

# Faith Lutheran Early Learning Center and Elementary School

## *CRISIS/DISASTER RESPONSE HANDBOOK*



We are located ½ block East of Pacific Avenue on 96<sup>th</sup> Street.

113 S. 96<sup>th</sup> Street  
Tacoma, WA 98444  
(253)537-2696

[www.faithtacoma.com](http://www.faithtacoma.com)

### **Forward:**

The purpose of this handbook is to give the early learning center personnel, the elementary school faculty, and staff step-by-step procedures on how to respond to crisis/disaster situations. Following the listed instructions in sequential order will help to prioritize notification of emergency response personnel and limit escalation and injury during the initial impact of a situation. In this document, “director” means the center’s director, the school principal, or the person-in-charge at the time of the incident or disaster. “Parent” means the child’s parent or legal guardian.

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## EMERGENCY PHONE NUMBERS

Police	911
Fire	911
St. Clare Hospital, Lakewood	253-985-1711
MultiCare Good Samaritan Hospital, Puyallup	253-697-4000
Poison Control Center	800-222-1222
Electric: Tacoma Public Utilities	253-502-8602
Gas: Tacoma Public Utilities	253-502-8602
Water: Tacoma Public Utilities	253-502-8602
Local Radio Station: (KNKX FM 88.5)	877-677-5659
Regional Radio Station: (KOMO 1000 AM)	206-404-4000
School Phone	253-537-2696
Principal Home phone	253-625-4779
Director Home phone	920-360-8221
Out of Area Contact: Grace Lutheran School Portland, Oregon	503-777-8628
Child Protective Services: (CPS)	800-363-4276
Child Care Licensor:	253-983-6419
Local Health Department	253-798-6500
Church Mutual Insurance Policy #	0015910-81-803733

## **MISSING CHILD**

- 1) Lead Teacher will call 911 immediately and provide the following:
  - Child's name and age
  - Address
  - Physical and clothing description of the child including distinguishing marks such as scars or birthmarks
  - Medical status, if appropriate
  - Time and location child was last seen
  - Person with whom the child was last seen
- 2) Notify the director immediately and conduct a second search of the facilities.
- 3) The Lead Teacher will have the child's information including picture, if possible, available for the police upon their arrival.
- 4) The director will notify the parents of the missing child and attempt a confirmation that the child is with the family; if not, inform the parents of the situation and steps taken.
- 5) The director will report the incident to the licensor and CPS.
- 6) The director will complete a written incident report at the earliest opportunity.
  - Incident reports are stored on the shelf in the preschool kitchen.

## **CHILD ABUSE**

- 1) All personnel will immediately report abuse or suspected abuse to the director.
- 2) The director will make a report to CPS and the licensor.
- 3) The director and appropriate staff will include the following information in a written incident report: \*
  - Date and time of calls to CPS and Division of Early Learning (Licensor)
  - Child's name, age, and birthday
  - Address
  - Name and address of parent or guardian, and other children in the home
  - Any statements made by child—DO NOT INTERVIEW
  - Nature and extent of the injury, neglect, and/or sexual abuse
  - Evidence of previous incidents of abuse or neglect
  - Any other information that may be helpful

**\*Note:** These reports may become legal documents. Confidentiality of these reports will be strictly observed.

## **FIRE EMERGENCY/ALARM**

- 1) Lead Teacher will activate the alarm if it is not sounding.
- 2) Lead Teacher will evacuate any children, visitors and staff. If necessary, drop and crawl to avoid smoke inhalation. Close the doors behind you and take the medical supplies and the children's medical information with you, and also the class roster. Meet at the safe zone at the end of the soccer field.
- 3) Lead Teacher or Staff will call 911
- 4) Lead Teacher will take attendance; if safe, search the building for anyone missing.
- 5) The director or staff member will check the area of concern and use the fire extinguisher if it is safe to do so.
- 6) The director will provide the following to emergency personnel:
  - Number of students, staff, volunteers, and visitors present at the time of the incident
  - Knowledge of anyone remaining in the building, and their possible location
- 7) If the situation is unsafe, the Lead Teacher will move the children to the parking lot on the side of the church building.

The director will notify the parents of any evacuations that are not regularly scheduled drills.

The director will report any unplanned evacuations to the licensor.

**(Fire drills will be conducted monthly)**

## **GAS LEAK**

If a gas odor is detected:

- 1) DO NOT activate the fire alarm system or other electrical equipment.
- 2) Notify the Director immediately.
- 3) Lead Teacher or Staff will evacuate any children, staff, or visitors and close the doors behind you. Leave a window open; take the following items with you:
  - Disaster supplies
  - Class/staff attendance sheets and visitor sign-in sheets
  - Children's emergency and medical information/supplies
  - Cell phone if available
- 4) If there is a fire, the Lead Teacher or Staff will call 911 from outside the building. If there is a suspected leak, the Lead Teacher or Staff will call TPU's emergency line at (253)502-8602.
- 5) Lead Teacher or Staff will move the children to a designated area to less than one block from the center.
  - The location is the far end of the soccer field.
- 6) Lead Teacher will take attendance
- 7) If possible, the Director will turn the gas off.
- 8) The Director will have the following items ready for police and fire personnel:
  - Location of leak, if known
  - Number of children, staff, volunteers, and visitors in the building
- 9) The director will notify the parents immediately if the evacuation looks to be a long term evacuation, or if the children are moved to an alternate site location.
- 10) The director will report any incidents to the licensor and write an incident report.
- 11) The parents will be notified of any incidents.

# **EARTHQUAKE**

- 1) Instruct all children to **DROP, COVER** and **HOLD** next to a large, sturdy object (e.g. counter/cabinet, piano, low shelves, etc.). Remain in this position until the earth stops moving. Stay away from windows, tall bookcases, or filing cabinets. Hold onto the item that you are using as a cover. If it moves, move with it. Keep talking to the children until it is safe to move.
- 2) If no items are available for cover, crouch by a load bearing wall and cover your head with your arms.
- 3) If outside, **DROP, COVER** and **HOLD**, keeping away from glass, bricks, and power lines. If you are outside near a building, move farther away from the building and any power lines.
- 4) People with Disabilities:
  - a) In a wheelchair, remain in the chair, set brake, hold on. If you have hard hat with you, put it on.
  - b) It may not be possible to fully protect head due to physical limitations and need to remain stable in the chair.
  - c) With mobility impairments, but not in a wheelchair
    - 1) If sitting at onset of earthquake, remain in place, protecting head if possible and hold on.
    - 2) If standing, sit down, or brace body to avoid falling.
    - 3) People with mobility impairments should not be routinely placed under or near potential hazards.

ONCE THE EARTHQUAKE STOPS, do the following:

- Teachers and staff should check themselves and children for any injuries
- Lead Teacher will check the evacuation route for damage
- Lead Teacher will evacuate any children and staff, closing the doors behind you Take the following:
  - disaster supplies
  - staff attendance and call sheets
  - visitor sign in sheets,
  - emergency contact information
- Lead Teacher will provide first aid to those who need it
- Lead Teacher will take attendance outside to account for all the children and adults
- Lead Teacher will check the utilities for disruption and damage (gas, water, and sewer). If you smell gas, turn the gas off
- Lead Teacher will determine status of emergency supplies and equipment

- 4) The Director will notify parents of their child's status by text, voicemail, or email alerts (by parent preference) through TADS Educate. If this is not possible, report the center's status information to a local radio or TV station for announcement over the air for parents to hear.
- 5) If after 4 hours the parents still cannot be contacted, the child's out of area contact will be called.
- 6) The director will report incident to the licensor.
- 7) The director will complete a written incident report at the earliest opportunity.

### **Building and Campus Evacuation**

- 1) Make a quick assessment of the situation in the classroom and of any injuries that the children or adults may have sustained.
- 2) The director will evaluate the evacuation route to be sure that it appears clear of obstructions.
- 3) The director will give instructions to evacuate.
- 4) If possible and if time allows, have children take jackets and coats.
- 5) The staff should take the following:
  - disaster supplies, which are stored in the classroom
  - class/staff attendance sheets and visitor sign-in sheets
  - children's emergency contact information/supplies
  - cell phone, if available
- 6) The staff should assemble the children 2 by 2 to evacuate the building with one teacher leading the children and another adult/staff following behind.
- 7) Proceed to the safe zone (soccer field) and take attendance.
- 8) The director will evaluate the situation with the help of responding agencies and determine if is safe to enter the building.
- 9) The director will notify the parents immediately if the evacuation looks to be long term or if the children are moved to an alternate location.
- 10) The director will report any incidents to the licensor and complete a write a incident report.

**(DROP, COVER, and HOLD drills will be conducted quarterly)**

## **POWER OUTAGE**

- In the event of a power outage, the emergency lights on the Exit signs will turn on. The director or designee will try to locate the problem and activate some form of additional lighting. Flashlights and batteries are located in the director's desk and on hooks by exit.
- Lead Teacher or staff will call 911 if concerned about a fire or safety hazard.
- Lead Teacher or staff will unplug all electrical equipment and turn off all but one light.
- The Director will contact the emergency line at Tacoma Public Utilities at (253)502-8602.
- The Director will call the local health department to help determine if the center needs to be closed. Also, consider the following items in making your decision:
  - 1) Can you safely prepare/store food?
  - 2) Do you need to move to an alternate site?
  - 3) Can you safely transport the children?
  - 4) How will you notify parents?
- All parents will be notified of any prolonged power outages.
- The director will report any incidents to licenser.
- The director will complete a written incident report at the earliest opportunity.

## **STORM & SNOW**

- 1) Prior to opening hours, if possible, the principal will determine whether or not to open the center. Families will be notified by voicemail, text, or email (by parent preference) using TADS Educate and on the school voicemail.
- 2) If the center must close during hours of operation because of snow or storm, the director will notify parents by telephone, text, or email (according to the parents' preference) using TADS Educate.
- 3) If the weather conditions prevent a parent or guardian from reaching the facility to recover a child, the center staff will care for the child (maintaining proper child/staff ratios) until such time as the parent, guardian, or emergency contact person can safely claim the child.
- 4) If the above person cannot claim the child within 72 hours of the center closing, the director will contact police to transport the child to a CPS care site.
- 5) The director will report the incident to the licenser.
- 6) The director will complete a written incident report.

# THREAT/ACTIVE SHOOTER NEAR OR ON CAMPUS

Faith has adopted the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol for emergency procedures. Prior to ALICE, a lockdown procedure was the only option. This option involved staff locking their doors, moving students to a part of the room where they could not be seen, and quietly remaining there until an “all-clear” announcement was given. The ALICE protocol offers a different and evolving philosophy. This protocol is coming about considering the increased school violence across our nation. The philosophy of the ALICE protocol is to use technology and information in a way so that staff and students can make a more informed decision in a crisis, remove oneself as soon as possible from the danger zone, and provide realistic training so that those involved in a crisis have a better chance of surviving. Following is a breakdown of five keys areas of ALICE. ALICE protocol is NOT intended to be sequential; you decide how to respond based on what is happening around you at that time.

**(THREAT/ACTIVE SHOOTER drills will be conducted quarterly)**



## **ALERT. Use Plain and Specific Language. Avoid code words.**

- The purpose of the ALERT is to inform as many people as possible within the danger zone that a potentially life-threatening situation exist. This can be facilitated via many different methods (phone intercom, Remind group message, text, hand gestures). No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command.
- The use of plain language, delivered through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. It will empower as many as possible with the ability to make an informed decision as to their best option that will maximize survival chances. ALICE, along with the Department of Homeland Security (DHS) and Federal Emergency Management Agency (FEMA), recommends plain and specific language.
- Faith faculty and staff will use the phone intercom, the faculty and staff Remind group, and cell phones, as the three means of alerting and communicating during an active shooter situation.
  - **Phone Intercom:** Each classroom and office has a phone that can be used as a PA system to provide information about who the active shooter is and his location. To page all the phones, push 400 and hit the “Dial” button. You may start talking immediately after pushing “Dial.” You may also communicate with specific extensions by paging just those extensions. The following codes will be issued over the phone intercom or Remind group for the initial alert to faculty and staff. When you receive an initial alert, grab your cell phone, and evaluate your best option based on the data that you have at the time. All further information to come will use plain and specific language.
    - **Code Yellow Lockout:** Disturbance on or near Faith’s campus.

Commence lockout procedure: end all outdoor activities, close and lock all exterior and interior doors and windows, and continue classes as normal.

- **Code Red Lockdown:** Critical incident on campus, but not in a building. Commence lockdown procedure: end all outdoor activities, lock all exterior and interior doors and windows, close exterior window blinds, spread out away from doors and windows, inform faculty and staff via phone intercom or Remind any new information, and prepare to initiate ALICE procedure.
- **Code Black Active Shooter:** Active threat on campus or in a building. Commence ALICE procedure: call 911, close exterior window blinds, attempt to barricade classroom doors, spread out away from doors and windows, inform faculty and staff via phone intercom or Remind any new information, and prepare to evacuate or counter if needed.
- **Faculty and Staff Remind Group:** Faculty and staff should carry their cell phone with them. The faculty and staff Remind group can be used to alert and communicate a lockout, lockdown, or active shooter situation. It can also be used to coordinate efforts during a campus evacuation
- **Cell Phones:** If there are issues with the functionality of either the phone intercom or Remind, cell phones can also be used for voice calls and text messages.



## **LOCKDOWN. Barricade the Room. Silence Mobile Devices. Prepare to EVACUATE or COUNTER if needed.**

- Lockdown is an important response in the event of an active shooter or violent intruder, but there must be a semisecure starting point from which survival decisions should be made.
- Relying on lockdown alone will significantly endanger occupants in a violent intruder situation. Traditional lockdown creates readily identifiable targets and makes a shooter's mission easier.
- If you believe there is an armed intruder in the building, lockdown immediately if you can't evacuate. Follow these five elements of an effective lockdown:
  - Secure the door with the lock (and pull shade for some).
  - Barricade classroom doors with desks, cabinets, shelves, duct tape, belts, or cords as needed and as time allows.
  - Spread out away from the door and out of the view of the intruder.
  - Prepare to EVACUATE or COUNTER.
  - Communicate via phone intercom and Remind app when it is safe
- Always take any opportunity to evacuate. Lockdown if you are not in immediate danger, but are unable to determine whether evacuating is safe or possible. Counter only as a strategy of last resort when the intruder is in your immediate vicinity.
- **BOTTOM LINE:** Only you know what is going on in your location, and you need to rely on your own judgement to select the option that you believe will best protect lives!



## **INFORM. Communicate the Shooter's Location in Real Time.**

- Inform is a continuation of Alert and uses any means necessary to pass on real-time information. Video surveillance, 911 calls, Remind group, and PA announcements are just a few of the channels that may be used by faculty and staff.
- Information should always be clear and direct and, as much as possible, communicate the location of the intruder. Effective information can keep the shooter off balance, giving people in the school more time to further lockdown or evacuate to safety.
- Active shooters work alone 98% of the time. If the shooter is known to be in an isolated section of a building, occupants in other areas can safely evacuate while those in direct danger can lockdown and prepare to counter. Knowledge is the key to survival.
- Faith faculty and staff will use the phone intercom, the faculty and staff Remind group, and cell phones to inform each other during an active shooter situation.



## **COUNTER. Create Noise, Movement, and Distraction with the intent of Reducing the Shooter's Shooting Accuracy.**

- Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.
- ALICE does not endorse civilians fighting an active shooter unless confronted directly in a life-and-death situation. Counter is a last-ditch and worst-case scenario option.

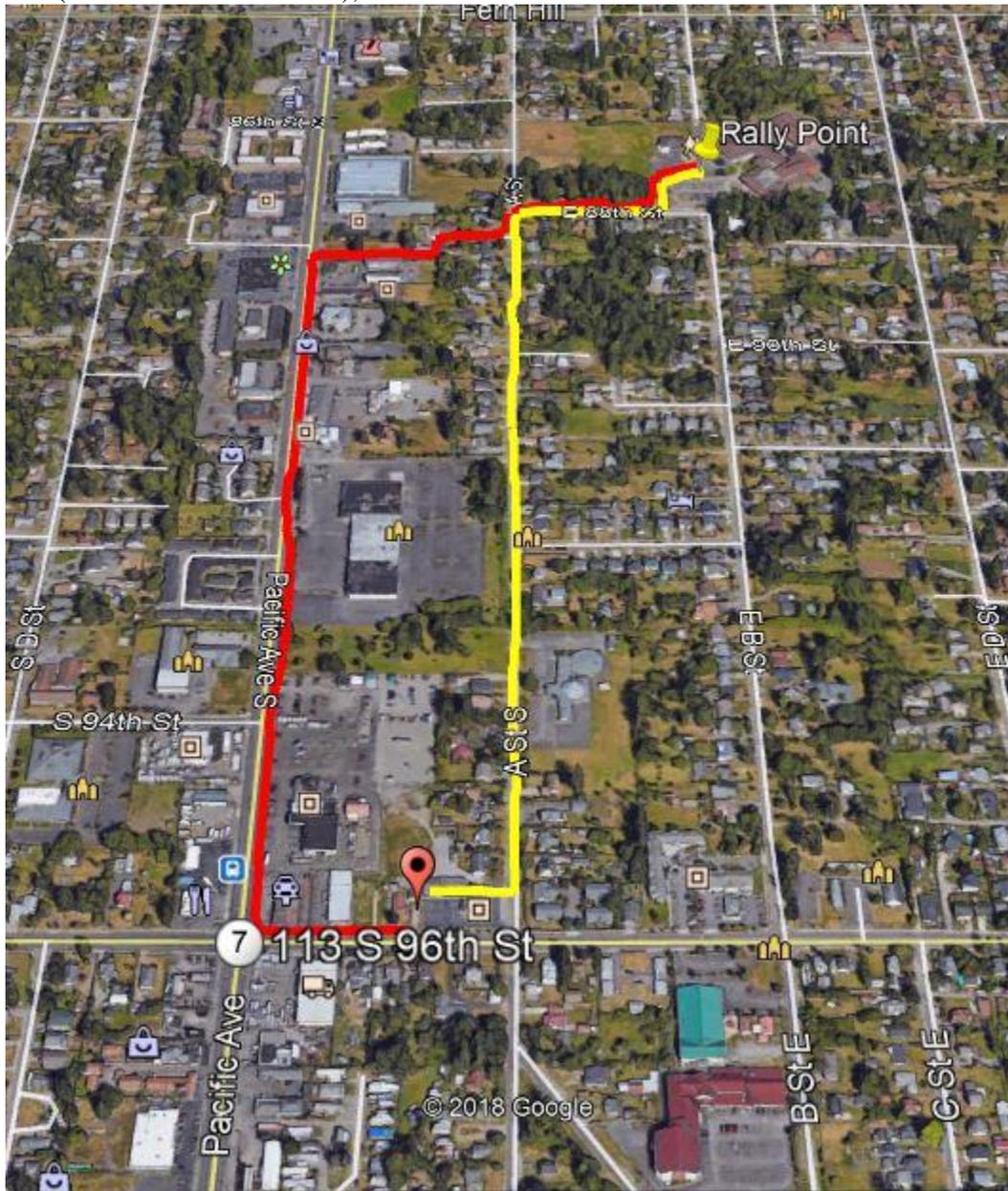


## **EVACUATE. When safe to do so, remove yourself from the danger zone.**

- Our human instinct in the face of danger is to remove ourselves from that threat. An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter. Always take any opportunity to evacuate. Lockdown if you are not in immediate danger, but are unable to determine whether evacuating is safe or possible.
- When you evacuate take or direct your students to run to the rally point (Larchmont Elementary School). Account for as many students as possible after arriving at the rally point. Officers will patrol the neighborhood for other students.
- Call 911 if you have information about the incident.
- Law enforcement may hold you until the situation is under control and witnesses have been identified. Leave only with law enforcement permission.

# CAMPUS EVACUATION

It may become necessary to evacuate the campus completely due to a fire, explosion, bomb threat, chemical spill, gas leak, active shooter, at the direction of the police, or the discretion of the director. The campus evacuation rally point is Larchmont Elementary School (follow A St. to 88<sup>th</sup> St.), .6 mi from Faith.



## **Administrator Duties**

1. The director (or her designee) will call 911 immediately. She will indicate what the problem is, explain to dispatcher briefly what is taking place and stay on the line to answer questions of the dispatcher.

2. The director (or her designee) will inform the staff to evacuate the campus. The announcement will also include why we are evacuating the building and where the emergency is.
3. Designate a staff member to meet arriving fire and rescue units.
4. Use TADS Educate messaging service to notify and update parents on the situation, when time is available.
5. Coordinate efforts with faculty members using the Remind app or cell phones.

### **Procedure**

1. When a campus evacuation is announced, close doors, windows and turn off lights, lead your students out the nearest egress door and to the rally point
2. Instruct students to remain calm, quiet, and move in an orderly fashion.
3. Stay with your class.
4. All students, staff and teachers should move to the evacuation rally point and account for all students.
5. Reenter the building only when given permission by director or designee.
6. In the case of an emergency where a campus evacuation is necessary, take or direct your students to **RUN** to the rally point. Account for as many students as possible after arriving at the rally point. Officers will patrol the neighborhood for other students.
7. Call 911 if you have information about the incident.

Law enforcement may hold you until the situation is under control and witnesses have been identified. Leave only with law enforcement permission.

# **BOMB THREAT**

## **Phone Call Information**

1. If someone other than the director receives a bomb threat call, he/she should attempt to transfer the call to the director.
2. The director or the person receiving the call should record the following information precisely and attempt to gain as much pertinent information as possible:
  - The exact time of the call
  - Location of the bomb
  - When is the bomb expected to explode
  - Appearance of the bomb package
  - Description of the explosive material
  - Names and addresses of persons responsible
  - Other pertinent information
  - Background noises
  - Age and gender of the caller
  - Any other information possible
  - \*69 if they hang-up.

## **Administrator Duties**

1. The director (or her designee) shall evaluate the information received and judge the call to be either:
  - Possible FALSE bomb threat. **Note:** A bomb threat call where the caller hangs up without giving detailed information usually is classified as a hoax or a prank to harass school personnel.
  - Possible REAL bomb in the building. **Note:** An individual having information regarding a bomb and communicating such information to a responsible school official should be willing to give full and unhurried information and to answer questions.
2. After receiving a bomb threat call or having been notified of such a call, the director or her designee shall consult with available members of faculty and staff. Collectively they shall decide on a course of action. No one else should be informed of the call at this time.
3. Since bomb threat calls are likely to be made by a prankster, evacuating in every instance may simply encourage such individuals to repeat their calls or serve as an incentive to other would-be callers.
4. However, no report of a “bomb in the building” should be ignored. The minimum response must be no less than an informal search of the building. The director (or her designee) must take whatever action she feels is appropriate in the best interests of the students, faculty, and staff.
5. Call 911 and explain the situation to the dispatcher. Be prepared to share the information written down from the phone call.
6. Use TADS Educate messaging service to notify and update parents of the situation, when time is available.

### **Procedure for False Bomb Threat**

1. Call 911 and explain the situation to the dispatcher.
2. If the members of the faculty and staff agree that the call is probably a false bomb threat, the director will conduct an informal search of the building without disrupting classes in session.
3. If nothing suspicious is found and police, faculty, and staff feel there is no danger, proceed with classes as normal.
4. Use TADS Educate messaging service to notify and update parents on the situation, when time is available.
5. If something suspicious is found, follow Procedure for Real Bomb Threat. DO NOT move the suspicious object.

### **Procedure for Real Bomb Threat**

1. In any case where the director (or her designee) feels the “bomb in the building” report is legitimate, call 911 to inform the police of the situation.
2. The director or her designee should evacuate the building immediately, moving everyone to the building evacuation safe zone (soccer field).
3. If the director (or her designee) believes the danger level is severe enough, he/she will initiate the campus evacuation procedure.
4. If school officials together with sheriff and fire personnel find an object which proves to be harmless and if in their search of the remainder of the building find no safety hazards, students may return to their classes. No persons should return to the building until it is officially cleared.
5. Use TADS Educate messaging service to notify and update parents on the situation, when time is available.

## **FOUND WEAPON**

1. If you find a weapon on school grounds, do not touch it or handle it.
2. Stay with the weapon and find a staff member to notify the director immediately.
3. Close off student traffic around the area of the weapon.
4. The director will notify local police.
5. The director or a staff member must stay by the weapon until police arrive.

## **CRISIS RESPONSE**

When a tragedy strikes, teachers and staff are torn between the need to deal with the children's reactions at the same time they are coping with their own reactions. At Faith Lutheran Early Learning Center and Elementary School our students and their families are taught to lean on their best friend, Jesus and the gracious promises of God recorded in the Bible. Jesus love for us makes it possible for us to love others and assist them in coping with the situation.

The following is intended to assist director, staff and personnel so that the process can be much smoother than when tragedy takes an early learning center and school by surprise.

A **Crisis** is a sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the learning center and schools population and often involves serious injury or death.

The psychological and emotional impact may be moderate to severe, therefore, the following steps will be implemented:

- 1) The director will determine whether or not to maintain normal schedules or to set aside the normal schedule for an all out effort to deal with the crisis.  
Depending on the crisis, it may be necessary to close the center for the day.
- 2) The director will determine if parent notification becomes an item of priority or if it can wait for a letter to go home in the evening.
- 3) Identify high risk children, staff, and parents likely to be the most affected by the news (e.g. children of the teacher who is deceased/injured or parents whose children are in the same class as the deceased).
- 4) Gather and inform the closest friends of the victims, provide support and information to them before a general announcement is made. If a close friend or classmates are absent, assure that a supportive adult gives the news to them, ensuring that they do not get initial information from the media.
- 5) Prepare a formal statement for an initial announcement, including minimum details, and note additional information will be forthcoming. Also prepare statements for any telephone and/or media inquiries.
- 6) Give teachers the facts about the tragedy and instructions on how to share the information with the children in their care, as well as any suggestions for assisting children to cope.
- 7) Send a letter home to parents explaining the situation. Include specific, factual information, as well as information on how the early learning center and school are handling the situation. Some parents will need to be contacted by phone, particularly if their child's reaction to the crisis is severe.
- 8) Facilitate a staff meeting, and if possible, a parent meeting to provide information related to the crisis. The following are some suggestions:
  - Assist with children's processing of information about the crisis
  - Provide counselors to work with children/staff individually or in group in a variety of locations
  - Provide support for parents

- Provide helpful factual information to parents
  - Have an individual assist with answering phones, providing information and handling non-media inquiries
- 9) The Pastor or Principal will deal with media/reporters promptly and factually.
  - 10) The director will report any incident to the licensor and to CPS if necessary.
  - 11) The director will complete a written incident report at the earliest opportunity.

## **SHELTER-IN-PLACE PROCEDURE**

Shelter in place should be conducted when you are instructed to do so by emergency personnel, radio or television, or if you see a vapor cloud, or smell an unusual odor outside.

- 1) Gather all children in the individual classrooms.
- 2) Call 911 if you haven't already done so. The director or designee should turn on and listen to the region or local radio station; listen for emergency information from your local fire or police department.
- 3) The director or other staff personnel should turn off all fans, heating, cooling or ventilation systems.
- 4) Close and lock the windows and doors, and close as many interior doors as possible.
- 5) Close off all non-essential rooms such as storage areas, etc.
- 6) Seal the gaps around windows, doors, heating/air conditioning vents, and exhaust fans, with plastic sheeting, and duct tape.
- 7) Stay alert to any loudspeaker announcements; emergency personnel from your local police or fire departments may give you specific instructions via loudspeaker or door-to-door.
- 8) If it is determined necessary, you can provide a minimal amount of breathing protection by covering mouths and noses with a damp cloth or dust mask.
- 9) If your are told there is a danger of explosion, close the window shades, blinds, or curtains; to avoid injuries; keep children away from the windows.
- 10) The director will stay in touch with responding agencies/emergency personnel.
- 11) The director and emergency personnel in charge will determine whether to stay sheltered in place or to evacuate.
- 12) Advise parents not to pick children up from the learning center or school until the incident is over. The presence of parents searching for their children will only cause confusion and may lead to exposure to toxic chemicals. Once sheltered in place you will not want to open the door to let parents in and out.
- 13) Have emergency disaster supplies and emergency contact cards handy.
- 14) Once the incident is over, inform parents, take down plastic and turn ventilation systems back on.
- 15) The director will report any incidents to the licensor.
- 16) The director will complete a written incident report at the earliest opportunity.

## **EMERGENCY EVENTS**

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- 1) Review how an emergency may impact the daily routine of students with special needs
- 2) Know who is on your school site: Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- 3) Identify the students who are severely handicapped and who might need extra support in emergency crises.
- 4) Make a list of the students on the school site who are on medication and their medication schedule.
- 5) Maintain a list of all resources regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- 6) Identify all the stakeholders who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- 7) Determine what short term accommodations to provide for students with temporary disabilities (e.g., broken leg).
- 8) Assess potential hazards.
- 9) Have a team discussion about transportation procedures.

In the event an emergency occurs (such as an earthquake, toxic gas leak, fire, volcanic eruption, etc.) the director will determine whether or not students or staff members will be dismissed from the school. Officials will retain custody of students under almost all foreseeable emergency circumstances. This consideration is important, because hazards in the surrounding community and in homes could easily be more serious than at the school.

Students will not be released until an authorized pickup person arrives to sign them out. The parent/guardian of each student, particularly younger children, should instruct their child and make pre-arrangement for at least two alternate pickup persons who can aid in the transport of their child during an emergency.

In the event that parents are not able to get to their children for two or three days:

- 1) Parents are to keep communication with the school via phone (253-537-2696), email (office@faithtacoma.com), text message (253-625-4779) or the church phone (253-537-2919).
- 2) School staff will keep in communication with parents via phone, text message, email, or the Faith Facebook page.
- 3) Students will be kept at school under the supervision of the staff.
- 4) Emergency supplies are at school for situation, providing ample resources for the students for 2-3 days.

When the principal closes school because of severe weather conditions or other emergencies, notice will be given on the school answering machine by 6:00 am. Information will also be on KING 5 TV and KOMO 4 TV, at [www.king5.com](http://www.king5.com) and <http://komonews.com/weather/closings> It will also be posted on our church and school Facebook page. In situations where a late start has been called, it is a good idea to check the school answering machine again right before you leave for school to see if there is update. Occasionally a late start will end up being school closed for the day.

## **STUDENT EMERGENCY PREPAREDNESS PACKS**

Faith Lutheran Early Learning Center and Elementary School is committed to providing a safe procedure in the event of an emergency. Should an emergency (earthquake, severe storm, lockdown, shelter-in-place, etc.) occur, it may be necessary for your child(ren) to stay at Faith for an extended period of time. To make this stay as comfortable as possible, we have supplies ready for such a situation. Our school has the following items ready to use:

- Water
- Blankets
- Light Sticks
- Food Supply
- Flashlights and Batteries

Dear Parents of Faith Lutheran Early Learning Center and Elementary School,

Faith Lutheran Early Learning Center and Elementary School exist because our Lord and Savior Jesus Christ commanded his people to go forth and make disciples by baptizing and teaching. Our programs are an arm of Faith Lutheran Church as it carries out the teaching portion of our Lord's command. Our early learning center and elementary school exist to shine the light of Christ's love to our preschool children and their families, and to reach out with the Gospel and to nurture and educate believers in Christ for lives of service to him.

Your confidence and trust in our programs, their director, principal, faculty, and staff are extremely important to us. Therefore, this "Crisis/Disaster Response Handbook" has been prepared and implemented so that you can rest assured we will do everything we can to protect your child in the event of a crisis or disaster.

With any disaster or crisis, your cooperation is necessary for the following:

- 1) Encourage and explain to your child why the best place for them is at Faith.
- 2) Explain that if you are unable to pick them up, the teachers and staff will care for them until your emergency contact person can come to get them.
- 3) Please recognize that telephone lines at Faith will be needed for emergency communication during the first 4 hours. If at all possible, please avoid telephoning Faith Lutheran Early Learning Center and Elementary School at this time.
- 4) Check your phone for voicemail/text/email alerts, and listen to local or regional radio and TV station for updates.
- 5) Provide a 72 hour supply of any medication or medical supplies/equipment that your child may need.

The early learning center and elementary school staff will care for your child until you or your emergency contact designee is able to reach them. Be sure to keep your child's emergency release card updated. Children will only be released to those specified by you on their card.

If the local telephone lines are unavailable, utilize your out-of-state contact number for information. If possible, we will call that number to give information about your child and to see if you have left any information for us.

Thank you for choosing Faith Lutheran Early Learning Center and Elementary School for your child's educational needs. Please feel free to contact our office if you have any questions regarding our crisis/disaster response handbook.

In the loving protection of our Lord and Savior,

Nicole Habeck  
Early Learning Center Director

Paul Leifer  
Elementary School Principal

**Faith Lutheran Early Learning Center and Elementary School “Crisis/Disaster  
Response Handbook” Agreement**

By signing and dating this agreement I am indicating that I have thoroughly read this handbook, and I agree to abide by its procedures, directions, and decisions. I will also support the facilities director, principal, faculty, and staff as they try, to the best of their ability, to carry out the enclosed procedures and directions.

**Parent or Legal Guardian**

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Relationship to Children