnson Noemy Rubio

Dawson up hill Library/Art/Science Lab/8th Math

Barbara Morgan, Beata Metzelaar, Paul Rittman

Field– Against north fence Area Leader - Michael McKenzie, PE

***Teachers send Student Count Form to Jeannine up along fence.**

Brandon Higa-Music	Maria Morris-Reading
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Gym and Cafeteria - to field use side door by big toy.

Recess and Extended Care- to field

Preschool Area Leader – Parking Lot Area Leader - Cristina Sacramento

Elgie Camilon	Edwin Serquinia
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The following duties are assigned to staff. Please become familiar with your duties.

Command Post Supervisor: [L. Monica 2. Jennifer]

- Captain
- Handles all communications with outside agencies
- Oversees entire operation
- Makes substitutions of assignments as needed
- Sends pertinent student information to Data Coordinator
-

Communication Coordinator and Data Center: [Jennifer, Diana, Anastasia]

- Sees that all students are properly identified and accounted for.
- Sets up battery operated radio tuned to broadcast station.
- Reports all serious problems and injuries to Command Post.
- Reports all students not evacuated to Command Post.

Data Center Coordinator: [Chris, Jeannine]

- Checks in all parent volunteers and gives them name tags
- Releases children to authorized parties and signs them out
- Informs runner where to pick up students or directs parents to appropriate area (first aid, classroom area, morgue, etc.)
- Maintains control of those who enter and leave premises

First Aid Coordinator: [Mia]

- Opens storage container if not already open
- Secure first aid supplies
- Set up treatment area
- Assess injuries and supervise treatment
- Notify Command Post of serious injuries

Damage Assessment Coordinator & Search and Rescue: [Boni, Michael]

- First to leave shelter (when class is taken care of by other adult) unlocks storage container.
- Locks all outside gates except the two specified for controlled entry
- Determines clear evacuation routes and movement to meeting area
- Examine structure to determine stability for occupation of building
- Shut off main utilities if necessary
- Search for hazards
- Search for areas of collapse and entrapment of people
- Search building for trapped and injured victims
- Mark all areas of hazard or potential danger
- Report all information to Command Post

Responsibilities of additional staff: teachers, assistants, specialist

- Assessment of any injuries or trauma
- Attendance
- Send report on attendance, injuries and entrapment to Command Post
- To assist with classroom evacuation and to bring supplies to meeting area
- To report to Command Post coordinator for instructions
- Pass out emergency rations when necessary.

EACH STAFF MEMBER SHOULD HAVE ON PREMISES: (OR IN YOUR TRUNK)

- Change of clothes (work clothes)
- Work gloves
- Flashlight with extra batteries
- Personal items Mylar or wool blanket
- Sweater or Jacket
- Heavy duty shoes and extra socks
- Comfort Kit contents in preparation for 72 hours on premises after earthquake

SPECIFIC DUTIES DEFINED

EVACUATION and COMMUNICATION

- This is the decision and responsibility of all teachers.
- A safe route must be determined before evacuation.
- A need for evacuation must be present.
- Meet at assigned area on playground or church.
- All information about students and the status of the building will be communicated to the Command Post.
- Calm students and keep them busy.
- Communicate any changes in status to the Command Post.

COMMAND POST

- This is the responsibility of the Monica and Jennifer
- All authority, direction, coordination and control rests with this post.
- All information regarding the situation and the students will be directed to this station.
- Pertinent information will be shared with the Communication Center.
- Substitute assignments, and extra duties will be assigned as necessary. All outside communication will be handled by this post.
- If professional medical help is needed, this post will send word to the VA Hospital.

MEDICAL/ FIRST AID TREATMENT

- This is the responsibility of Mia, Unlock the storage container if not yet unlocked.
- This station will be set up in or near the earthquake container.
- Teachers are trained with basic first aid knowledge and preparation to

take care of minor injuries.

- Records will be kept on students treated for injury .
- Reports on student and adult status will be given to the Command Post.
- After treatment, if possible, student will be returned to classroom meeting area.

Serious injuries will be stabilized if possible until medics are able to take over.

DATA CENTER

- This will be the responsibility Chris and Jeannine.
- Tune a radio to a news broadcast station.
- Check in all parent volunteers who wish to stay and help. Give them a name tag.
- Direct parent volunteers to the Command Post for job assignment.
- Receive information about student location and status from the Command Post.

Direct 8th grade leaders to specified areas to retrieve children for release. Release students to authorized parent or adult after checking student form and proper identification.

- Maintain control of all who enter and leave the premises.

DAMAGE and HAZARDS ASSESSMENT

- This will be the responsibility of Boni and Michael. Open storage container if not yet unlocked.
- Help set up meeting area and Command Post.
- Help determine clear evacuation routes and assist evacuation efforts if needed. Examine the structure to determine stability for building occupation.
- Shut off main utilities if these pose an impending threat.
- Search for hazards and mark these areas according to guidelines provided. Search for areas of collapse or possible future collapse.
- Mark areas where there are people entrapped according to guidelines provided.
- Begin Search and Rescue Team duties.

SEARCH and RESCUE TEAM

There will be one team of two persons: Boni and Michael.

They will search the building, if stable, to locate injured and trapped students, staff and volunteers.

Areas will be marked by code as the search progresses. See page7 for appropriate code markings.

FIRST AID STATION

The location of the first aid station will be in or near the earthquake container. If this is not possible the location will be in or near the gymnasium. First aid supplies will be kept in a storage unit on the playground. It will be the duty of the administrative assistant, the custodian or the principal to unlock the storage unit.

The first aid team will help evaluate and care for injuries to the best of their ability. If the need for medical care is greater than what this team is able to handle, they will send word to the Command Post.

Volunteers or available staff will be assigned to help in this area and a messenger will be sent with information to the local hospital requesting medical help.

Records will be kept on injuries treated and students that are not seriously injured will be released to their classroom meeting area. Reports on injuries and treatment and on the status of the victims will be sent to the Command Post on a regular basis.

This information will be sent to the fire station if additional help is required:

St. George School
5117 13th Avenue South
Seattle, WA 98108 (206) 762-0656

PLEASE SEND HELP TO OUR SCHOOL IMMEDIATELY.

OF # _____ STUDENTS REQUIRING IMMEDIATE MEDICAL CARE TYPES
INJURIES INCLUDE:

_____ ADULTS REQUIRING IMMEDIATE MEDICAL CARE TYPES OF
INJURIES INCLUDE:

EXTENT # _____ ESTIMATED STUDENTS/ADULTS TRAPPED IN BUILDING
OF BUILDING DAMAGE:

Authorized Staff/Principal Signature

Evacuation Plan for Fire Drill

In the event of a fire drill, an alarm will be the sound of a bell ringing continuously. The bell is kept on the teachers' counter in plain sight.

During a fire drill, all students in classrooms will walk silently and calmly in a single line to their classroom main entrance door. Teachers will grab Emergency Clipboard. (Please make sure there is some blank paper and a pen attached to your emergency clipboard for emergency notes.) then lead students to designated safety area while Instructional Assistants secures the space by sweeping the two rooms and shutting both classroom doors. Roll call will be taken. **The safety area will be the courtyard of the church across the parking lot from the preschool building.** If a student is unable to walk, one of the staff members will carry the child.

Teachers and students will line up and await further instruction from the fire drill. The building will remain evacuated until the fire department gives us the all clear. **Be advised that we may be redirected to main school at 5117 13th Ave South as a secure location while the scene is being evaluated.**

If the preschool site is deemed unsafe, due to fire or in the event of an earthquake, the staff will bring the preschool students up to the main school for extra support with the wider staff community. The students will remain there until parents have signed out their children. This is to ensure the safety of all students and staff on campus.

Safety zones in the event of an evacuation of building due to threatening intruder

Students will be led by teachers and instructed to run to the nearest safety zone. We have two sites as designated meeting spots in the event of police emergency. Once the campus is deemed safe by authorities, the students will be escorted back to campus.

Lockdown Protocols

Purpose: Lockdown is procedure meant to get students, faculty and staff to a safe and secure area in response to a situation that would threaten their physical safety. An event requiring a lockdown might include an intruder on campus, police or fire activity in the vicinity, or an extreme weather condition.

Modified Lockdown- Safety Alert Due to Outdoor Disturbance

- Lead teachers will direct students to safe place within the classrooms. Direct students away from windows and doors.
- Teacher assistants will close all window coverings and confirm locked doors.
- Teachers and students remain in the building until further instructions. There will be no outdoor recess.
- Lead teacher will contact main school for information and support when needed.

Code Green announcement will end the Safety Alert.

Full Lockdown- Safety Alert Due to Indoor Disturbance

- Director/Lead teacher will contact 911 and the main school.
- Teacher assistants will close all window coverings and confirm locked doors.
- All staff will direct students to the nearest secure area. Direct students to sit on the floor away from windows and doors.
- Everyone remain quiet.

Code Green announcement will end Safety Alert.

Evacuation

13th Avenue South

Parking



