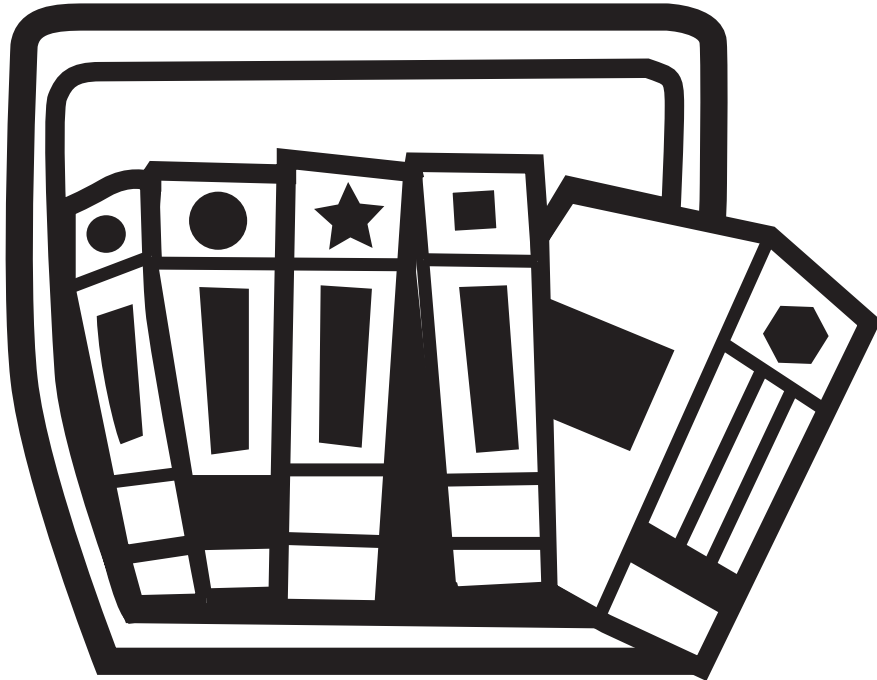

9 *Resources*



9 Resources



Resources Available for Schools

Santa Cruz County Emergency Response and Crisis Management

The Guidelines for Developing an Evacuation plan for
Individuals with Disabilities

Individuals Needing Evacuation Assistance • APPENDIX A

Evacuation Plan for Individuals with Disabilities • APPENDIX B

Individual Student Evacuation Procedure Special Needs

Parent Wallet Card

Resources Available for Schools

Information, Guides and Reports

Emergency Plan Web Site

The U.S. Department of Education's (USDOE) Office of Safe and Drug-Free Schools' Emergency Plan Web site www.ed.gov/emergencyplan provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts and the like). The site provides access to USDOE materials, such as *Practical Information on Crisis Planning*, and links to additional emergency planning resources of government agencies, nongovernmental organizations, health-care provider resources, mental health resources, and state and local resources.

Practical Information on Crisis Planning: A Guide for Schools and Communities

This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for each phase of crisis planning: mitigation and prevention, preparedness, response and recovery. This information is available at www.ed.gov/emergencyplan.

Infrastructure Protection: National Clearinghouse for Educational Facilities

This Web-based clearinghouse at www.edfacilities.org provides information on school safety issues, such as how to design buildings to prevent or mitigate possible terrorist attacks and violence.

Bomb Threat Assessment Guide: USDOE and Bureau of Alcohol, Tobacco and Firearms

The *Step-by-Step Guide for Bomb Threats* can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD-ROM interactive planning tool provides schools with a 15-step guide. In 2003, a copy of the CD-ROM was distributed to every school district in the country. It is still available at www.ed.gov/emergencyplan/

Campus Public Safety Guide

The Department of Homeland Security's Office of Domestic Preparedness published a series titled *Campus Public Safety: Weapons of Mass Destruction and Terrorism Protective Measures* in April 2003. This document describes affirmative steps colleges and universities can take to prevent, deter or effectively respond to an attack by weapons of mass destruction. It is available at www.ed.gov/emergencyplan/

Safe Schools Initiative: USDOE and the U.S. Secret Service

The 2002 *Safe Schools Initiative Guide and Final Report* provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at www.ed.gov/emergencyplan/

Information Specifically for Children

A Web site with age-appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security is working to expand its citizen preparedness “Ready” campaign by getting children involved in preparing for crises. The Web site is planned to be launched later this year.

Information Dealing With Trauma

The National Child Traumatic Stress Network Web site http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool contains the following links to tools and materials that can be used by schools both for school planning purposes and as handouts to parents and caregivers:

The link to “Presentation Tools”

http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_present allows one to view and download slide presentations on selected topics related to child trauma and traumatic stress, including statistics on the prevalence of child trauma, current interventions to reduce the impact of child traumatic stress, and an overview of the National Child Traumatic Stress Network.

The “Educational Materials” link

http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_educ includes tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

Additional Website Resources

California Department of Education Safe Schools

<http://www.cde.ca.gov/lr/ss/>

Santa Cruz County Office Education Emergency Response

http://www.santacruz.k12.ca.us/superintendent/emerg_response2.html

Office of Emergency Services

<http://www.oes.ca.gov/Operational/OESHome.nsf>

i-SAFE – resource for internet safety

www.isafe.org

A Guide for Schools and Communities

<http://www.ed.gov/emergencyplan>

American Psychological Association

APA Online

<http://www.apa.org>

American Red Cross

Together we can save a life.

<http://www.redcross.org>

Association for Supervision and Curriculum and Development (ASCD)

Teaching in a time of war

<http://www.ascd.org/cms/index.cfm?TheViewID=1719>

Crisis Management Institute

For today's increasing challenges in crisis response and violence prevention

<http://www.cmionline.org/>

National Association of School Psychologists

Children and Fear of War and Terrorism

<http://www.nasponline.org/index2.html>

National Mental Health Association

<http://www.nmha.org>

New Web Resources to Help Schools Plan for Emergencies

<http://www.ed.gov/PressReleases/03-2003/03072003.html>

No Child Left Behind

Help children during the war

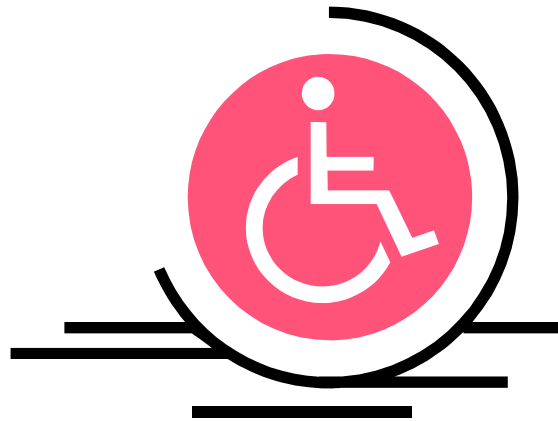
<http://nochildleftbehind.gov/>

Talk with Your Kids

Talking with kids about tough issues

<http://www.talkingwithkids.org/>

**SANTA CRUZ COUNTY
EMERGENCY RESPONSE
AND
CRISIS MANAGEMENT**



**THE GUIDELINES FOR DEVELOPING AN
EVACUATION PLAN FOR INDIVIDUALS
WITH DISABILITIES**

CONTENTS

- Introduction
- Buildings with Inaccessible Exits for Individuals with Disabilities
- Definitions

- Step-By-Step Guidelines
 - Step One – Develop a List of Individuals Needing Evacuation Assistance
 - Step Two – Establish Evacuation Staging Areas
 - Step Three – Draft Your Evacuation Plan
 - Step Four – Test your Evacuation Plan
 - Step Five – Finalize Your Evacuation Plan
 - Step Six – Emergency Procedures Training and Fire Exit Drills
 - Step Seven – Review and Revise the Evacuation Plan

- Appendix
 - A – Sample Form-List of Individuals Needing Evacuation Assistance
 - B – Sample Evacuation Plan For Individuals With Disabilities
 - C – Sample Form For Student Acknowledgement of Emergency Evacuation Plan

SANTA CRUZ COUNTY SCHOOLS

GUIDELINES FOR DEVELOPING AN EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

Introduction

All Santa Cruz County schools must have an evacuation plan for individuals with disabilities. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments cannot receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional, or cognitive disabilities may need to have safety and emergency procedures taught in language/terms they understand. Because all schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have an evacuation plan for individuals with disabilities.

Buildings with Inaccessible Exits for Individuals with Disabilities

For multi-story buildings and single-story buildings with exits not at grade, or ground level, emergency exits usually are provided at stairways. In a fire and/or smoke emergency situation when the fire alarm has been activated, the elevators will automatically descend to the ground level floor and lock with the doors remaining in the open position. This makes the stairway the only path available to leave a multi-story building.

In an emergency situation that is not due to a fire or smoke condition, but does require the evacuation of the building, and the fire alarms have not been activated, the elevators should be used to expedite the evacuation of individuals with disabilities.

In newer buildings stairways are designed to provide a safe means of isolating building occupants from smoke and fire. Upon entering the stairway, people are more protected from heat and smoke until they reach the ground floor and safety. However, in many older buildings, stairways are open and provide no protection from smoke and fire. Protected exit stairways may or may not have additional floor space where people can stand or park a wheelchair on the landing while they await assistance. If people using wheelchairs attempt to remain on small landings, they may restrict the path down the stairs for other people as well as jeopardize their own safety.

For buildings with inaccessible exits, site administrators must establish Evacuation Staging Areas.

Definitions

Buddy - An adult assigned to assist an individual in exiting the building or getting to an Evacuation Staging Area. For example, buddies may be assigned to individuals with visual impairments or learning, emotional or cognitive disabilities. When a student is taken to the Evacuation Staging Area, the “Buddy” must remain with the student until the Evacuation Staging Area Supervisor arrives.

Evacuation Staging Area – An area, close to an exit, where people who are unable to use stairs may remain temporarily to await further instructions or assistance from rescue personnel in evacuating the building. It should be noted that for the purpose of this document and other DPS emergency procedural documents the term “Rescue Assistance Staging Area” is the same as an “Evacuation Staging Area”.

Evacuation Staging Area Supervisor - A staff member assigned to be present and supervise an Evacuation Staging Area during a building evacuation. The supervisor is responsible for supervision, control and assistance within the Evacuation Staging Area. The supervisor is responsible for reporting the names of occupants of the Evacuation Staging Area to the principal or designee using the established means of two-way communication (see Communication in Step Two). The Evacuation Staging Area Supervisor must remain with the student(s) until relieved by the Fire Department personnel who will transport the individual with disabilities out of the building.

Vestibule - The area located at an exit between the outside and inside sets of doors.

Step-By-Step Guidelines

The following step-by-step guidelines are intended to help site administrators with the process of developing an evacuation plan for individuals with disabilities.

Step One – Develop a List of Individuals Needing Evacuation Assistance

Develop a list of individuals (including those temporarily disabled by injury, ie. a broken leg) who will need assistance in evacuating the building in the event of an emergency. This list must include:

- Students, staff, volunteers, and visitors.
- Buddies and their backups assigned to assist these individuals in emergencies.
- The daily schedule of students and staff with disabilities.
- Evacuation Staging Area supervisors and their assigned areas.

The list must be posted at the Fire Alarm Panel and updated daily to include visitors and to note that day's absences. This list will assist your local fire company when they respond to an emergency. **See Appendix A** for a copy of the form to be posted at the Fire Alarm Panel.

Staff must remain cognizant that students will participate in a variety of activities during the school day, week in different areas of the building. The plan must anticipate and address the various scenarios. For example, while students might be assigned to a center program classroom that is on the ground level of the building, the plan should anticipate that even students with profound disabilities can and will participate in activities in other parts of the building (music, library, physical education, inclusion, etc.).

Step Two – Establish Evacuation Staging Areas

- Assess your building for exits that have stairs or steps either inside or outside the building that would prevent an individual with a mobility impairment from exiting to a safe distance from the building (i.e., inaccessible exits).
- Establish Evacuation Staging Areas in all buildings with inaccessible exits for individuals with disabilities. See the definitions listed above and the criteria below for help in establishing Evacuation Staging Areas. When you have determined the locations of your Evacuation Staging Areas, install temporary signage to test your plan (see Step Four).

Criteria for Evacuation Staging Areas

Location – An Evacuation Staging Area needs to be as close to an exit as possible. The area must not encroach on the required exit path out of the building. Consider locations in the following order:

1. A portion of a landing within an enclosed stairway.
2. A vestibule located at an exit enclosure and constructed to fire-resistive standards.
3. A room or area (e.g., a classroom) that is adjacent to an exit stairway.

Size of Area – An Evacuation Staging Area must be large enough to accommodate at least two mobility impaired individuals and their assistants without blocking doors or stairs that other occupants would be using to exit the building. Evaluate the number and distribution of individuals needing evacuation assistance in your building to determine whether a larger area is needed. A space about 30" by 48" is needed for one wheelchair. Evacuation Staging Areas cannot be used for storage, even of lightweight movable items.

Number of Areas -- Designate at least two (2) Evacuation Staging Areas on each upper floor of the building. Additional Evacuation Staging Areas may be needed on ground and upper floors near inaccessible exits depending on the size and layout of the building.

Signage – Three types of signage are required: (1) Signage that directs building occupants to the Evacuation Staging Areas; (2) Signage that identifies the designated Evacuation Staging Area (from both inside and outside the building); and (3) Signage warning individuals needing evacuation assistance that there are no safe waiting areas beyond a certain point.

Communication – A method of two-way communication shall be provided in each Evacuation Staging Area. Telephones, two-way radios, cell phones and other communication systems may be considered.

When an Evacuation Staging Area is not needed – When individuals with disabilities are able to evacuate the building directly outside to a safe designated area.

Step Three – Draft Your Evacuation Plan

When you have determined the location of your Evacuation Staging Areas, draft your Evacuation Plan for Individuals with Disabilities (see **Appendix B** for a sample plan). The Plan must include the following:

- A copy of the list of Individuals Needing Evacuation Assistance (see Step One).
- Instructions for posting the list at the Fire Panel and updating it.
- Floor plans indicating the location of Evacuation Staging Areas.
- Assignment of staff members as Evacuation Staging Area Supervisors (see Definitions).
- Assignment of buddies (see Definitions) to individuals needing assistance exiting the building or getting to an Evacuation Staging Area.
- Fire Drill/Building Evacuation Procedures.

Step Four - Test Your Evacuation Plan

- Contact your local Fire Department to review your Draft Evacuation Plan and Evacuation Staging Areas. Coordination with the local fire companies is necessary to ensure the safe evacuation of individuals with disabilities. Make revisions as necessary within the existing format of the Sample Plan in **Appendix B**.
- Post temporary signage to test your Evacuation Plan. Make copies of the signs in and tape them to the walls in the appropriate locations (see section on Signage under Criteria for Evacuation Staging Areas).
- Follow the site Fire Exit Drill Procedure to test your evacuation plan for individuals with disabilities. The local fire companies should be present at these practice drills. Notify the Risk Management office if there are any questions or issues that arise during the testing. Please document all testing for future reference. The monthly fire drills may be used for the testing of this evacuation plan.

Step Five - Finalize Your Evacuation Plan

- Revise your Draft Evacuation Plan, if necessary, and incorporate your finalized Evacuation Plan for Individuals with Disabilities into your school's Emergency Procedures and Plans. Send an electronic copy and one signed copy to your district office..
- Revise the Evacuation Plan Maps for your building(s) to show routes to Evacuation Staging Areas.

Step Six – Emergency Procedures Training and Fire Drills

The principal or site administrator is responsible for ensuring that staff, students and volunteers are trained in the emergency evacuation procedures. Specifically, individuals with disabilities must be trained in the emergency evacuation procedures which accommodate their specific disability. These procedures must be practiced. Use the sample form in **Appendix C** for student and parent acknowledgement of the emergency evacuation plan.

Procedures for evacuating individuals with disabilities shall be incorporated into regular fire drills and practiced with each fire drill. For schools with individuals needing evacuation assistance, the local fire companies should be present for at least one fire drill per year. It is important that fire department personnel participate in the practice evacuation of individuals needing assistance. Contact the local fire companies in advance to schedule these drills.

Step Seven – Annual Review of the Evacuation Plan

Before the beginning of each school year, schools are required to review, revise if necessary and submit an electronic copy along with one signed copy of their evacuation Plan for individuals with disabilities to their district office. These plans will be reviewed and approved by the local fire department jurisdiction annually.

- Revise the list of individuals who will need assistance in evacuating the building in the event of an emergency and post the up-to-date copy at the Fire Alarm Panel (see Step One).
- Revise the Evacuation Plan (see Steps Three, Four and Five) and notify District Office of any changes.
- Incorporate the revised Evacuation Plan for Individuals with Disabilities into the Emergency Procedures and Plans for the school.

APPENDIX

- APPENDIX A -** SAMPLE FORM—LIST OF INDIVIDUALS NEEDING EVACUATION ASSISTANCE
- APPENDIX B -** SAMPLE EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES
- APPENDIX C-** SAMPLE FORM FOR STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION PLAN
- APPENDIX E-** EMERGENCY STAFFING COORDINATOR FLOWCHART
- APPENDIX F-** BUILDING AND FLOOR EVACUATION ROUTE PLANS

APPENDIX

A

**SAMPLE FORM
LIST OF INDIVIDUALS NEEDING EVACUATION ASSISTANCE**

APPENDIX A

DATE: _____

INDIVIDUALS NEEDING EVACUATION ASSISTANCE

POST THIS LIST AT THE FIRE ALARM PANEL AND IN THE OFFICE, IF THESE ARE SEPARATE LOCATIONS. List all individuals needing evacuation assistance, including those temporarily disabled by injury. Include students, staff, volunteers and visitors. List the daily schedule of these individuals. List the names of buddies, if any, assigned to provide assistance. List Evacuation Staging Area supervisors and their assigned areas. **UPDATE THIS LIST DAILY AND NOTE ABSENCES.**

NAME OF INDIVIDUAL NEEDING RESCUE ASSISTANCE	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	DATE/TIME OF ABSENCE	NAME OF ASSIGNED BUDDY

FLOOR	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION
1ST FLOOR						
2ND FLOOR						
3RD FLOOR						

APPENDIX

B

EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

APPENDIX B

[NAME OF SCHOOL]

EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

List of Individuals Needing Evacuation Assistance

A list of all individuals needing evacuation assistance, including those temporarily disabled by injury, **shall be posted at the Fire Alarm Panel**. The list shall include the following:

- Students, staff, volunteers and visitors
- Daily schedule of these individuals
- Names of buddies, if any, assigned to assist these individuals
- Names of Evacuation Staging Area Supervisors and their assigned locations

The list shall be updated daily with absences noted and updated copies shall be posted at the Fire Alarm Panel and attached to this plan.

Evacuation Staging Areas

The locations of Evacuation Staging Areas are indicated on the attached floor plans and are as follows:

Emergency Evacuation Staging Area(s)

(Within the building, 2 per floor, min.)

Ground Floor Location(s): _____

Second Floor Location(s): _____

Third Floor Location(s): _____

Basement or
Below Ground
Level Locations(s): _____

Evacuation Staging Area Supervisors

A different staff member shall be assigned to supervise each Evacuation Staging Area. Evacuation Staging Area Supervisors and their assigned locations are included on the List of Individuals Needing Evacuation Assistance (copy attached to this plan).

The supervisor shall be responsible for supervision, control and assistance within the Evacuation Staging Area. The supervisor shall report the names of occupants of the Evacuation Staging Area to the principal or designee outside the building by [school's designated means of two-way communication].

Evacuation Staging Area Supervisors shall vacate the building only when all of the following conditions are met:

- No students are present in the Evacuation Staging Area
- All students with disabilities are accounted for, and it is determined none will be coming to the room.
- The principal or designee has authorized the Evacuation Staging Area Supervisor to evacuate the room.
- Safe exit is possible.

Evacuation Staging Area Supervisors

Ground Floor: Name _____ Position _____
 Name _____ Position _____
 Name _____ Position _____

Second Floor: Name _____ Position _____
 Name _____ Position _____
 Name _____ Position _____

Third Floor: Name _____ Position _____
 Name _____ Position _____
 Name _____ Position _____

Basement or
Below Ground Level: Name _____ Position _____
 Name _____ Position _____

Assignment of Buddies

Adults shall be assigned as buddies to individuals who need assistance in exiting the building or getting to an Evacuation Staging Area. Assigned buddies are included on the List of Individuals Needing Evacuation Assistance (copy attached to this plan).

Building Evacuation and Fire Drill Procedures

At the sounding of the alarm, all students with disabilities who are able to do so without assistance shall evacuate the building to a safe designated area. Students who are unable to evacuate the building shall report to the nearest accessible Evacuation Staging Area. Students with buddies who are able to evacuate the building with assistance shall evacuate the building to a safe designated area. Buddies shall remain with the students until they are in a safe designated area. Students who need assistance getting to an Evacuation Staging Area shall be accompanied by their buddies to the nearest Evacuation Staging Area.

The principal or designee shall take this plan (including the up-to-date List of Individuals Needing Evacuation Assistance and floor plans showing location of Evacuation Staging Areas) and a [means of two-way communication] outside the building to meet the Fire Department. The Evacuation Staging Area Supervisors shall report the names of the occupants of the Evacuation Staging Areas to the principal or designee, who will report this information to the Fire Department. The principal or designee shall provide the Fire Department with the names of individuals needing evacuation assistance who are not yet accounted for.

APPENDIX

C

**STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION
PLAN**

APPENDIX C

[NAME OF SCHOOL]

STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION PLAN

I have been briefed/instructed/informed of the emergency evacuation procedures at [name of school].

In an emergency evacuation or fire drill, I will [evacuate the building to the safe designated area] [proceed to the nearest accessible Evacuation Staging Area].

Once I have reported to the safe designated area outside [or once I have reported to the Evacuation Staging Area], I will follow the teacher's [Evacuation Staging Area Supervisor's] instructions.

I, _____, have read this notification and have demonstrated an understanding of the procedures in the event of an emergency evacuation.

_____ Student's Signature	_____ Date
_____ Principal or Designee	_____ Date
_____ Parent or Guardian	_____ Date
_____ Parent or Guardian	_____ Date

INDIVIDUAL STUDENT EVACUATION PROCEDURE SPECIAL NEEDS

The following evacuation plan is designed specifically for _____. In the event of an emergency that triggers an evacuation of the facility, _____ will be assisted by either the primary person identified below or, in that person's absence or inability to assist, the back-up person.

_____ will be assisted to _____ area if safe to do so, or _____ if the first area is unsafe. There _____ will either be evacuated through use of _____ or will wait for First Responders to arrive. The person assisting will stay with the student until that student has exited the building safely or they are requested to return to their normal activities.

This plan will be adjusted as necessary throughout the year.

Name of Student:		School:	
Date Procedure Completed:		Procedure Revision Dates:	
Site Special Needs Safety Coordinator		Site Principal	
Type of Evacuation Equipment:		Location of Evacuation Equipment:	
TIME	ROOM	PRIMARY PERSON	BACKUP PERSON
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			

INDIVIDUAL STUDENT EVACUATION PROCEDURE SPECIAL NEEDS

Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
After School			
Primary Evacuation Route: Secondary Evacuation Route:			

The Parents/Guardians have received a copy of this plan on _____

Site Administrator's Signature: _____

Parent's Signature:

SCHOOL EMERGENCY/EVACUATION CONTACTS

Student _____ Grade _____
 School _____ Phone* _____
 Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION

*In an emergency, please DO NOT CALL the school and tie up the school telephones. Use the designated hotline for recorded information.

SCHOOL HOTLINE: _____

Emergency Information: **KCBS 740 AM - KGO 810 AM**

Call 911 ONLY if you have a life-threatening emergency.
 Do not call 911 for information.

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.
- Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- Remain calm.
- Call the school hotline for recorded information. Do not tie up the school telephone lines.
- Bring a photo ID with you to school.
- Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- Follow the directions of school personnel. Cooperate fully with public safety officials.
- Pick up all children for whom you are authorized.
- Leave campus as soon as you are reunited with your child and the others released to your custody.

SCHOOL EMERGENCY/EVACUATION CONTACTS

Student _____ Grade _____
 School _____ Phone* _____
 Physician _____ Phone _____

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- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.
- Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- Remain calm.
- Call the school hotline for recorded information. Do not tie up the school telephone lines.
- Bring a photo ID with you to school.
- Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- Follow the directions of school personnel. Cooperate fully with public safety officials.
- Pick up all children for whom you are authorized.
- Leave campus as soon as you are reunited with your child and the others released to your custody.

Parent Wallet Card

SCHOOL EMERGENCY/EVACUATION CONTACTS

Student _____ Grade _____
 School _____ Phone* _____
 Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION

*In an emergency, please DO NOT CALL the school and tie up the school telephones. Use the designated hotline for recorded information.

SCHOOL HOTLINE: _____

Emergency Information: **KCBS 740 AM - KGO 810 AM**

Call 911 ONLY if you have a life-threatening emergency. Do not call 911 for information.

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