

CASCADE HIGH SCHOOL

Emergency Operations Plan

801 E. Casino Rd.
Everett, WA. 98203

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School Plan



I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the school and its staff.

Developing, maintaining, and exercising the plan empowers staff in an incident to act quickly and knowledgeably. In addition, the plan educates staff, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the school has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines.

B. Scope of the Plan

This EOP outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence—natural, technological, or human-caused—that requires a response to protect life or property. The principal or designee shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Hazards: Hazards shall include situations involving threats of harm to students, staff, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

C. Situation Overview

1. School Population

a. General Population

Cascade High School's current enrollment is approximately 1,820 students located in 9 buildings on campus as well as outdoor sports fields, courts, and associated structures. These students are supported by a committed staff consisting of:

- 82 Teachers and specialists
- 4 Administrators
- 11 Office/support staff
- 21 Paraeducators
- 12 Cafeteria staff
- 8 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. Refer to the *Master Schedule Annex* as a reference.

b. Special Needs Population

Cascade High School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with (LIST SPECIFIC):

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/ physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 225; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

The list of students and staff names with special needs along with their schedules can be found in the *Special Needs Students and Staff Annex*. Staff members that have been trained and assigned to assist the special needs population during drills exercises, and incidents are listed.

2. Building Information

Cascade High School is located on a 38.85-acre lot and includes 9 buildings, as well as outdoor sports fields, courts, and associated structures. All classes take place in the main building campus.

A map of the buildings annotated with evacuations, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers first aid kits, hazardous materials storage, and utility shutoffs is included in the *Building Map Annex*. All staff members are required to know these locations as well as how to operate the utility shutoffs.

3. Hazard Analysis Summary

Cascade High School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Hazards include:

Site hazard – Larger propane tank located in the southwest section of campus, northwest of building 400 and southwest of building 500.

Regional hazards – Paine Airfield located 5 miles southwest of campus; Highway 526 located south of campus.

4. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. The school fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. The school is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, the school requires all adults to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. The school has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. The school was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents as described above, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergencies occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours (See the School Emergency Food Usage Plan in the *Continuity of Operations (COOP) Annex*).
- There may be a number of injuries of varying degrees of seriousness to staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Everett Public Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, each school can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

Master Schedule Annex

Please see master schedule at the end of this document.

Special Needs Students and Staff Annex

Cascade High School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/ physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 400; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with special needs along with their schedules can be found in the *Special Needs Students and Staff Annex*. Staff members that have been trained and assigned to assist the special needs population during drills exercises, and incidents are listed.

Students with special needs might be in any number of classrooms at a time. Of note:

- Room 152 – Students in this room include medically fragile students, as well as students with substantial cognitive and/or physical disabilities. Some of these students have 1:1 paraeducator assistance, in addition to a certificated teacher.
- Room 413 – Students in this room may have significant cognitive disabilities and/or disabilities that could affect the student's ability to communicate and/or quickly process directions. These students have paraeducator assistance, in addition to a certificated teacher.
- Rooms 623, 627, 629 – These rooms house English Learner students, who may be extremely limited in English proficiency.
- Portable 2 – Pre-K program.
- Rooms 211, 212, 213 – Students in these rooms have behavioral or emotional disabilities. These students may have paraeducator assistance, in addition to a certificated teacher.
- Rooms 209, 213, 217, and 609 – Students in these rooms have academic disabilities, but might have other disabilities as well. These students may have paraeducator assistance, in addition to a certificated teacher.

Building Map Annex

Please see Building Map Annex at the end of this document

Emergency Equipment Annex

Cascade High School's Go Bag is located in the Michael Takayoshi's office

Cascade High School's emergency equipment is located in the custodial garage.

Classroom Safety Backpack Contents List

- Metal Whistle
- Duct Tape (1 Roll)
- 50 Foot Utility Cord
- Small First Aid Kit
- Small EMT Multi-Use Scissors
- Letter Size Clipboard
- Writing Pad - Letter Size
- Ball Point Pen - Blue Stick
- Light Stick - Green 12 Hour (4)
- 4 Ounce Hand Sanitizer (2)
- Toilet Paper (1 Roll)
- Large Disposable Nitrile Gloves (2 Pair)
- Emergency Survival Blanket - 84" x 52" (3)
- 8 x 10 Blue/Green Tarp
- Garbage Bags - 30 Gallon (6)
- Safety Vest - Orange Mesh Reflective w/Pocket
- Shock Resistant Flashlight
- AA Batteries (4)

Evacuation Annex

Evacuation Procedures

The Incident Commander Shall:

1. Evacuate to the designated area (site emergency map) bringing a bullhorn and a two-way radio for communication.
2. Obtain an accurate head count of all staff and students.
3. Identify missing individuals and their likely location.
4. Contact the regional deputy/assistant superintendent.
5. Provide details to the fire or police department when they arrive on the scene.
6. Coordinate with the fire or police department until the emergency is over.
7. Ensure students are returned to their classrooms or dismissed according to established student release procedures, as the regional deputy/assistant superintendent deems necessary.

Office and Custodial Staff Shall:

1. Check for students in the restrooms, gym, commons and nurse's station in administrative areas.
2. Evacuate with two-way radios to the safe dispersal area.
3. Act as runners between the site administrator and teachers, to communicate information on missing individuals and emergency information.

Itinerant Staff Shall:

1. Secure their work areas from immediate hazards (i.e., powering down, closing valves, etc.).
2. Evacuate to the dispersal area.
3. Provide assistance as assigned by the principal or his/her designee.

General Education Teachers Shall:

1. Check to see if the primary evacuation route is safe and clear. If primary route is not accessible, use the secondary route.
2. Collect all students and Teacher Response supplies expeditiously from the classroom and area restrooms and evacuate in an orderly fashion to the safe dispersal area.
3. Upon arrival at the assembly point, line up the students and perform a roll call.
4. Convey the results of the roll call and report the names and likely locations of any missing individuals to the designated runner.
5. Supervise students during the emergency evacuation procedure.
6. Wait for the signal to return to the classroom, or further instructions for campus dismissal.
7. Non-special-needs teachers shall aid in the evacuation of visitors and students who are temporarily mobility-impaired (i.e., on crutches, etc.).

Special-Needs Teachers Shall:

1. Check to see if the primary evacuation route is safe and clear. If primary route is not accessible, use the secondary route.
2. Collect all students expeditiously from the classroom and restrooms.
3. Assign evacuation assistant duties to para educators and other trained staff members for the students under their supervision. The special-needs teacher shall ensure that two adults shall be assigned to each mobility-impaired student.
4. Evacuate in an orderly fashion to the safe dispersal area.
5. Upon arrival at the assembly point, line up the students and perform a roll call.
6. Convey the results of the roll call and report the names and likely locations of any missing individuals to the designated runner.
7. Supervise students during the emergency evacuation procedure.
8. Wait for the signal to return to the classroom, or further instructions for campus dismissal.

Para Educators and Trained Staff Shall:

1. Provide assistance as instructed by the primary and secondary special needs teachers.
2. When assigned to the first floor, wheel special-needs students in wheelchairs to the evacuation area.
3. When assigned to the second floor, assist in carrying students in wheelchairs down the stairs to the dispersal area. If needed, two adult assistants may be assigned for one wheelchair-bound student.
4. Provide assistance to non-mobility impaired special-needs students by being a “buddy.” This activity requires holding the hand of the individual and guiding them down the stairs. These students are not mobility impaired and only need a firm hand to lead them.

Students Shall:

1. Follow instructions of teachers and support staff during emergencies.
2. When willing and physically able, be assigned to assist special-needs students during evacuation. Duties may include:
 - a. Act as a “buddy” to assist non-mobility impaired students to safe dispersal area.
 - b. Assist temporarily mobility impaired students on crutches as described in the following section.

Mobility-Impaired Visitors

Visitors needing help and students who are temporarily mobility-impaired (i.e., on crutches, etc.) shall be assisted by trained staff during an emergency. Teachers, office, library, and custodial staff shall be trained to assist in the evacuation of these individuals.

Fire and Fire Drills

In the Event of a Fire

- Give the fire alarm signal (one long continuous signal).
- Call and report the fire (911).

Authority to sound the fire alarm system in the event of a real emergency is possessed by ANY PERSON who discovers the fire.

Principal/Administrator Responsibilities

- Sound the alarm.
- Call and identify self to fire department officials, directing them to the location of the fire and give them any necessary special information.
- Make a building search.
- Ensure that students and teachers perform all activities assigned to them during fire drills.

Fire Drills

- Instruction must be given to all students on the FIRST DAY of school each year.
- A fire drill should be held within the first ten days of school and as frequently as may be necessary to assure rapid and orderly evacuation.
- It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire drill procedures for the building.

Authority to Call Drills

The sound of a fire alarm for the purpose of a drill is an authority possessed solely by the principal, or someone authorized by him/her.

Purpose of Fire Drills

Fire drills are held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of emergency there shall be no hesitation or confusion in leaving the building.

These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation. Therefore:

- All persons in the building must take part in the fire drill.
- Every fire alarm should be considered as a warning of an actual fire.

Frequency of Fire Drills in Schools

- Fire drills shall be held as often as necessary to assure rapid and orderly evacuation of the school building. During severe weather, fire drills may be postponed. A record of all fire drills shall be kept on the premises subject to inspection by the fire chief. All drills will be recorded in a timely manner in the Rapid Responder system.
- In schools, fire drills include complete evacuation of all persons from the building.

Warning Signals ~ Fire Drills

The fire warning signal shall be one long continuous signal, whether by bell, siren or air horn.

An emergency warning signal, either by whistle, air horn or hand siren, should be planned for, and occasionally used, thereby anticipating possible power failure.

Principal/Administrator Responsibilities

- Be in complete charge of all matters pertaining to organizing and conducting fire drills in the building and shall be responsible for the efficiency of the drill and all corrective actions or punishments taken for violation of the rules and regulations.
- Be thoroughly familiar with the fire alarm system, all fire fighting equipment, all means of egress, and any special features of the building that might prove dangerous to human life (storerooms, lunchrooms, attic spaces, ventilators, etc.), or where fire may spread quickly.
- Be responsible for notifying custodians, engineers, and lunchroom staff that in case of an actual fire, the ventilating systems, the oil burners, gas meters, ovens, etc. are to be shut off.
- Appoint all subordinate officers (see below) and instruct them in the general plan of the drills and details of their specific duties, such as instruction regarding:
 - ✓ How to send an alarm to the fire department (including how the fire alarm system operates ~ both electrical and emergency).
 - ✓ How to use all in-school firefighting equipment.
 - ✓ The importance of quick action to send in a fire alarm signal, and to vacate the building ~ even if in-school firefighting equipment is in use.
- Appoint subordinate officers:
 - ✓ Searchers ~ These are teachers assigned to inspect sections of the buildings to make sure that everyone is out. Closets, lavatories, teachers' rooms and all other places frequented by students or teachers must be checked. Searchers shall rejoin their classes as soon as the inspection is completed.
 - ✓ Traffic Guards ~ These are students appointed by the Incident Commander to open doors, assist in traffic control and maintain order.
 - ✓ Safety Coordinator ~ In case of actual fire, during the absence of the Incident Commander, it must be clearly understood by the entire staff which person shall be in charge.

Teachers/Staff Responsibilities

- Be in charge of their respective classes.
- Issue all commands relative to participation in the fire drills except as delegated by them to aides.
- Unless assigned as searchers, lead their classes to the designated outside stations.
- Immediately report to the Emergency Operations Center or fire drill aides, if any student is unaccounted for after a visual check of students.

During Fire Drills

- Teachers shall lead students to the designated exit.
- Students shall walk briskly (no running), with arm's length spacing, and without talking, laughing or breaking from the ranks. (No student may leave the line.)
- Students not in the classroom shall join the line of the first group of students met. (The student must not return to the classroom.)
- Teachers shall check roll when assigned area is reached.
- Teachers shall not leave the students gathered at a designated area unless someone is placed in charge.
- Teachers shall notify the Incident Commander if any student is missing.
- The principal shall initiate a search for any missing students.

After a Fire Drill

- The Incident Commander shall give the all clear signal (a short steady signal).
- Teachers shall lead the students back into the classroom.
- Teachers shall check the roll.
- Students shall not loiter in the halls.
- Teachers shall notify the Incident Commander if any student is missing.
- The Incident Commander shall initiate a search for any missing students.

After a FALSE ALARM, Principal/Administrator Responsibilities

- ✓ Notify the fire department of the incident.
- ✓ Notify school officials of the incident.

Drills on Request

Occasionally, fire department representatives may come to schools and request an immediate fire drill. In general, this is their method of checking upon the quality of the drill program. Incident Commanders are expected to cooperate fully, even to the extent of calling a drill at an inconvenient time.

Lockdown Annex

Lockdown Procedures

The Site Administrator Shall:

1. Call the designated executive director.
2. Coordinate the securing of all doors and school access points.
3. Obtain an accurate head count of all staff and students.
4. Identify missing individuals and their likely locations.
5. Provide details to the police when they arrive on the scene.
6. Coordinate with Law Enforcement until the emergency is over.

Custodial Staff Shall:

1. Follow procedures as outlined in site emergency plan.

Itinerant Staff:

1. Secure their work area from immediate hazards.
2. If inside during a lockdown, close and lock doors, and close blinds.
3. If working outside during a full lockdown, leave site immediately. Notify department supervisor for additional directions.
4. If working outside during a modified lockdown, go inside and close and lock doors, and close blinds. Report presence to ICP. (Leaving during a police search in the vicinity of the school may throw off tracking dogs and district police resources.)

Teachers Shall:

1. Round up all students directly outside classroom.
2. Lock door, close outside blinds. Interior blinds must also be closed.
3. Teachers shall maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - a. Full lockdown students shall be instructed to get under desks and away from windows.
 - b. Modified lockdown students may function in classrooms but may not leave the building under any circumstances.

A FULL LOCKDOWN IS ALWAYS ASSUMED UNLESS OTHERWISE NOTIFIED BY LAW ENFORCEMENT OR INCIDENT COMMANDER.

Convey the results of the roll call and report the name and likely location of any missing individuals to the office if asked.

4. Wait for the all-clear announcement to end lockdown.

Office, Educational Assistants and Other Staff Shall:

1. Provide assistance as instructed by the Site IC.
2. When assigned, collect information on head counts and likely locations of missing students.

All Staff and Students Shall:

1. Refrain from using remote controls, telephones, or radios during lockdown unless assigned by the Site IC or designee.
2. Go immediately to a Class I Lockdown (get under desks, lie on the floor and get away from windows and doors) if gunshots are heard.
3. **CAUTION:** If the fire alarm is activated during a lockdown, staff and students shall not evacuate unless evidence of fire (i.e., smoke, flames) is seen or smelled. (This maybe a ploy to get students out in the open and make them vulnerable to assault.)
4. If students and staff are on the playground or on an athletic field during lockdown:
 - a. If the intruder is on the playground or athletic field, staff and students shall be instructed to go to the cafeteria or gym.
 - b. If the intruder is in the building, staff and students shall be directed to an alternative Parent/Student Reunion point.
5. If students are on a bus, they should drop and lie flat on the bus floor.

Shelter-in-Place Annex

Administrative Procedures

“Shelter-in-place” is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment.

PREPARATION
<ul style="list-style-type: none"><input type="checkbox"/> Staff and students receive annual training in “shelter-in-place” procedures.<input type="checkbox"/> “Shelter-in-Place” drills occur at least once annually.<input type="checkbox"/> Inventory classroom emergency equipment.<input type="checkbox"/> Assess classrooms and offices to determine which spaces are appropriate for sheltering use.<input type="checkbox"/> Identify alternate locations for students and staff in portables and gymnasiums.<input type="checkbox"/> Prepare written/pictorial instructions for shutting down heating and ventilation systems.<input type="checkbox"/> Train appropriate staff to shut down heating and ventilation systems.<input type="checkbox"/> Develop emergency communication protocols (especially use of email) and notification to outlying areas.<input type="checkbox"/> Determine a protocol for limiting student/staff cell phone use.
RESPONSE
<ul style="list-style-type: none"><input type="checkbox"/> Main office receives directive to “shelter-in-place”. May come from District office or emergency agency.<input type="checkbox"/> Administrator or designee closes the school, activates emergency plan, and assumes Incident Command role.<input type="checkbox"/> COMMUNICATE “SHELTER-IN-PLACE” STATUS: (notify remote buildings and outlying areas)<ul style="list-style-type: none">“SHELTER IN PLACE. THIS IS NOT A DRILL”“STAFF AND STUDENTS PLEASE MOVE TO YOUR SHELTER AREAS.”<input type="checkbox"/> ASSIGN RESPONSIBILITIES TO OTHERS: (administrator remains in command center.)<ul style="list-style-type: none"><input type="checkbox"/> LOCK all outside doors. Assign monitors.<input type="checkbox"/> NOTIFY area director.<input type="checkbox"/> SWEEP halls and non-classroom areas of students; move to nearest shelter room.<input type="checkbox"/> TURN OFF heating and ventilation systems, seal make-up air systems.<input type="checkbox"/> MONITOR RADIO AND MAIN PHONE LINE.<input type="checkbox"/> REPORT progress to district office.<input type="checkbox"/> ASSESS NEEDS AND PROVIDE CARE:<ul style="list-style-type: none"><input type="checkbox"/> Contact each room to determine needs for first aid or other care.<input type="checkbox"/> WAIT FOR INSTRUCTIONS OR INFORMATION:<ul style="list-style-type: none"><input type="checkbox"/> If instructed by officials, seal rooms as directed.<input type="checkbox"/> Update staff and students as information is received.<input type="checkbox"/> Work with the district Public Information Officer on a Connect-ED call to parents.<input type="checkbox"/> GIVE “ALL CLEAR” SIGNAL when safety of the environment has been assured.<ul style="list-style-type: none"><input type="checkbox"/> Direct staff and students to exit the building.<input type="checkbox"/> Once building is clear, direct maintenance staff to re-start HVAC systems.
RECOVERY
<ul style="list-style-type: none"><input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible.<input type="checkbox"/> Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.<input type="checkbox"/> COMMUNICATE STATUS:<ul style="list-style-type: none"><input type="checkbox"/> Notify district office of any problems.<input type="checkbox"/> Email staff an overview of the situation to minimize misinformation.<input type="checkbox"/> Work with the district Public Information Officer to prepare a brief written communication to parents explaining the situation.<input type="checkbox"/> Debrief and evaluate with key staff, including First Responders.<input type="checkbox"/> DOCUMENT and REPORT:<ul style="list-style-type: none"><input type="checkbox"/> Prepare a report that documents events, response, and results of the “shelter-in-place” directive. Revise response procedures as necessary.<input type="checkbox"/> Enter action in Rapid Responder.

Classroom/Office Procedures

“Shelter-in-place” is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment.

PREPARATION
<ul style="list-style-type: none"> <input type="checkbox"/> Review “shelter-in-place” procedures at least annually with your students; post sheltering guidelines. <input type="checkbox"/> Explain to students the reasons for “shelter-in-place”—answer questions and re-assure students <input type="checkbox"/> Inventory classroom emergency equipment; advise administration of needed equipment or supplies.
RESPONSE
<ul style="list-style-type: none"> <input type="checkbox"/> BECOME FAMILIAR WITH CAMPUS LOCATIONS. <input type="checkbox"/> IDENTIFY SHELTER SPACES. <input type="checkbox"/> RESPOND TO ALERT: “<i>SHELTER IN PLACE. THIS IS NOT A DRILL.</i>” <ul style="list-style-type: none"> <input type="checkbox"/> MOVE to your assigned shelter location with your students. <input type="checkbox"/> SWEEP any students in the hallway into your shelter room. <input type="checkbox"/> LOCK all exterior doors (lock exterior doors near your room.) <input type="checkbox"/> CLOSE windows. <input type="checkbox"/> TURN OFF any classroom heating or ventilation; cover air vents with plastic <input type="checkbox"/> Instruct students to stay calm. Share developmentally appropriate information. <input type="checkbox"/> Do not use the telephone system to request information (follow protocols for email.) <input type="checkbox"/> ASSESS SITUATION: <ul style="list-style-type: none"> <input type="checkbox"/> Inventory any injuries or other problems (panic, medical emergencies.) <input type="checkbox"/> Communicate problems to main office. <input type="checkbox"/> Take a complete written roll of all students in your classroom. <input type="checkbox"/> CARE FOR THE STUDENTS IN YOUR SUPERVISION: <ul style="list-style-type: none"> <input type="checkbox"/> Provide first aid if needed. Calm and re-assure upset students. <input type="checkbox"/> Use supplies in your emergency kit as needed or necessary. <input type="checkbox"/> Occupy students with activities, music, reading, etc. to reduce anxiety. <input type="checkbox"/> WAIT FOR INSTRUCTIONS: <ul style="list-style-type: none"> <input type="checkbox"/> Monitor email for updates from administration. <input type="checkbox"/> WAIT FOR “ALL CLEAR” SIGNAL or communications from command post or responders. Follow any instructions on exiting or ventilating the building.
RECOVERY
<ul style="list-style-type: none"> <input type="checkbox"/> Assess the need for aftercare or counseling by students in your care. <input type="checkbox"/> Contact front office with names/numbers of students who may need counseling or aftercare. <input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible. <input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators.) <input type="checkbox"/> Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle. <input type="checkbox"/> Inventory and re-stock emergency supplies as needed.

Maintenance/Custodial Procedures

“Shelter-in-place” is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment.

PREPARATION
<ul style="list-style-type: none"> <input type="checkbox"/> Review “shelter-in-place” procedures at least annually with all maintenance staff; post instructions in work areas. <input type="checkbox"/> Explain to employees the reasons for “shelter-in-place.” <input type="checkbox"/> Inventory emergency equipment, including plastic and tape to seal rooms, doors, and HVAC systems; prepare pre-cut plastic sheets or prepare other means to seal HVAC systems. Assess the ability to shut off and seal HVAC systems and other exposures to the outside environment. Advise administration of needed equipment, supplies or maintenance. <input type="checkbox"/> Assist in the assessment to determine which spaces are appropriate for sheltering use.
RESPONSE
<ul style="list-style-type: none"> <input type="checkbox"/> RESPOND TO LOCKDOWN ALERT: “SHELTER IN PLACE. THIS IS NOT A DRILL.” <ul style="list-style-type: none"> <input type="checkbox"/> CLOSE AND LOCK all outside doors and windows. <input type="checkbox"/> SHUT DOWN all HVAC systems and SEAL air intakes and exhausts. <input type="checkbox"/> TURN OFF any classroom heating or ventilation; cover air vents with plastic. <input type="checkbox"/> SEAL all exterior building openings which allow air intrusion. <input type="checkbox"/> ASSIST teachers and administrators with sealing remainder of building. <input type="checkbox"/> ASSESS SITUATION: <ul style="list-style-type: none"> <input type="checkbox"/> Inventory any major air intrusions and report to Incident Command. <input type="checkbox"/> Communicate other problems to Incident Command. <input type="checkbox"/> Document your actions, including times HVAC was shut down. <input type="checkbox"/> CARE FOR THE STAFF or STUDENTS IN YOUR SUPERVISION: <ul style="list-style-type: none"> <input type="checkbox"/> Provide first aid if needed. Calm and re-assure upset staff or students. <input type="checkbox"/> Use supplies in your emergency kit as needed or necessary. <input type="checkbox"/> REASSESS SITUATION AND WAIT FOR INSTRUCTIONS: <ul style="list-style-type: none"> <input type="checkbox"/> Reassess building sealing efforts and report problems to Incident Command. <input type="checkbox"/> Reseal doors and windows with plastic and tape if instructed to do so. <input type="checkbox"/> Monitor radio or email for communications. <input type="checkbox"/> WAIT FOR “ALL CLEAR” SIGNAL or communications from command post or responders. Follow any instructions on exiting or ventilating the building.
RECOVERY
<ul style="list-style-type: none"> <input type="checkbox"/> Assess the need for aftercare or counseling by students in your care. <input type="checkbox"/> Contact front office with names/numbers of students who may need counseling or aftercare. <input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible. <input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators.) <input type="checkbox"/> DOCUMENT and REPORT: <ul style="list-style-type: none"> <input type="checkbox"/> Provide feedback to administration to improve planning/response cycle. <input type="checkbox"/> Participate in debriefing sessions. <input type="checkbox"/> Inventory and re-stock emergency supplies as needed.

Accounting for All Persons Annex

Plan the courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

The planning team should consider the following when developing goals, objectives, and courses of action:

When evacuating, teachers will account for their students at their individual spots and notify the administrator in charge of that area. Teachers will have copies of their class lists on their clipboard. During a drill they will be released when given a signal by the area administrator. During an emergency, students will be released in accordance with the reunification plan.

Earthquake Annex

All students shall be required to stay at school under the care and supervision of district personnel until released to their parents, legal guardians or an adult listed on the student's authorized emergency contact list. Students on buses shall remain in the custody of the bus driver and shall, if possible, be delivered to a district school site for care and supervision.

Staff and students shall:

Stay calm; your students are depending on you!

1. If in a building:
 - a. DROP, COVER AND HOLD. Face away from windows, and try to avoid glass and falling objects, move away from under suspended light fixtures. Get under desks, chairs or tables.
 - b. After the earthquake stops, teachers shall make a quick assessment of the class and post on the doors, one of three communications cards kept in their "to go" box:
 - i. Red ~ Urgent, injuries need immediate assistance.
 - ii. Yellow ~ Minor injuries, need assistance.
 - iii. Green ~ Everyone evacuated.
 - c. If students or staff are injured, the teacher shall hand off his/her class to his/her "buddy teacher" for evacuation and stay behind to render assistance.
 - d. The "buddy teacher" shall evacuate and request aid for those left behind.
 - e. The building assessment team shall check the building and evaluate if continued evacuation is warranted, or if re-occupancy may occur and report back to the site IC.
2. If outside on school grounds:
 - a. The teacher, or other person in authority, shall instruct students to DROP. The safest place is in the open. Stay there until the earthquake is over. Move away from buildings, trees, and exposed wires.
 - b. Remain in the open until a member of the building assessment team or runner advises that it is okay to enter the building.
 - i. Students may be returned to classroom OR
 - ii. Wait in the gymnasium.
3. On school bus (regular routes, field trips, etc.)
 - a. Students shall follow the directions of the bus driver. The bus driver is legally responsible for the welfare of student riders.
 - b. Driver is to contact district transportation for instructions.

School administrative procedures:

1. When appropriate signal evacuation of building by sounding alarm.
2. Assess damage and determine if any part of the school can be used as a shelter.
3. Activate school-based emergency ICS response teams.

Severe Weather Annex

Severe weather is defined as weather conditions that are, or have the potential to be, dangerous to pedestrian and/or vehicular traffic and include: snow, ice, high winds (over 40 mph), extreme heat, and extreme rainfall.

Procedure

- Snohomish County Department of Emergency Preparedness will notify designated personnel at Everett Public Schools that severe weather conditions are imminent or forecasted.
- When severe weather warnings are received:
 - ✓ The superintendent/designee will notify the principals/administrators of the danger and/or warning.
 - ✓ The principals/administrators will notify students and staff in the most direct and expedient manner.
- Students and staff are to remain in the building and be kept away from windows. Interior hallways and lower floors are the safest in severe windstorms.
- In the event of damage and/or injuries, the site emergency plan will be activated, and personnel will assume emergency responsibilities as assigned/delegated.

Procedure for Abbreviated Schedules or School Closure Due to Emergency Conditions (including hazardous weather).

- Only the superintendent or his/her designee has the authority to alter the school or district office schedule. The superintendent's designee(s) will act in his/her absence.

Abbreviated Day: The Superintendent, in consultation with the Executive Director of Facilities and Operations, Supervisor of Transportation and the Director of Maintenance and Operations, will determine if some or all schools should be closed or opened on an abbreviated schedule. Once a decision is made, the Executive Director of Facilities and Operations will initiate a communications plan to inform district staff, students, parents, community and local news media.

Early Closures

- In the event of a major emergency that may threaten the operation of several or all schools in the district, the superintendent or his/her designee will determine whether normal district (site) operations should be halted or should continue.
- Suspension of normal operations does not necessarily mean that the facility will be closed, but it may mean that normal school/office schedules are disrupted.

The superintendent or his/her designee will consult the Office of Emergency Preparedness where required, site administrators, appropriate agencies and district departments in making the decision to interrupt or continue normal operations.

Reference: Everett Public Schools [Policy 2223](#) & [Procedure 2223P](#), [School Closure](#)

Release of Students when Normal Operations are Interrupted

In the event of an emergency (including weather related situations), when normal school operations are interrupted, all students (those who walk, drive or are transported by school buses) and staff will remain at the school site until normal release time unless the evacuation of an entire site is needed, in which case students and staff will be transported to a nearby district facility.

Retaining Students at School

- At the normal release time, the superintendent or his/her designee in consultation with site leaders, appropriate district departments and the County Office of Emergency Preparedness (if needed) will re-evaluate conditions and determine if students can be released and/or transported.
- Schools will have plans for adequate student supervision when students cannot be released at the normal time.
- Staff may be required to remain in emergencies when student supervision is necessary.
- Non-school administrators will be expected to assist schools in student supervision during such conditions.
- The Director of Communications or his/her designee will notify area broadcast media of the interruption of normal operations and student release procedures.
- Once a major emergency has been identified and announced to the public, parents, guardians or other authorized persons may pick up students before normal release time. Only those persons specifically identified on student records will be allowed to take students from school. School staff will keep records of all students who leave and to whom they were released.
- Decisions about after school activities will, when possible, be made by 1:00 p.m. on the day of the school delay or closure. The decision will be made by the Superintendent in consultation with the Executive Director of Facilities and Operations.

Natural Disaster Annex

Incident Flow for Natural Disaster

The following is an **example** of how the school staff would respond in the event of a situation that renders the building unusable. (This plan is NOT for lockdowns)

1. *Classroom Teachers* comprise the **Student Care Team** and will stay with their students at all times following the established plan to evacuate building when instructed to do so. Absolute silence is required. Attendance will be taken and submitted.
2. **The Sweep Team** will clear the building and report the condition of the facility to the Command Post.
3. **The Command Post** will be established in the front of the main office. Any staff member who does not have an assignment will report to CHS at the command post.
4. If students are unaccounted for, information will be gathered as to where they were last seen.
5. **Logistics Personnel** will oversee the distribution of supplies as directed by Administrator and Office Manager and available staff will assist in handing out supplies.
6. **Rescue Team** members (*Same as sweep team*) will retrieve their gear from the grounds building and look for missing students.
7. The **Medical Team** will retrieve their supplies from the health room and establish a medical post in building 1. The health nurse will assign additional help as needed.
8. If the decision is made NOT to reenter the building the students will remain on the fields with their current period teacher until instructed to move by the incident commander. When directed by the Incident Commander the **Student Release Team** will gather supplies and establish a post in front of the tennis courts.

Our off-site evacuation and reunification site is Everett Memorial Stadium. The **Student Release Team** would work with the CRC Emergency Team and prepare to reunify students and parents.
9. **Staff Care Team** – The Counseling Department leader will contact staff members to check their welfare.
10. On the hour and the half hour each **Team Leader** will report in person or by radio to the **Incident Command Post** to update their situation. This information will be recorded by the **Planning / Intelligence Chief**.
11. **Available Staff Members** -- Staff members not assigned to students and can be used to supplement the Medical Team, Student Release Team or to be a runner. The *kitchen staff* may also be available. Available staff should report to the command post for assignment by building safety team leader.

Bomb Threat Annex

Introduction

Guidelines for managing bomb threat emergencies at Everett Public Schools.

1. Provide initial training to all school administrators, secretaries, teachers and building staff on the proper use of your building's bomb threat emergency procedures. Training should include threat assessment for school administrators and search technique for those personnel who will assist with the cursory search.
2. Annually provide refresher-training exercises for appropriate personnel.
3. Keep the Call Taker's Checklist readily available for each school building staff member or others who have responsibility for taking in-coming telephone calls.
4. Keep your Bomb Threat Emergency Procedures readily available for each school administrator to use in case of a bomb threat emergency.
5. Ensure your building's public-address system is operating properly and can be heard by all occupants.
6. Establish alternate sites for shelter and evacuation. Pay particular attention to evacuation procedures for limited ability students.

Responsibilities

The most difficult decision to be made after receiving a bomb threat is whether to evacuate the school building. The school administrator/site manager is responsible for determining whether an evacuation is necessary. Evacuation is not necessarily the safest course of action in an emergency. If time and circumstances permit, the school administrator/site manager will consult with supervisors.

The decision to evacuate is made after assessing the credibility of the bomb threat. Using the attached THREAT ASSESSMENT CHECKLIST, the school administrator should carefully assess the credibility of the threat.

A valuable aid in the threat assessment process is to conduct a cursory search of the school campus and parking lot to look for items that are out of order or suspicious in some other regard. Using the attached CURSORY SEARCH GUIDELINES and predetermined assistance, the school administrator should supervise the search.

Should a suspicious object be discovered, and a decision made to evacuate, the attached EVACUATION GUIDELINES should be followed.

Upon arrival, law enforcement personnel will assist the school administrator with threat assessment and a cursory search. Designate someone to meet police upon their arrival.

Call Taker's Actions

1. If your school receives a bomb threat, the call taker should immediately refer to the attached CALL TAKER'S CHECKLIST and attempt to solicit as much information as possible from the caller.
2. The call taker should notify the school administrator and 9-1-1. Law enforcement will be dispatched to investigate the threat.
3. The call taker should immediately take steps to trace the call.

CALL TAKER'S CHECKLIST FOR BOMB THREAT

1. PHONE INFORMATION

On the Display: Caller's Number (unless blocked) _____

(Time: _____ Day: _____ Date: _____)

Call Taker's Extension Number: _____ Name: _____

(Note: complete information will appear when you hang up.)

2. THE THREAT

Exact wording of the "threat":

Sex of caller _____ Age _____ Race _____

QUESTIONS TO ASK

- a. When is bomb going to explode?
- b. Where is the bomb right now?
- c. What does the bomb look like?
- d. What kind of bomb is it?
- e. What will cause the bomb to explode?
- f. Did you place the bomb? Yes/No
- g. What is your name? _____
 Address _____
 Phone Number _____

3. BACKGROUND SOUNDS:

- | | |
|--|---|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> House noise |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Crockery/dishes |
| <input type="checkbox"/> Motors | <input type="checkbox"/> Static |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Office equipment |
| <input type="checkbox"/> Music | <input type="checkbox"/> Factory equipment |
| <input type="checkbox"/> Animals | <input type="checkbox"/> Airplanes |
| <input type="checkbox"/> Local | <input type="checkbox"/> Long distance |
| <input type="checkbox"/> Booth | <input type="checkbox"/> PA system |
| <input type="checkbox"/> Cell phone | <input type="checkbox"/> Other (list below) |

CALLER'S VOICE:

- | | |
|--|---|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Laughing |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Crying |
| <input type="checkbox"/> Raspy | <input type="checkbox"/> Accented |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Normal |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Distinct |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Stuttered | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Familiar? If familiar, who did it sound like? _____ | |

4. THREAT LANGUAGE:

___ Incoherent ___ Foul ___ Taped ___ Irrational ___ Well spoken (educated)

___ Message read by threat maker

REMARKS: _____

5. TRACKING THE CALL (After sharing above information with the school administrator)

_____ Call Information Systems & Technology at Ext. 4200

- Advise them that you have just received a phone bomb threat.
- Request assistance to trace (provide information in #1)

THREAT ASSESSMENT CHECKLIST

LOW LEVEL THREAT

Cursory search and evacuation are unlikely.

- _____ Threat is vague and indirect.
- _____ Information contained is inconsistent, implausible or lacks detail.
- _____ Threat lacks realism.
- _____ Content of the threat suggests person is unlikely to carry it out.

MEDIUM LEVEL THREAT

Cursory search should be considered, base evacuation decision on search results.

- _____ Threat is more direct and concrete than a low-level threat.
- _____ Wording in the threat suggests that the caller has given some thought as to how the act will be carried out.
- _____ There may be a general indication of the possible place and time (though this still is short of a detailed plan).
- _____ There is no strong indication that the caller has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility.
- _____ There may be a specific statement seeking to convey that the threat is not empty: "I'm serious" or "I really mean this!"

HIGH LEVEL THREAT

Cursory search and evacuation should be seriously considered.

- _____ Threat is direct, specific and plausible.
- _____ Threat suggests concrete steps have been taken toward carrying it out, (i.e.: statements indicating the caller has acquired or practiced with a weapon or has had a victim under surveillance).
- _____ Call from a third party reporting the incident.
- _____ A suspicious item or device has been discovered on school grounds.

Cursory Search Guidelines

A valuable aid in the threat assessment process is to conduct a cursory search of the school campus and parking lot to look for items that are out of order or suspicious in some other regard. The school administrator should supervise the search using the following guidelines and predetermined assistance.

A covert signal should be given to alert building personnel that a cursory search is necessary. Predetermined building personnel, upon hearing the alert signal, should check their assigned areas (i.e., classrooms, bathrooms, common areas, access areas, stairwells, outside areas, etc.) and report the results immediately to the school administrator.

The school administrator should use a map of the school campus to mark areas as they are searched and confirmed to be "all clear". Upon arrival, law enforcement personnel will assist with the search.

Critical areas to be checked include those where a bomb could easily be hidden:

- Garbage cans and dumpsters.
- Exterior areas that are concealed from view (i.e., under trees and shrubs, inside planters and flower boxes, etc.)
- Unlocked storage or maintenance areas and sheds.
- In and under unauthorized vehicles parked near school buildings.

If the cursory search results are negative, the school administrator should consult with the appropriate regional deputy/assistant superintendent before making a decision to reoccupy the building.

Caution

Should a suspicious object be found during the cursory search, do not touch or move it. Law enforcement personnel should be advised immediately, and the location of the object specifically reported. The area surrounding the object should be immediately isolated and secured. Deciding where and how to evacuate will be predicated on the location of the suspicious object. It may be necessary to deviate from pre-planned evacuation sites and use a secondary evacuation site. An evacuation should rapidly remove persons from the potentially harmful effects should the object explode without placing them in danger from other hazards (i.e., power lines, busy streets, secondary explosive devices, etc.). In addition, see the EVACUATION CHECKLIST.

Chemical Spill/Gas Leak Annex

Chemical Spill

Staff Procedures

1. Avoid direct contact with chemical and evaluate level of hazardous exposure.
2. If chemical has contacted skin or eyes, flush for at least 15 minutes.
3. Contact main office.
4. Keep students and staff away from area.

Custodial Procedures

1. If chemical hazards have been identified through the label proceed with clean-up.
2. Only attempt clean-up if proper protective equipment is available.

School Administrative Procedures

1. If spill is too large for staff to handle, call 911 for Hazardous Materials Spill Team.
2. If students or staff are injured send health room documentation with victim to the hospital.
3. If chemical spill is severe, initiate building evacuation.
4. Contact District Office and file report.

Gas Leak

Staff Procedures

1. Use fire drill evacuation procedures; pull fire alarm in area away from the gas leak.
2. If gas shut-off is located in the room, turn it off.
3. Do not operate any electrical switches.

School Administrative Procedures

1. Contact Custodian.
2. Notify building staff of evacuation via the PA system.
3. Call 911 for emergency personnel, notify the Gas Company.

Custodial Procedures

1. Do not operate any electrical switches.
2. Ventilate area via opening windows/ doors.
3. Shut off main gas lines.
4. Assist Gas Company in location of leak.

Public Health, Medical, and Mental Health Annex

Goals:

- Cascade High School will be prepared to handle situations that impact the physical and emotional safety of students and staff

Objectives:

- To provide immediate physical and emotional support to the students and staff of Cascade High School in the event of an emergency.

Immediate Action:

- Staff members will prioritize immediate life saving first aid using a triage system. School Nurse, Health Room attendant and Office staff will designate a safe area for Triage and begin sorting injured and incapacitated
- Medical Supplies are located in all emergency backpacks and the Health room
- AED's are located in each building and Campus Security is responsible for routine maintenance and inventory
- In the event of an emergency, building counselors will coordinate with district and local resources to provide on site counseling and mental health support.
- Information about outbreaks or epidemics or other unusual medical situations will be communicated to the local health department via School nurse and district communications office.

Communications and Warning Annex

Please see phone tree at the end of this document.

Procedure for Reporting Emergencies

The nature and degree of the emergency will determine whom to call. Give the following information clearly and distinctly on each emergency call to appropriate agencies:

- Your name and position
- Your school site or location and contact phone number
- What is happening or has happened
- The purpose for the call and the degree of urgency
- Where and to whom officers/emergency personnel are to report at the site (be specific)
- A brief report is to be filed with the appropriate regional deputy/assistant superintendent

Key Community Agencies	Telephone	
General Emergency	911	
Police/Sheriff/Fire	911	
Child Protective Services	1-866-363-4276	
Poison Information Center	1-800-222-1222	
Snohomish County Dept. of Emergency Management	425-388-5060	
Everett Office of Emergency Management	425-257-8117	
City of Everett Public Works	425-257-8832	425-257-8821
City of Mill Creek	425-745-1891	
Sonitrol Security	425-258-3655	
Key District Contacts	Telephone	Cell Phone
Superintendent	425-385-4018 or 425-385-4019	425-785-1614
Deputy Superintendent	425-385-4017	425-366-0491
Assistant Superintendent, North Region	425-385-4020	206-854-3372
Assistant Superintendent, South Region	425-385-4023	360-909-4443
Assistant Superintendent, Central Region	425-385-4021	425-308-2448
Associate Superintendent, Curriculum & Assessment	425-385-4050	206-778-4253
Executive Director, Facilities & Operations	425-385-4190	425-367-3631
Executive Director, Finance & Business Services	425-385-4150	425-760-1967
Executive Director, Human Resources	425-385-4100	360-791-9174
Director, Communications	425-385-4040	206-949-5217
Director, Maintenance & Operations	425-385-5200	206-999-1978
Supervisor, Transportation	425-385-4144	360-362-0069
Food Services	425-385-4380	425-422-3003
Student Support Services	425-385-4033	425-299-0364
Utilities	Telephone	
Snohomish County PUD	425-783-5050	
Puget Sound Energy (Natural Gas Service)	888-225-5773	
Alderwood Water District	425-422-0379 425-787-0250	
Silver Lake Water District	425-337-3647	

Blackboard Connect Instructions

4 Groups

Create a Basic Group

1. Click the **MESSAGES** tab.
2. Click the **GROUPS** sub-tab.
3. Click the **ADD** button.
4. Select a school to which you would like to assign this group (district admins only).
5. Enter a meaningful group name.
6. Enter a unique Group ID number (especially for telephone use).
7.
 - a. Private groups are number 1-99.
 - b. Public groups are number 100+.
8. Click a folder/sub-folder to display possible group members for selection.
9. Click the names of desired group members.
10. Click **SAVE**.

Edit an Existing Group

1. Click the **MESSAGES** tab.
2. Click the **GROUPS** sub-tab.
3. Click the name of the group you wish to edit.
4. Enter the desired changes in the appropriate fields (Name, ID number and/or Members).
5. Click **SAVE**.

Delete an Existing Group

1. Click the **MESSAGES** tab.
2. Click the **GROUPS** sub-tab.
3. Locate the desired group name.
4. Check the box to the left of the Group ID.
5. Click the **REMOVE** button.
6. Click **REMOVE** again to confirm removal.

5 Reporting

View/Schedule a Messaging Tracking Report

1. Click the **REPORTS** tab.
2. Click **MESSAGE TRACKING**.
3. Set search criteria (school, message category, date range etc.) group.
4. Click the **GENERATE REPORT** button.
5. Click the **EXPORT** button to save or view as an Excel spreadsheet.
6. Click the **PRINT** button to print a copy.
7. Click the title of the message to view a detailed status and delivery report including call status numbers and delivery rates.
8. Click the **SCHEDULE** button to set up an automatic delivery of this report.
9. Enter an appropriate name for this report.
10. Set the time, and days on which you would like to have this report delivered.
11. List the recipients email addresses separated by commas or on a separate line.

View/Schedule a Contact Report

1. Click the **REPORTS** tab.
2. Click **CONTACT REPORT**.
3. Set search criteria (school, message category, recipient type, status, phone number, display and sort by).
4. Click the **GENERATE REPORT** button.
5. Click the **EXPORT** button to save or view an EXCEL spreadsheet.
6. Click the **PRINT** button to print a copy.
7. Click the **SCHEDULE** button to set up an automatic delivery of this report.
8. Enter an appropriate name for this report.
9. Set the time / days of the week for delivery.
10. Set the time, and days on which you would like to have this report delivered.
11. List the recipients email addresses separated by commas or on separate lines.

Blackboard

Quick Reference: Basics

Blackboard Connect Training

1 Accounts & Help

Login to ParentLink
Change Login/Phone ID and Password/PIN
Create an Account
Access Manuals, FAQ's, Videos, etc

2 Message Basics

Send a Custom Message
Edit a Previously Sent Message

3 Other Messaging

Send a Message Using Blackboard Comms
HQ Mobile App
Stop a Message from Delivery

4 Groups

Create a Basic Group
Edit an Existing Group
Delete an Existing Group

5 Reporting

View/Schedule a Message Tracking Report
View/Schedule a Contact Report

-- Web Access - Add District URL Here --

<https://everettsd.parentlink.net/>

Blackboard

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1 Accounts & Help

Login to Blackboard Connect

1. Type your Blackboard URL into a web browser (listed on front page).
2. Type your Login ID & Password.
3. Click **LOGIN**.

Change Login/Phone ID and Password/PIN

1. Click the **MY ACCOUNT** link near your name.
2. Click **CHANGE LOGIN ID AND PASSWORD**.
3. Enter the new login ID and/or password.
4. Confirm the new password.
5. Enter new phone login id and/or pin number.
6. Confirm the new pin number.
7. Click **SAVE**.

Create an Account

1. Click the **ACCOUNTS** tab.
2. Select the appropriate role type and school.
3. Click **CREATE NEW**.
4. Enter personal information and click **SAVE**.

Access Manuals, FAQ's, Videos, etc.

1. Click the **HELP** tab and **HELP** sub-tab.
2. Click any of the links on this page to access the particular resources you desire.
3. Within this Customer Portal you will find:
 - a. Frequently Asked Questions
 - b. Documentation (User guide, etc.)
 - c. eTraining Program (Training videos)
 - d. Instructional Webinars (Live/Archive)
 - e. Offer Feedback (Share success, etc.)
 - f. Contact Support (email/phone/tickets)

2 Message Basics

Send a Custom Message

1. Click the **MESSAGES** tab on the main menu bar.
2. Provide the information, or selections, in the boxes on the left side of the screen (Subject, Recipients, etc.).
3. Tap the **TEMPLATE** icon and enter your message.
4. Tap on any other appropriate icon at the bottom to view it as a voice, email, SMS, push notification, Facebook, Twitter or RSS feed.
5. Tap on the icon to select the types of messages you wish to send.
6. Select the **RECIPIENTS** for all methods of delivery, if needed, and either record the message or verify that the text of the messages conform to the formats required for each of the message types chosen.
7. For an Emergency Message, slide the button in the lower right corner of the screen.
8. Tap the word **SEND** in the lower right corner to send the message in all selected formats.

Edit a Previously Sent Message

1. Click the **SEND A MESSAGE** button from the **HOME** tab or the **MESSAGES** tab on the main menu bar.
2. Click a folder on the left side of the screen to view available messages.
3. Click the title of a message you want to edit.
4. Click the **EDIT** button.
5. Make necessary changes to the message (record new audio if details have changed.).
6. Click **SAVE DRAFT** if you wish to continue at a later time.
7. *Optional: To change call times or priorities click **OPTIONS** (then modify delivery criteria).*
8. Click **SEND** if you wish to send the message out at the time indicated.

Delete an Existing Message

1. Click the **MESSAGES** tab on the main menu bar.
2. Click a folder on the left side of the screen to view available messages.
3. Click the title of a message you want to edit.
4. Click the **EDIT** button.
5. Click the **DELETE** button.
6. Click **REMOVE** again to confirm removal.

3 Other Messaging

Send a Message Using Blackboard Comms HQ Mobile App

1. Select **NEW MESSAGE** from the menu.
2. Tap the **TEMPLATE** icon and enter your message.
3. Tap on any other icon at the bottom to view it as a phone, email, SMS, push notification, or a Facebook, Twitter or RSS feed.
4. Tap on an icon to select the type of message.
5. Select the **RECIPIENTS** for all methods of delivery, and either record the message or verify the text of the message.
6. If needed, tap on the small icon in the bottom left of the screen for **LANGUAGE TRANSLATION**.
7. Tap on the **SMALL CLOCK ICON** in the center of the lower screen to change delivery times.
8. For an emergency message, slide the button in the lower right corner to the right.
9. Tap the **SEND** tab in the upper right corner to send the message in all selected formats.

Stop a message from Delivery

1. Click the **MESSAGES** tab, **OUTBOX** sub-tab.
2. Find the message title listed in the Outbox.
3. Click the message title.
4. Click the **STOP DELIVERY** button.

District Reunification



II. DISTRICT REUNIFICATION



Everett Public Schools District Reunification Process



Introduction and Purpose

The reunification process is intended to provide guidance and consistency of practice across the district while at the same time recognizing that each situation is unique and may require flexibility and adjustment. Standardization of practices across schools greatly aids in the ability of the district, the school and community responders to reunify students, staff and their families following a significant traumatic event. This process is intended to be used when an event occurs that requires students to be physically returned to their family at Everett Memorial Stadium.

Reunification Annex

Definitions: Daily Release, Controlled Release and Reunification

What's the difference between a controlled release and a full reunification effort?

Daily release is what happens every day at school; this is the procedure to let the students free. Some walk into the neighborhood. Others are transported by school or contracted buses. Others take public transportation. Some are picked up by parents or guardians.

Controlled release is a little different. Usually, it occurs at a different time than the daily release. Perhaps its weather-related, closing the school early, a hazmat incident, or chemistry class gone awry, ultimately the release of students is very similar to the daily release. The difference is typically that students are being sent home at an unusual time because of an unusual, but not traumatic event. Parents are notified that the school is closing early and students are being sent home. This type of event **does not call** for the reunification process.

Reunification occurs when events at the school or in the neighborhood demand students are physically returned to parents. In the event of criminal activity, injury or death, additional time may be needed for law enforcement interviews or crisis counseling.

Reunification Activation

If the district Emergency Operations Center (EOC) is operationalized, the reunification decision will be made by the district reunification director/EOC director.

If the incident level does not necessitate EOC activation, the reunification location and timing is decided by the region assistant/associate superintendent in consultation with the principal or designee, local law enforcement and the district's reunification team. Everett Memorial Stadium will be the district's designated reunification site (Appendix A).

The district's reunification team members include:

- Assistant Superintendent South Region
- Director Athletics
- Director Categorical Programs
- Director Maintenance and Operations
- Director Communications
- Supervisor Transportation
- Everett Police Department Youth Services Sergeant
- Transportation Contractor Representative

The district reunification director will coordinate the process at Everett Memorial Stadium. Once the decision has been made regarding the location and timing, it **must** be adhered to in order to prevent further confusion and chaos.

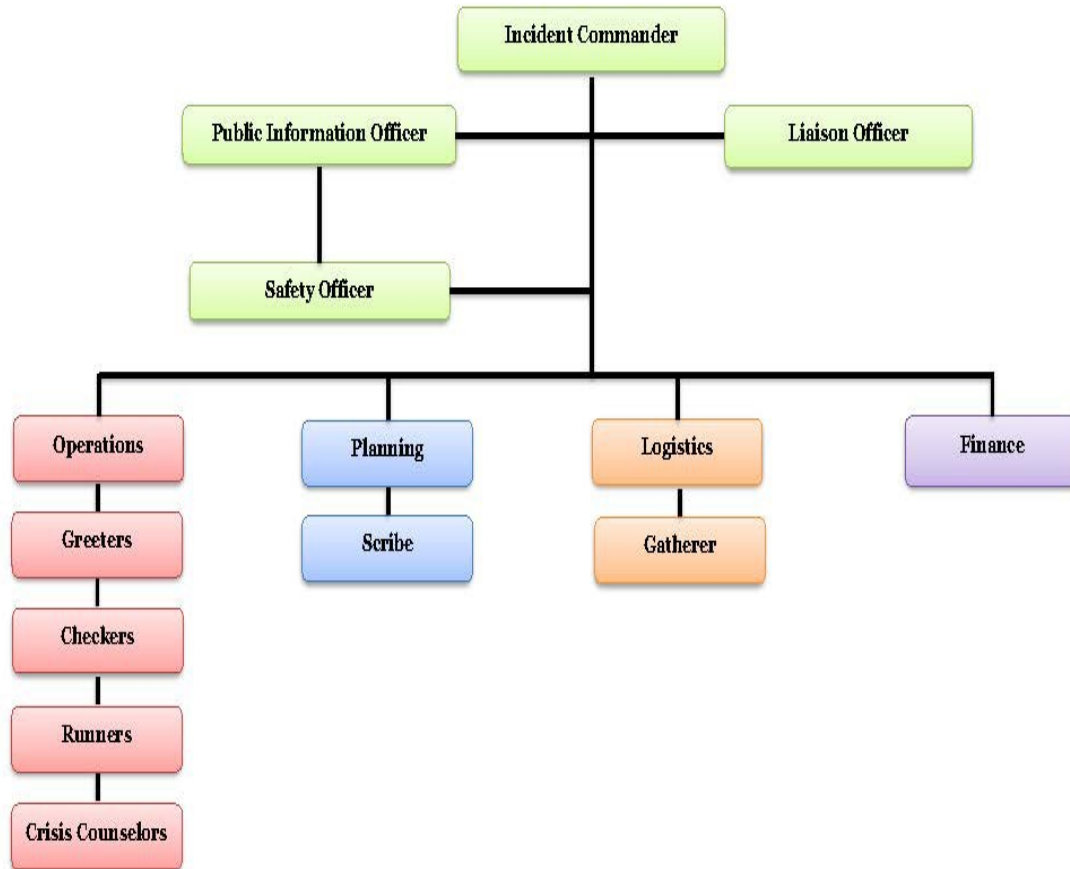
The Reunification Process in a Nutshell

1. Establish a parent check-in location (Appendix A)
2. Deliver the students to the student staging area (Appendix C), beyond the field of vision of parents/guardians. "Greeters" direct parents/guardians to the parent check-in location, and help them understand the process.
3. Parents/guardians complete a reunification information card (Appendix D).
4. Procedure allows parents/guardians to self-sort during check-in, streamlining the process.
5. Runner retrieves student from the student staging area.
6. Controlled lines of sight allow for communication and other issues to be handled with diminished drama or anxiety.
7. Medical or investigative contingencies are anticipated.

Reunification Incident Team

For a reunification, there are some specific roles. The following chart demonstrates the structure of the Reunification Incident Team*.

Everett Public Schools Reunification Incident Command Organizational Chart



*Subset of the district EOC

Roles and Responsibilities

Role	Responsibilities
Incident Commander	Defining and coordinating the objective of accountable, easy, reunification of students with parents
Public Information Officer	Communicating with parents and press, if appropriate Coordinating use of mass call or text messages and social media
Safety Officer	General site observation and safety concern remedy
Liaison Officer	Communicating with fire, medical or law enforcement
Operations	Establish and manage operational staff
Greeters	Help coordinate the parent lines Tell parents about the process. Help verify identity of parents without ID
Checkers	Verify ID and custody rights of parents/guardians Direct parents to reunification location
Runners	Take bottom of reunification card to student staging area, retrieve student and bring to reunification area
Crisis Counselors	Standby unless needed
Stage Hands	Initial setup of the check-in area, the signage, student staging area Stage hands may be assigned to operations as the setup is completed

*School and district staff will be assigned to various roles as needed.

Communications

Parent/Guardian Communication

Helping parents and guardians understand reunification plans

- The district's Communications Department will use the communication system to contact families with phone, email and text messages about the situation and reunification plans. They will also post regular updates on the district website and on district social media.
- Share reunification plan reminders with parents each year. This could be:
 - In first day packets
 - As part of a back to school orientation
 - The reunification plan overview is available on the district website at <http://www.everettsd.org/domain/1468> (under the "Parent" tab). You will be able to include this link and call attention to its importance routinely in electronic communications with families and staff
- Help students, parents/guardian and staff know when and how to use social media
 - Share links to the "Social media in emergencies" videos online at <http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-8959>

Student Communication during Reunification

- Staff will inform students at various times when it is appropriate for students to text or communicate with their family members.
- Staff will indicate to students the message to share and the importance of adhering to the message so that information is accurately relayed.
- Guiding students in the communications will help alleviate both students and family anxiety about the situation, as well as to assist in communicating more accurate information in regards to event and reunification details.

Second Language Communication

Interpreter agencies will be contacted when a decision has been made to implement reunification. Agency contact information:

- Refugee & Immigrant Services Northwest
425-388-9595 (main line)
- B & L Interpreting Service
425-374-7376 (main line)

Call Center Activation

When the decision has been made to implement reunification, the EOC Call Center will be activated. This will lessen the large number of calls coming into the school and CRC Welcome Desk, and will allow people to call into the EOC for a variety of reasons including:

- They want to know the status of the incident;
- They need assistance;
- They have information; or
- They wish to volunteer to help others.

Calls will also come from staff and volunteers in the field reporting information in addition to calls from the media. The Call Center may be staffed 24 hours a day and often is needed in cleanup and recovery efforts. **The Call Center phone number is 425-385-5555.**

School/Staff Responsibilities

For most emergency functions, successful operations require a coordinated effort from a number of personnel. Staff are responsible for ensuring the care and safety of all students, as well as supervising students during emergency response activities. In the event that the reunification process is implemented, staff should follow evacuation procedures which include:

- Bringing the classroom emergency backpack, emergency cards and student rosters;
- Supervising and reassuring students;
- Administering first aid as necessary or reporting serious injuries;
- Keeping a record of the location of all students at all times; and
- Being alert for latent signs of injury/shock in *all* students.

Staff Personal Release

Each staff member in the district should have a personal plan as to how they will be able to return home after a major incident. If the site is a crime scene, staff should be prepared that they may not be able to readily retrieve their belongings or their automobile and should have contingency arrangements in place. If staff members are able to return to their work site, the district will arrange for transportation to the employees' work location.

Each staff member will remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official reunification process. Staff will be released as appropriate and per school/district guidelines. **By law, during a disaster staff become disaster workers.**

Each staff member must check out with their supervisor before leaving the reunification location.


















APPENDICES

Reunification Annex

Appendix A

Reunification Site Map - Everett Memorial Stadium

Landmarks

-  Parent Check-in Area - Ticket Booth
-  Parent/Student Reunification-Concessions
-  Pathway to Exit/Locker Rooms
-  Exit to Parking Lot
-  Bus Entrance ONLY
-  Student Drop Off Area
-  Student Seating
-  Restrooms
-  Parent Parking
-  Blocked to All Traffic
-  Blocked to All Traffic
-  Blocked to All Traffic
-  Blocked to All Traffic
-  Blocked to All Traffic
-  Blocked to All Traffic
-  Athletic Offices
-  Blocked to All Traffic



Untitled layer

Appendix B

Reunification Site Map - Bus Drop Route

Untitled layer

 Closed to All Traffic



Bus Route Entrance - Drop Off

 Student Drop Off

 Bus Route Exit

 Closed to Traffic

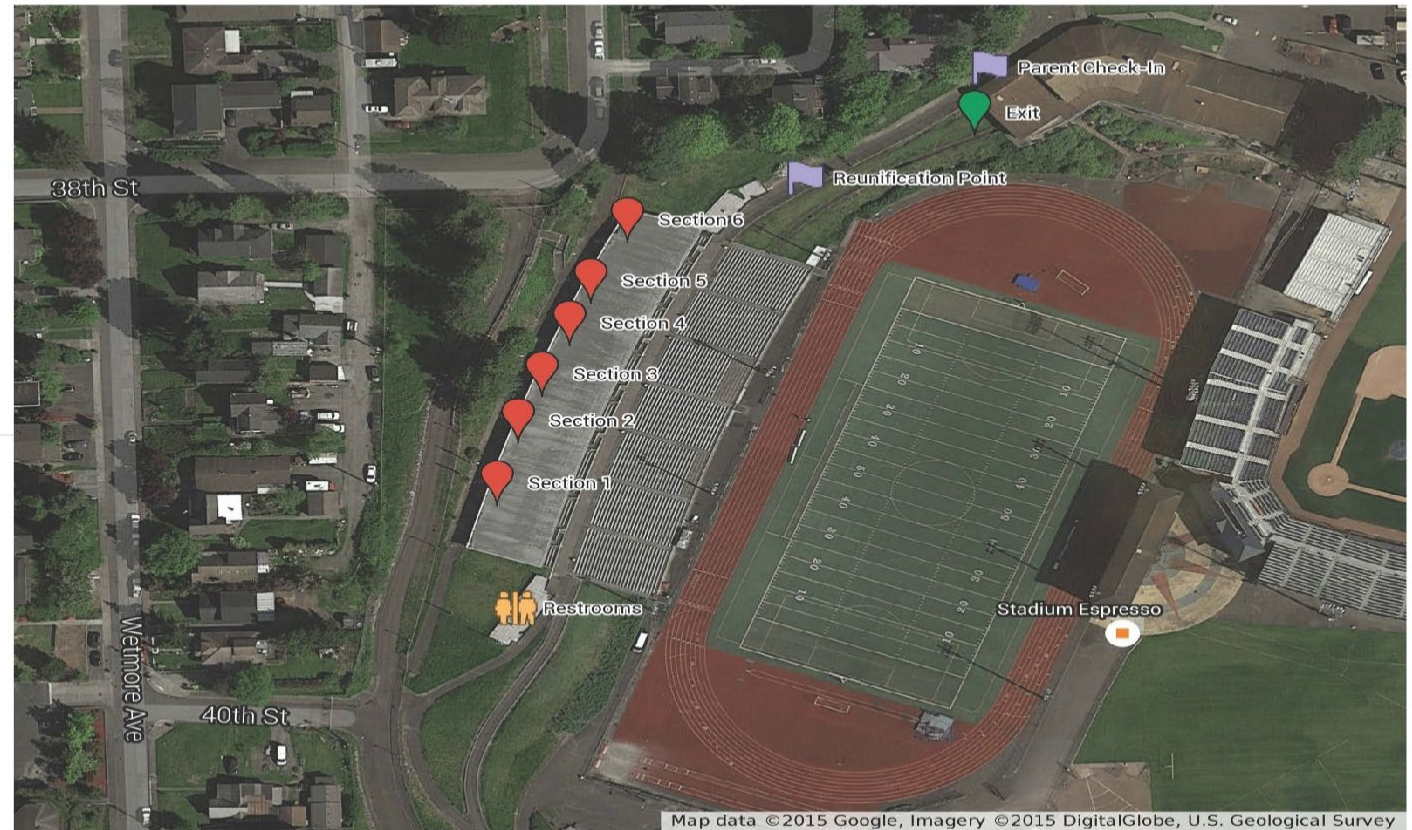


Appendix C

Reunification Site Map - Student Seating

Untitled layer

-  Section 1
-  Section 2
-  Section 3
-  Section 4
-  Section 5
-  Section 6
-  Restrooms
-  Parent Check-In
-  Reunification Point
-  Exit



Incident Command



III. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

NIMS is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, non-governmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, each school participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

We recognize that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Each school works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. ICS will be used to manage all incidents and major planned events.

The Incident Commander at each school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the school EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

D. Notification Procedures

In case of an incident, the flow of information shall be from the principal/designee to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.

In the event the district is in receipt of information, such as a weather warning that may affect a school, the information shall be provided to the principal/designee.

- When an emergency occurs, the principal/administrator will determine with their building teams and the regional deputy/assistant superintendent, the significance of the site emergency, the level of intervention that is needed, and the level of services and resources needed to manage the incident. In many cases school staff may well be able to handle the situation or may need additional assistance.
- The site team may need to draw on the resources from other sites within their regions. Additional staff needed to handle the site emergency may be requested through the regional deputy/assistant superintendent.
- When the emergency is significant, the principal/administrator will inform their regional deputy/assistant superintendent who will inform the superintendent/designee who informs the school board.
- Communications will be notified by the regional deputy/assistant superintendent. When it appears the media will be involved, Communications will be involved in making a determination as to the best method of handling the public communication.

E. Training and Exercising the Plan

The school staff understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that staff and community first responders are aware of their duties and responsibilities under the EOP and the most current procedures, the following training, drill, and exercise actions will occur.

1. Training and refresher training sessions shall be conducted annually for staff as appropriate.
2. Information addressed in these sessions will include updates on plans and/or procedures and changes in the duties and responsibilities of plan participants. Input from all employees is encouraged.
3. Per state law, each school will conduct at least one drill per month, including in July and August if students are attending summer school. Drills must practice three functional threat responses: (1) shelter-in-place; (2) lockdown; and (3) evacuation. In addition, a drop, cover, and hold earthquake drill, and at least one drill using the school mapping system (Rapid Responder).
4. Per district requirement, two of the yearly drills must include the Rave application.

To ensure that schools' practice at least one drill per month, and to allow for response to locally identified threats and hazards, schools may practice basic selected drills more than once. Additional training may include drills, and possibly tabletop and functional exercises. Records of drills (or other training provided) will be maintained as required by state law. Approved parent volunteers and community members may also be incorporated into larger training efforts.

All school staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

F. Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Notify the appropriate regional deputy/assistant superintendent. Disseminate information to EOP Team members and request a meeting of all available members.
2. Identify staff/students most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Consult with the District Response Team.
4. Notify staff or families of students identified in #2 and recommend community resources for support.
5. Notify general faculty/staff by letter or telephone with appropriate information.
6. Schedule a staff meeting for an update the week before students return to school.
7. Be alert for repercussions among students and staff. When school reconvenes, check core group friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

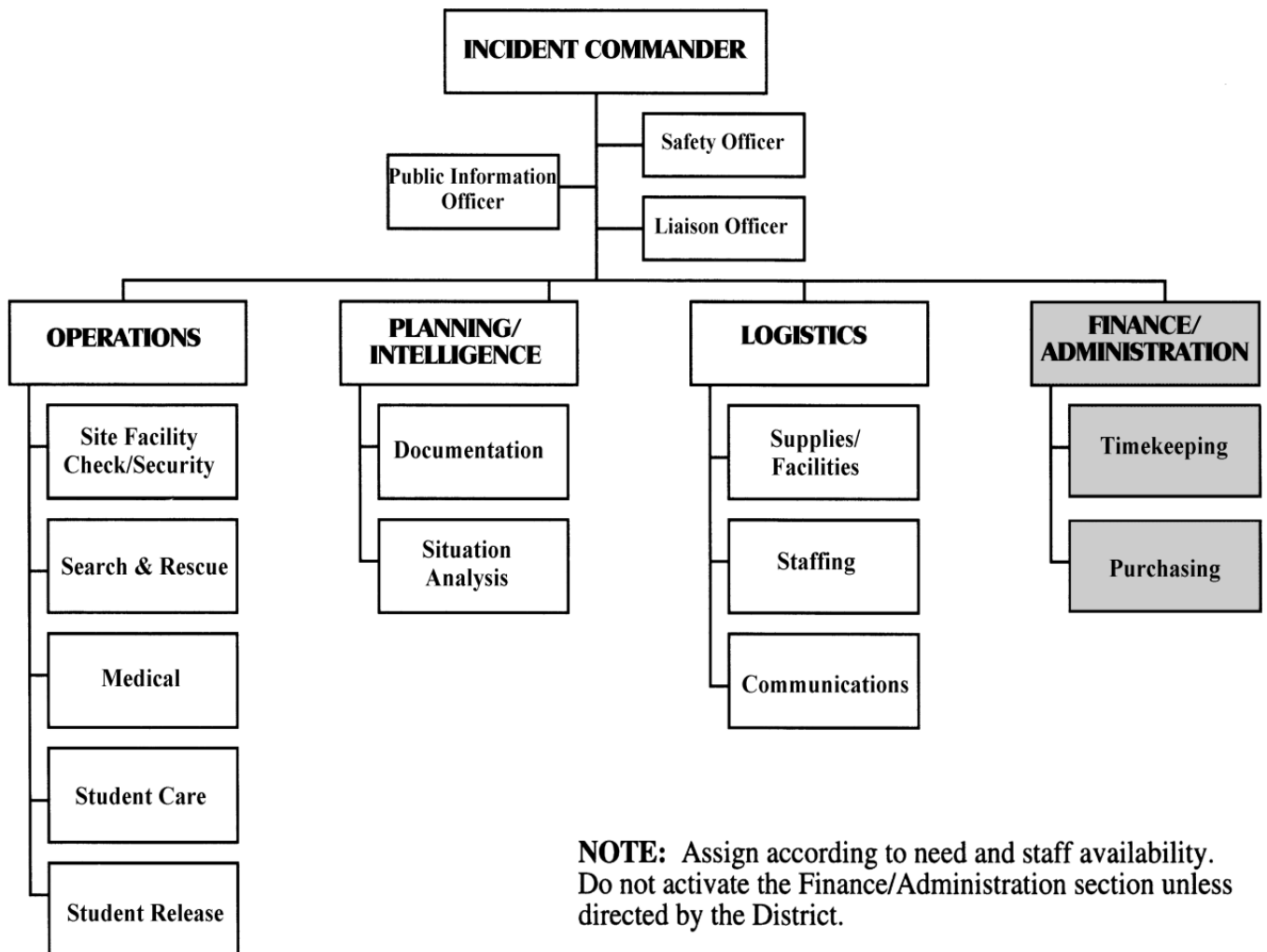
IV. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. Other key school personnel will perform tasks that will ensure the safety of students and staff during a crisis or critical incident.

ICS uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that the EOP is activated, staff will be assigned to serve within the ICS based on their expertise and training and the needs of the incident.

INCIDENT COMMAND SYSTEM ORGANIZATIONAL CHART



V. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the EOP will be activated including the implementation of ICS. Specific ICS roles and responsibilities can be found in the *Incident Command System Annex*.

B. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the district emergency operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The School Principal and Incident Commander will keep the Policy/Coordination Group informed.

C. District Emergency Operations Plan (EOP)

Everett Public Schools maintains a district EOP to address hazards and incidents. The EOP has been developed to fit into the larger district EOP in the case of a large-scale incident.

D. Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until incident response personnel arrive. If additional resources are required, the following options exist:

- 1) Request assistance from volunteer groups active in disasters.
- 2) Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

Should school/district resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. The superintendent will designate school district officials authorized to request assistance pursuant to those documents.

B. Reports

1. Initial Emergency Report

This short report should be prepared and transmitted by the Incident Command Post.

2. Situation Report

A daily situation report should be prepared and distributed by the Incident Command Post during major emergencies or disasters.

C. Records

1. Recordkeeping for Emergency Operations

The school is responsible for establishing administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs and the district office will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

3. Incident Costs

Records shall be maintained summarizing the use of personnel, equipment and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future district/school budgets.

4. Emergency or Disaster Costs

For major emergencies or disasters, detailed records of the emergency response shall be maintained of costs for emergency operations to include:

- 1) Personnel costs, especially overtime costs.
- 2) Equipment operations costs.
- 3) Costs for leased or rented equipment.
- 4) Costs for contract services to support emergency operations.
- 5) Costs of specialized supplies expended for emergency operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files, as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the *Continuity of Operations (COOP) Annex*.

If records are damaged during an emergency situation, Everett Public Schools will seek professional assistance to preserve and restore them.

E. Consumer Protection

Consumer or community complaints often occur in the aftermath of a disaster. Such complaints will be referred to the Everett Public Schools' superintendent/designee who will pass such complaints to the appropriate department(s) for resolution.

F. Post-Incident and Exercise Review

The superintendent/designee/district emergency management coordinator/emergency operations planning team and emergency response teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, Everett Public Schools personnel will be assigned responsibility for correcting the deficiency.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team IS responsible for the overall maintenance and revision of the EOP. Staff are expected to work closely together to make recommendations for revising and enhancing the plan.

The principal or designee is responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' suggestions may also be requested.

A. Approval and Dissemination of the Plan

The principal or designee will approve and disseminate the plan and its annexes following these steps:

- Review and validate the plan
- Present the plan (for comment or suggestion)
- Obtain plan approval
- Distribute the plan

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Safety Team and any others deemed appropriate by school administration. The principal or designee will establish a schedule for annual review of planning documents.

The EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this Emergency Operations Plan is based. These authorities and references provide a legal basis for incident management operations and activities.

Authority

A. Federal

1. Homeland Security Presidential Directive 8 “*National Preparedness*” (HSPD-8)

B. State

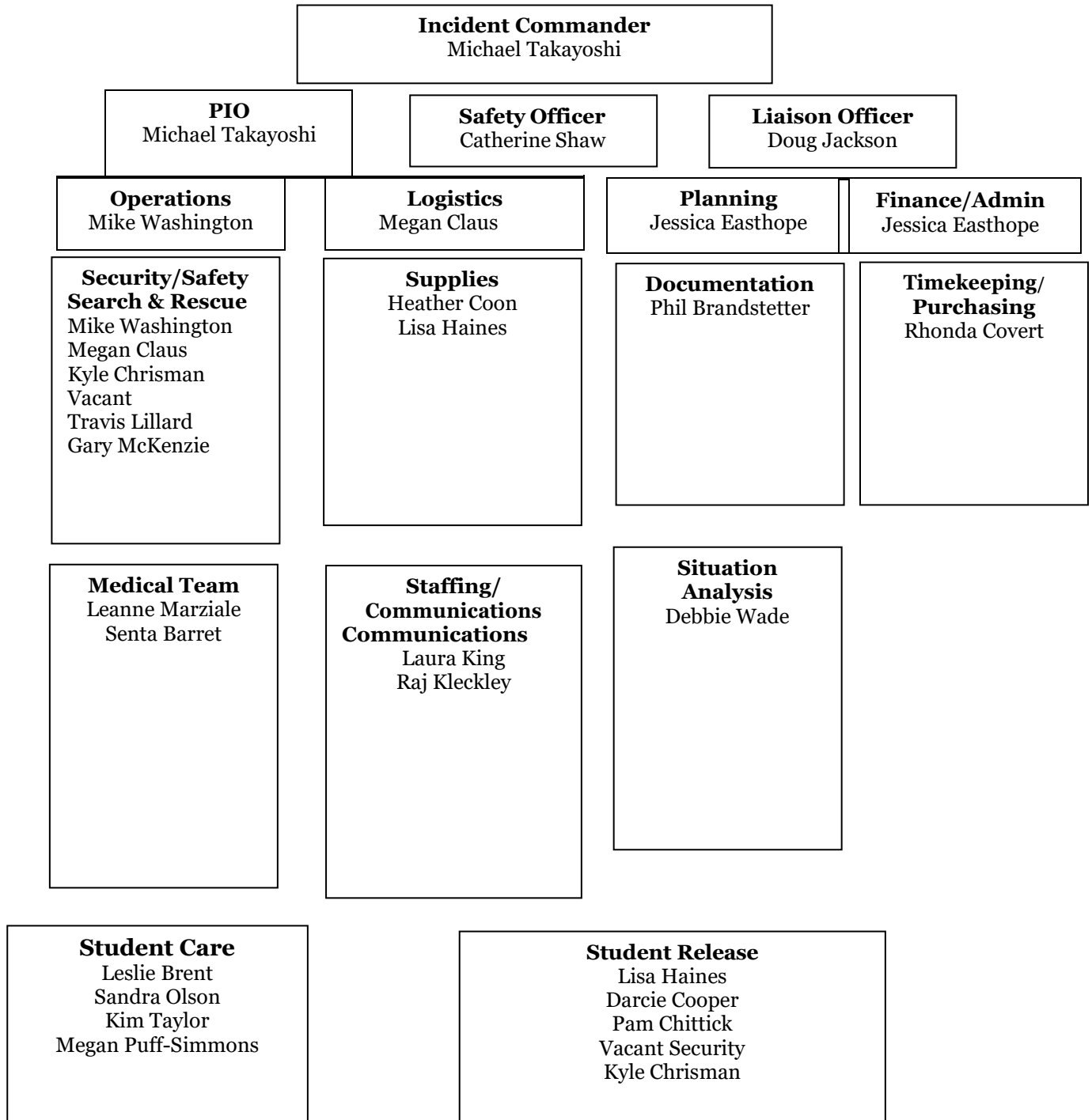
1. [RCW 28A.320.125](#) – Safe school plans—Requirements—Duties of school districts, schools, and educational service districts—Reports—Drills—Rules.
2. [WAC 118-30-060](#) – Emergency Plan.

References

- Office for Domestic Preparedness *Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program*
- FEMA Independent Study Program: IS 362.A – *Multi-Hazard Emergency Planning for Schools* Washington State Emergency Management Division in Partnership *Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools*
- U.S. Department of Education *Guide for Developing High-Quality School Emergency Operations Plans*
- Jane’s Safe Schools Planning Guide for All Hazards

Incident Command System Annex

Incident Command for Cascade High School



ICS Job Responsibilities

Incident Commander – School Command Post

RESPONSIBILITIES:	<p>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</p> <p>Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet). <input type="checkbox"/> Assess the type and scope of emergency. <input type="checkbox"/> Determine the threat to human life and structures. <input type="checkbox"/> Implement the emergency plan and hazard-specific procedures. <input type="checkbox"/> Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. <input type="checkbox"/> Activate functions and assign positions as needed. <input type="checkbox"/> Fill in the Incident Assignments form. <input type="checkbox"/> Appoint a backup or alternate Incident Commander (as described in the emergency plan).
ONGOING OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to monitor and assess the total school situation: <ul style="list-style-type: none"> • View the site map periodically for search and rescue progress and damage assessment information. • Check with chiefs for periodic updates. • Reassign personnel as needed. <input type="checkbox"/> Report to the regional deputy/assistant superintendent on the status of students, staff, and facility, as needed (Site Status Report). <input type="checkbox"/> Develop and communicate revised incident action plans as needed. <input type="checkbox"/> Begin student release when appropriate. <p>NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the principal/superintendent, except at the request of parent/guardian.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authorize the release of information. <input type="checkbox"/> Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. <input type="checkbox"/> Plan regular breaks for all staff and volunteers. Take care of your caregivers! <input type="checkbox"/> Release teachers as appropriate and per school guidelines. (By law, during a disaster, teachers become disaster workers.) <input type="checkbox"/> Remain on and in charge of your campus until redirected or released by the superintendent.

Incident Command System Annex

Incident Commander – School Command Post (Continued)

CLOSING DOWN:	<input type="checkbox"/> Authorize deactivation of sections when they are no longer required. <input type="checkbox"/> At the direction of the principal/superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action. <input type="checkbox"/> Ensure that any open actions not yet completed will be taken care of after deactivation. <input type="checkbox"/> Ensure the return of all equipment and reusable supplies to Logistics. <input type="checkbox"/> Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit. <input type="checkbox"/> Announce the termination of the emergency and proceed with recovery operations if necessary.
COMMAND POST EQUIPMENT/SUPPLIES:	<input type="checkbox"/> Campus map <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Master keys <input type="checkbox"/> Staff and student rosters <input type="checkbox"/> Disaster response forms <input type="checkbox"/> Emergency plan <input type="checkbox"/> Duplicate rosters (two sets) <input type="checkbox"/> Tables and chairs (if Command Post is outdoors) <input type="checkbox"/> Vests (if available) <input type="checkbox"/> Job description clipboards <input type="checkbox"/> Command Post tray (pens, etc.) <input type="checkbox"/> School district radio <input type="checkbox"/> Campus two-way radios <input type="checkbox"/> AM/FM/ NOAA Weather Alert Radio (batteries) <input type="checkbox"/> Bullhorn

Safety Officer

RESPONSIBILITIES:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on a position identifier, such as a vest, if available. <input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document: <ul style="list-style-type: none"> • Messages received. • Action taken. • Decision justification and documentation. • Requests filled.

Safety Officer (continued)

OPERATIONAL DUTIES:	<input type="checkbox"/> Monitor drills, exercises, and emergency response activities for safety. <input type="checkbox"/> Identify and mitigate safety hazards and situations. <input type="checkbox"/> Stop or modify all unsafe operations. <input type="checkbox"/> Ensure that responders use appropriate safety equipment. <input type="checkbox"/> Think ahead, anticipate situations and problems before they occur. <input type="checkbox"/> Anticipate situation changes, such as cascading events, in all planning. <input type="checkbox"/> Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
CLOSING DOWN:	<input type="checkbox"/> When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit. <input type="checkbox"/> Return equipment and reusable supplies to Logistics.
EQUIPMENT/ SUPPLIES:	<input type="checkbox"/> Vest or position identifier, if available <input type="checkbox"/> Hard hat, if available <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Clipboard, paper, pens <input type="checkbox"/> Two-way radio, if available <input type="checkbox"/> NOAA Weather Radio

Public Information Officer (PIO)

PERSONNEL:	Available staff with assistance from available volunteers
POLICY:	<p>The public has the right and need to know important information related to an emergency/disaster at the school site <i>as soon as it is available.</i></p> <p>The PIO acts as the official spokesperson for the school site in an emergency situation.</p> <p>News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).</p> <p>Information released must be consistent, accurate, and timely.</p>
START-UP ACTIONS:	<input type="checkbox"/> Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander. <input type="checkbox"/> Identify yourself as the PIO (by vest, visor, sign, etc.) <input type="checkbox"/> Consult with the district PIO to coordinate information release. <input type="checkbox"/> Assess the situation and obtain a statement from the Incident Commander. Tape-record the statement if possible. <input type="checkbox"/> Advise arriving media that the site is preparing a press release and the approximate time of its issue. <input type="checkbox"/> Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Public Information Officer (PIO) (Continued)

OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Keep up to date on the situation. <input type="checkbox"/> Statements must be approved by the Incident Commander and should reflect: <ul style="list-style-type: none"> • Reassurance (EGBOK— “Everything’s going to be OK.”) • Incident or disaster cause and time of origin. • Size and scope of the incident. • Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names. • Resources in use. • Best routes to the school, if known and if appropriate. • Any information the school wishes to be released to the public. <input type="checkbox"/> Read statements if possible. <input type="checkbox"/> When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.” <input type="checkbox"/> Remind school staff and volunteers to refer <i>all</i> questions from the media or waiting parents to the PIO. <input type="checkbox"/> Update information periodically with the Incident Commander. <input type="checkbox"/> Ensure that announcements and other information are translated into other languages as needed. <input type="checkbox"/> Monitor news broadcasts about the incident. Correct any misinformation heard.
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping. <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Public information kit consists of: <ul style="list-style-type: none"> • ID vest • Battery-operated AM/FM radio • LED Flashlight • NOAA Weather Radio • Paper/pencils/marking pens • Scotch tape/masking tape • Scissors • School site map(s) and area maps <ul style="list-style-type: none"> • 8-1/2 x 11 handouts • Laminated poster board size for display <input type="checkbox"/> Forms: <ul style="list-style-type: none"> • Disaster Public Information Release Work Sheet • Sample Public Information Release • School Profile or School Accountability Report Card (SARC)

Incident Command System Annex

Liaison Officer

RESPONSIBILITIES:	The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Determine your personal operating location and set it up as necessary. <input type="checkbox"/> Obtain the necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on a position identifier, such as a vest, if available. <input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
OPERATIONAL DUTIES:	<input type="checkbox"/> Brief agency representatives on the current situation, priorities, and incident action plan. <input type="checkbox"/> Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. <input type="checkbox"/> Provide periodic update briefings to agency representatives as necessary.
CLOSING DOWN:	<input type="checkbox"/> At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping. <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/SUPPLIES:	<input type="checkbox"/> Vest or position identifier, if available <input type="checkbox"/> Two-way radio, if available <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Clipboard, paper, pens

Operations Section Chief

RESPONSIBILITIES:	The Operations Chief manages the direct response to the disaster, which can include: <ul style="list-style-type: none"> <input type="checkbox"/> Site Facility Check / Security <input type="checkbox"/> Search and Rescue <input type="checkbox"/> Medical <input type="checkbox"/> Student Care and Student Release
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on a position identifier, such as a vest, if available.

Operations Section Chief (continued)

OPERATIONAL DUTIES:	<input type="checkbox"/> Assume the duties of all operations positions until staff are available. <input type="checkbox"/> As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists. <input type="checkbox"/> If additional supplies or staff is needed for the Operations Section, notify the Incident Commander. When additional staff arrives, brief them on the situation, and assign them as needed. <input type="checkbox"/> Deploy the search and rescue team if needed. <input type="checkbox"/> As information is received from operations staff, pass it on to Planning Chief to be recorded for “situation analysis” and / or the Incident Commander. <input type="checkbox"/> Ensure that operations staff is following standard procedures, using appropriate safety gear, and documenting their activities. <input type="checkbox"/> Schedule breaks and reassign staff within the section as needed.
CLOSING DOWN:	<input type="checkbox"/> At the Incident Commander’s direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping. <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	<input type="checkbox"/> Vest or position identifier, if available <input type="checkbox"/> Search & Rescue equipment <input type="checkbox"/> Two-way radio / NOAA Weather Radio <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Job description clipboard, paper, pens <input type="checkbox"/> Maps: Search and rescue maps & large campus map

Site Facility Check/Security

PERSONNEL:	Staff as assigned. Work in pairs
RESPONSIBILITIES:	Take no action that will endanger yourself.
START-UP ACTIONS:	<input type="checkbox"/> Wear hard hat and orange identification vest, if available. <input type="checkbox"/> Take appropriate tools, job description clipboard, and radio. <input type="checkbox"/> Put batteries in flashlight if necessary.

Site Facility Check/Security (continued)

OPERATIONAL DUTIES:	<p>As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.</p> <p>Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lock gates and major external doors. <input type="checkbox"/> Locate, control and extinguish small fires as necessary. <input type="checkbox"/> Check gas meter and, if gas is leaking, shut down the gas supply. <input type="checkbox"/> Shut down electricity only if building has clear structural damage or advised to do so by Command Post. <input type="checkbox"/> Post yellow caution tape around damaged or hazardous areas. <input type="checkbox"/> Verify that the campus is “locked down.” <input type="checkbox"/> Advise the Command Post of all actions taken for proper logging. <input type="checkbox"/> Check entire campus for safety hazards and damage. <input type="checkbox"/> No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety. <input type="checkbox"/> Route fire, rescue, and police, as appropriate. <input type="checkbox"/> Direct all requests for information to the PIO
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Vest, hard hat, work gloves, and whistle. <input type="checkbox"/> LED Flashlight <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> Campus two-way radio, master keys, and clipboard with job description. <input type="checkbox"/> Bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools—for gas and water (crescent wrench)

Search and Rescue Team

SAFETY RULES:	<p>Use the buddy system. Assign a minimum of 2 persons to each team.</p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain all necessary equipment from Emergency Storage Container. <input type="checkbox"/> Obtain a briefing from Operations Chief of situations requiring response. <input type="checkbox"/> Assign teams based on available manpower, minimum 2 persons per team.

Search and Rescue Team (continued)

OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment. <input type="checkbox"/> Record names and assignments before deploying teams. <input type="checkbox"/> Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team. <input type="checkbox"/> Remain at the Command Post in radio contact with S&R Teams. <input type="checkbox"/> Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map. <input type="checkbox"/> If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams or send a First Aid Team. <input type="checkbox"/> Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map. <input type="checkbox"/> Keep radio communication brief and simple. No codes. <p>+ Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p>
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment. <input type="checkbox"/> Provide maps and logs to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack. <input type="checkbox"/> LED Flashlight <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> Campus two-way radio and clipboard with job description and map indicating the search plan. <input type="checkbox"/> Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Medical Team Leader

RESPONSIBILITIES:	<p>The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide.</p>
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Medical Team Leader (continued)

<p>OPERATIONAL DUTIES/START-UP ACTIONS:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs. <input type="checkbox"/> Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment. <input type="checkbox"/> Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area. <input type="checkbox"/> Assess available inventory of supplies and equipment. <input type="checkbox"/> Review safety procedures and assignments with personnel. <input type="checkbox"/> Establish a point of entry (“triage”) into the treatment area. <input type="checkbox"/> Establish “immediate” and “delayed” treatment areas. <input type="checkbox"/> Set up a separate psychological first aid area if staff levels are sufficient. <input type="checkbox"/> Oversee the assessment, care, and treatment of patients. <input type="checkbox"/> Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient. <input type="checkbox"/> Make sure that accurate records are kept. <input type="checkbox"/> Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics. <input type="checkbox"/> If needed, request additional personnel from Logistics. <input type="checkbox"/> Brief newly assigned personnel. <input type="checkbox"/> Report deaths immediately to the Operations Section Chief. <input type="checkbox"/> Keep the Operations Section Chief informed of the overall status. <input type="checkbox"/> Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan. <input type="checkbox"/> Stay alert for communicable diseases and isolate appropriately. <input type="checkbox"/> Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).
<p>CLOSING DOWN:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> At the Incident Commander’s direction, release medical staff no longer needed. Direct staff members to sign out through timekeeping. <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.

Medical Team Leader (continued)

EQUIPMENT/ SUPPLIES:	<input type="checkbox"/> First aid supplies. (See the list on the following page.) <input type="checkbox"/> LED Flashlight & NOAA Weather Radio <input type="checkbox"/> Stretchers <input type="checkbox"/> Tables and chairs <input type="checkbox"/> Staff and student medication from the Health Office <input type="checkbox"/> Forms: Notice of First Aid Care & Medical Treatment Victim Log <input type="checkbox"/> Masking tape, Marking pens, Blankets <input type="checkbox"/> Quick reference medical guides, Ground cover/tarps
Recommended First Aid Supplies:	<input type="checkbox"/> 4 x 4" compress: 1000 per 500 students <input type="checkbox"/> 8 x 10" compress: 150 per 500 students <input type="checkbox"/> Kerlix bandaging: 1 per student <input type="checkbox"/> Ace wrap: 2-inch: 12 per campus/4-inch: 12 per campus <input type="checkbox"/> Triangular bandage: 24 per campus <input type="checkbox"/> Cardboard splints: 24 each of sm, med, lg. <input type="checkbox"/> Steri-strips or butterfly bandages: 50 per campus <input type="checkbox"/> Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$ <input type="checkbox"/> Neosporin: 144 squeeze packs per campus <input type="checkbox"/> Hydrogen peroxide: 10 pints per campus <input type="checkbox"/> Bleach: 1 small bottle <input type="checkbox"/> Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students <input type="checkbox"/> Scissors, paramedic: 4 per campus <input type="checkbox"/> Tweezers: 3 assorted per campus <input type="checkbox"/> Triage tags: 50 per 500 students <input type="checkbox"/> Latex gloves: 100 per 500 students <input type="checkbox"/> Oval eye patch: 50 per campus <input type="checkbox"/> Tapes: 1" cloth: 50 rolls/campus/2" cloth: 24 per campus <input type="checkbox"/> Dust masks: 25 per 100 students <input type="checkbox"/> Disposable blanket: 10 per 100 students <input type="checkbox"/> First Aid Books: 2 standard and 2 advanced per campus <input type="checkbox"/> Space blankets: 1 per student and staff <input type="checkbox"/> Heavy duty rubber gloves: 4 pair

Medical Team

PERSONNEL:	First Aid trained staff and volunteers
RESPONSIBILITIES:	Use approved safety equipment and techniques.
START-UP ACTIONS:	<input type="checkbox"/> Obtain and wear personal safety equipment including latex gloves. <input type="checkbox"/> Check with the Medical Team Leader for assignment.
OPERATIONAL DUTIES:	<input type="checkbox"/> Administer appropriate first aid. <input type="checkbox"/> Keep accurate records of care given. <input type="checkbox"/> Continue to assess victims at regular intervals. <input type="checkbox"/> Report deaths immediately to the Medical Team Leader. <input type="checkbox"/> If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference— do not send any records with the victim. <input type="checkbox"/> A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.
	Triage Entry Area:
	<p>The triage area should be staffed with a minimum of two trained team members, if possible.</p> <input type="checkbox"/> One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged. <input type="checkbox"/> Second team member logs victims' names on form and sends the forms to the Command Post as completed.
	Treatment Areas ("Immediate and Delayed")
	<p>Treatment areas should be staffed with a minimum of two team members per area, if possible.</p> <input type="checkbox"/> One member completes secondary head-to-toe assessment. <input type="checkbox"/> Second member records information on the triage tag and on-site treatment records. <input type="checkbox"/> Follow categories: Immediate, Delayed, Dead + When using the two-way radio, do not use the names of the injured or dead.
CLOSING DOWN:	<input type="checkbox"/> Return equipment and unused supplies to Logistics. <input type="checkbox"/> Clean up first aid area. Dispose of hazardous waste safely. <input type="checkbox"/> Complete all paperwork and turn it in to the Documentation Unit.

Medical Team (continued)

EQUIPMENT/ SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> First-aid supplies (See the list on the following page.) <input type="checkbox"/> Job description clipboards <input type="checkbox"/> LED Flashlight <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> Stretchers <input type="checkbox"/> Vests, if available <input type="checkbox"/> Tables and chairs <input type="checkbox"/> Staff and student medication from health office <input type="checkbox"/> Forms: <ul style="list-style-type: none"> • Notice of First Aid Care • Medical Treatment Victim Log <input type="checkbox"/> Marking pens <input type="checkbox"/> Blankets <input type="checkbox"/> Quick reference medical guides <input type="checkbox"/> Ground cover/tarps
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Medical Branch Morgue

PERSONNEL:	To be assigned by the Operations Section Chief if needed.
START-UP ACTIONS:	<input type="checkbox"/> Check with the Operations Section Chief for direction. <input type="checkbox"/> If directed, set up a morgue area. Verify: <ul style="list-style-type: none"> • Tile, concrete, or other cool floor surface • Accessible to Coroner's vehicle • Remote from the assembly area • Security: Keep unauthorized persons out of the morgue. • Maintain a respectful attitude.
OPERATIONAL DUTIES:	<p>After pronouncement or determination of death:</p> <input type="checkbox"/> <i>Confirm that the person is actually dead. Remember, you do not have the authority to pronounce a person dead. This must be done by the Coroner or other medical authority.</i> <input type="checkbox"/> <i>Do not</i> move the body until directed by the Command Post. <input type="checkbox"/> <i>Do not</i> remove any personal effects from the body. Personal effects must remain with the body <i>at all times.</i> <input type="checkbox"/> As soon as possible, <i>notify the Operations Section Chief</i> , who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner. <input type="checkbox"/> Keep accurate records and make them available to law enforcement and/or the Coroner when requested. <input type="checkbox"/> Write the following information on two tags: <ul style="list-style-type: none"> • Date and time found. • Exact location where found. • Name of decedent if known. • If identified—how, when, by whom. • Name of person filling out tag. <input type="checkbox"/> Attach one tag to body. <input type="checkbox"/> Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
CLOSING DOWN:	<input type="checkbox"/> After all bodies have been picked up, close down the Morgue. <input type="checkbox"/> Return equipment and unused supplies to Logistics. <input type="checkbox"/> Clean up the area. Dispose of hazardous waste safely. <input type="checkbox"/> Complete all paperwork and turn in to the Documentation Unit.
EQUIPMENT/SUPPLIES:	<input type="checkbox"/> Tags <input type="checkbox"/> LED Flashlight <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> Pens/pencils <input type="checkbox"/> Plastic trash bags <input type="checkbox"/> Duct tape <input type="checkbox"/> Vicks VapoRub (to assist with odor) <input type="checkbox"/> Plastic tarps <input type="checkbox"/> Stapler <input type="checkbox"/> 2" cloth tape

Student Care

PERSONNEL:	Classroom teachers, substitute teachers, and staff as assigned.
RESPONSIBILITIES:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
START-UP ACTIONS:	<ul style="list-style-type: none"> <input type="checkbox"/> Wear an identification vest, if available. <input type="checkbox"/> Take a job description clipboard and radio. <input type="checkbox"/> Check with the Operations Section Chief for situation briefing. <input type="checkbox"/> Make personnel assignments as needed. <input type="checkbox"/> If evacuating: <ul style="list-style-type: none"> • Verify that the assembly area and routes to it are safe. • Count or observe the classrooms as they exit, to make sure that all classes evacuate. • Initiate the set-up of portable toilet facilities and hand-washing stations.
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor the safety and well-being of the students and staff in the assembly area. <input type="checkbox"/> Administer minor first aid as needed. <input type="checkbox"/> Support the Student Release process by releasing students with the appropriate paperwork. <input type="checkbox"/> When necessary, provide water and food to students and staff. <input type="checkbox"/> Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. <input type="checkbox"/> Make arrangements to provide shelter for students and staff. <input type="checkbox"/> Arrange activities and keep students reassured. <input type="checkbox"/> Update records of the number of students and staff in the assembly area (or in the buildings). <input type="checkbox"/> Direct all requests for information to the PIO.
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Vest <input type="checkbox"/> LED Flashlight <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> Clipboard with job description <input type="checkbox"/> Ground cover, tarps <input type="checkbox"/> First aid kit <input type="checkbox"/> Student activities: books, games, coloring books, etc. <input type="checkbox"/> Form: Student accounting; Notice of First Aid Care <input type="checkbox"/> Campus two-way radio <input type="checkbox"/> Water, food, sanitation supplies

Student Release

PERSONNEL:	School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.
RESPONSIBILITIES:	Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
START-UP ACTIONS:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain and wear a vest or position identifier, if available. <input type="checkbox"/> Check with the Operations Section Chief for assignment to the Request Gate or Release Gate. <input type="checkbox"/> Obtain necessary equipment and forms from Logistics. <input type="checkbox"/> Secure the area against unauthorized access. Mark the gates with signs. <input type="checkbox"/> Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests. <input type="checkbox"/> Have Controlled Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist. <input type="checkbox"/> Set up the Release Gate some distance from the Request Gate.
OPERATIONAL DUTIES:	<p>Follow the Everett Public Schools' procedures for reunification of students with their parents or guardians. Refer to the <i>Reunification Annex</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer all requests for information to the POI. Do not spread rumors!
SPECIFIC PROCEDURES FOR CONTROLLED RELEASE AT THE SCHOOL:	<ul style="list-style-type: none"> <input type="checkbox"/> The requesting adult fills out a Controlled Student Release Form, gives it to a staff member, and shows identification. <input type="checkbox"/> The staff member verifies the identification and verifies that the requester is listed on the Emergency Locator Card. <input type="checkbox"/> The staff member instructs the requester to proceed to the Release Gate. <input type="checkbox"/> The runner takes the form(s) to the designated location. <p>+ Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.</p> <p>If the student <u>is with</u> the class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Runner shows the Controlled Student Release Form to the teacher. <input type="checkbox"/> The teacher marks the box, "Sent with Runner." <input type="checkbox"/> If appropriate, the teacher sends the parent copy of the First Aid Form with the runner. <input type="checkbox"/> The runner walks the student(s) to the Release Gate. <input type="checkbox"/> The runner hands the paperwork to release personnel. <input type="checkbox"/> Release Gate staff will match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Controlled Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.

Student Release (Continued)

<p>SPECIFIC PROCEDURES FOR CONTROLLED RELEASE AT THE SCHOOL:</p>	<p>If the student <u>is not with the class</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes the appropriate notation on the Controlled Student Release Form: <ul style="list-style-type: none"> • “Absent” if the student was never in school that day. • “First Aid” if the student is in the Medical Treatment area. • “Missing” if the student was in school but now cannot be located. <input type="checkbox"/> The runner takes Controlled Student Release Form to the Command Post. <input type="checkbox"/> The Command Post verifies the student’s location if known and directs the runner accordingly. <input type="checkbox"/> If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning “Missing” forms to the Command Post for verification. <input type="checkbox"/> The parent should be notified of the missing student’s status and escorted to a crisis counselor. <input type="checkbox"/> If the student is in First Aid, the parent should be escorted to the Medical Treatment Area. <input type="checkbox"/> If the student was marked absent, the parent will be notified by a staff member.
<p>CLOSING DOWN:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics. <input type="checkbox"/> Complete all paperwork and turn it in to the Documentation Unit.
<p>EQUIPMENT/ SUPPLIES:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Binder with Emergency Locator cards for contacting parents. <input type="checkbox"/> Daily attendance records to determine who is absent or signed out early. <input type="checkbox"/> Student release forms for the “runner” to use to sign out a student. <input type="checkbox"/> Pens, stapler <input type="checkbox"/> LED Flashlight <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> Signs to mark Request Gate and Release Gate <input type="checkbox"/> Signs for alphabetical grouping to organize the parents (A-F, etc.) <input type="checkbox"/> Attendance sheets for <u>every period of the day for every class</u>.

Controlled Student Release Form
(To be taken by Runner)

Please print

Student's Name _____ Grade _____

Requested By: _____

.....
To be completed by Request Gate Staff

Proof of I.D. _____ Name on Disaster Release Form **(Yes)** **(No)**

Name of Staff Member _____ (circle one)

.....
To be completed by Student Care Staff (The teacher)

Student's Status

Sent with Runner _____ Absent _____ First Aid _____ Missing _____

(If student is absent, in first aid or missing - deliver this form to the Command Post)

.....
To be completed by Release Gate Staff

Proof of I.D. _____ Name on Disaster Release Form **(Yes)** **(No)**
(circle one)

.....
To be filled in by Requester at Release Gate

Requester Signature: _____

Destination: _____

Date: _____ Time: _____

Logistics Section: Supplies & Facilities

RESPONSIBILITIES:	This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Logistics Section Chief for a situation briefing. <input type="checkbox"/> Open the supplies container or other storage facility if necessary. <input type="checkbox"/> Put on position identifier, such as a vest, if available. <input type="checkbox"/> Begin distribution of supplies and equipment as needed. <input type="checkbox"/> Set up the Command Post.
OPERATIONAL DUTIES:	<input type="checkbox"/> Maintain security of the cargo container, supplies and equipment. <input type="checkbox"/> Distribute supplies and equipment as needed. <input type="checkbox"/> Assist team members in locating appropriate supplies and equipment. <input type="checkbox"/> Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
CLOSING DOWN:	<input type="checkbox"/> At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned. <input type="checkbox"/> Secure all equipment and supplies.
EQUIPMENT/SUPPLIES:	<input type="checkbox"/> Two-way radio <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Job description clipboard <input type="checkbox"/> Paper, pens <input type="checkbox"/> Cargo container or other storage facility and all emergency supplies stored on campus <input type="checkbox"/> Form: Inventory of emergency supplies on campus

Planning Section: Documentation

RESPONSIBILITIES:	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Planning Section Chief for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies if needed from Logistics. <input type="checkbox"/> Put on a position identifier, such as a vest, if available. <input type="checkbox"/> Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of expenditures as well as all personnel timekeeping records.

Planning Section: Documentation (continued)

OPERATIONAL DUTIES:	<p>Records:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain a time log of the incident, noting all actions and reports. <input type="checkbox"/> Record content of all radio communication with the district Emergency Operations Center (EOC). <input type="checkbox"/> Record verbal communication for basic content. <input type="checkbox"/> Log in all written reports. <input type="checkbox"/> File all reports for reference (file box). <p>+ Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records - they are legal documents.</p> <p>Student and Staff Accounting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive, record, and analyze Student Accounting forms. <input type="checkbox"/> Check off staff roster. Compute the number of students, staff, and others on campus for Situation Analysis. Update periodically. <input type="checkbox"/> Report missing persons and site damage to the Command Post. <input type="checkbox"/> Report first aid needs to the Medical Team Leader. <input type="checkbox"/> File forms for reference.
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> Collect and file all paperwork and documentation from deactivating sections. <input type="checkbox"/> Securely package and store these documents for future use. <input type="checkbox"/> Return equipment and reusable supplies to Logistics.
EQUIPMENT/SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Two-way radio <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> LED Flashlight <input type="checkbox"/> File box(es) <input type="checkbox"/> Forms: <ul style="list-style-type: none"> • Emergency Time/Situation Report • Student Accounting Form • Sample Log <input type="checkbox"/> Paper, pens <input type="checkbox"/> Job description clipboard

Planning Section: Situation Analysis

RESPONSIBILITIES:	<p>This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <input type="checkbox"/> Check in with Planning Section Chief for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on a position identifier, such as a vest, if available.

Planning Section: Situation Analysis (continued)

OPERATIONAL DUTIES:	<p>Situation Status (Map):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect, organize and analyze situation information. <input type="checkbox"/> Mark the site map appropriately as related reports are received, including but not limited to S&R reports and damage updates. <input type="checkbox"/> Preserve the map as a legal document until it is photographed. <input type="checkbox"/> Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.) <p>Situation Analysis:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide current situation assessments based on analysis of information received. <input type="checkbox"/> Develop situation reports for the Command Post to support the action planning process. <input type="checkbox"/> Think ahead and anticipate situations and problems before they occur. <input type="checkbox"/> Report only to Command Post personnel. Refer other requests to PIO.
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> Close out all logs and turn all documents in to Documentation. <input type="checkbox"/> Return equipment and reusable supplies to Logistics.
EQUIPMENT/SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Two-way radio <input type="checkbox"/> NOAA Weather Radio <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Paper, pens, dry-erase pens, tissues <input type="checkbox"/> Job description clipboards <input type="checkbox"/> Large site map of campus, laminated or covered with Plexiglas <input type="checkbox"/> File box(es) <input type="checkbox"/> Map of county or local area

Finance/Admin Section: Timekeeping & Purchases

RESPONSIBILITIES:	This unit is responsible for maintaining accurate and complete records of staff hours and purchases made during the incident.
START-UP ACTIONS:	<ul style="list-style-type: none"> <input type="checkbox"/> Check in with the Finance/Administration Section Chief for a situation briefing. <input type="checkbox"/> Put on a position identifier, such as a vest, if available. <input type="checkbox"/> Locate and set up work space. <input type="checkbox"/> Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping.
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that accurate records are kept of all staff members, indicating the hours worked if the incident goes past normal work hours. <input type="checkbox"/> If district personnel not normally assigned to the site are working, be sure that records of their hours are kept. <input type="checkbox"/> Support Logistics in making any purchases which have been approved by the Incident Commander.
CLOSING DOWN:	<ul style="list-style-type: none"> <input type="checkbox"/> Close out all logs. <input type="checkbox"/> Secure all documents and records.
EQUIPMENT/SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Paper, pens & log book

Continuity of Operations (COOP) Annex

The COOP helps ensure essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

School Emergency Food Usage Plan

The Food and Nutrition Department developed a School Emergency Food Usage Plan. In the event of an emergency the Food Usage Plan is a tool to assist staff in determining the quantities of food and beverages on hand and how to ration them. The School Emergency Food Usage Plan is not intended to provide full meals in the event of an emergency, but to provide nourishment until students and staff can get home.

The School Emergency Food Usage Plan is conveniently stored in a backpack and is hanging on a wall in the kitchen. Each backpack includes an Important Information sheet, a Food Usage Plan worksheet and emergency supplies.

- The “Important Information” sheet describes the location of necessary keys; a suggested order of using the food and beverages on hand; instructions to access water in the hot water tank and assistance in determining how to ration the food and beverages on hand.
- The food Usage Plan work sheet lists the food; beverages and paper supplies typically found in a school kitchen; defines where the supplies are stored and describes suggested serving sizes and serving yields.
- The backpack includes emergency supplies such as a can opener, disposable gloves, sanitizing wipes, etc.

Important Information:

Keys: There are keys to the refrigerator, freezer and store room in a black, wall mounted key box located in the kitchen. Align all numbers on the box front to 3333 and slide open the closure on the side of the box. The keys are inside. The milk cooler, refrigerator, and freezer keys are small, and the storeroom key is larger.

Which food should be used first? Some foods on the following list are perishable and some are not. If the food is listed as a refrigerated food or freezer food, it is perishable and should be used before the storeroom food.

Use first: refrigerated food

Use second: freezer food that has thawed to 40 – 45 degrees

Use third: food stored at room temperature

How to access water in hot water tank(s)? Find the hot water tank(s) (location displayed on site map). You will find the hose bib on the lower area of the tank. Turn, what looks like an outside faucet, counter clockwise and water will flow out of tank. Take care when touching the tank because it may be HOT.

How to ration the food on hand?

1. Count the students and adults that you are caring for.
2. Count the protein, carbohydrate, fruit and vegetable and fluid servings in the refrigerator, freezer and storeroom and record the quantities on the attached School Emergency Food Usage Plan.

3. Compare the number of protein, carbohydrate, fruit and vegetable, and fluid servings with the total number of students and adults that you are caring for to determine how you must ration the supplies.

Kitchen Backpack:

- Disposable gloves
- First aid kit
- Flashlight and batteries
- Manual can opener
- Paper pad and pencil
- Paring knives
- Probe thermometer
- Sanitizing wipes
- Solar calculator
- Serving cups

NOTE: THE FOLLOWING PORTION SIZES ARE MINIMAL: 1 OUNCE OF PROTEIN, 1 OUNCE OF BREAD, ¼ CUP OF FRUIT/VEGETABLE AND ½ CUP OF FLUID.

Protein	Where is it stored?	Unit	Serving size	Servings per unit	Inventory	Total Servings Available
				A	B	A x B = C
Cheese	Refrigerator/ freezer	Pounds	1 ounce	16	Lb	1.
Yogurt	Refrigerator	Cartons	4 ounces	1	Carton	2.
Lunch meat	Refrigerator/ freezer	Pounds	1 ounce	16	Lb	3.
Precooked meat (beef, chicken, fish) Use only if the box says PRECOOKED	Freezer	Pounds	½ patty	10	Lb	4.
Entrees (pizza, quesadilla, corndog, etc.)	Freezer	Each	½ entree	2	Entree	5.
Nuts, seeds, trail mix	Storeroom	Pounds	1 ounce	16	Lb	6.
Peanut butter	Storeroom	#10 can	2 TBL	100	Can	7.
Beans (Pinto, kidney black beans refried, baked)	Storeroom	#10 can	¼ cup	30	Can	8.
Tuna	Storeroom	66 oz can	1 oz	50	Can	9.
					Sum of 1-9	

Carbo-hydrate	Where is it stored?	Unit	Serving size	Servings per unit	Inventory	Total Servings Available
				A	B	A x B = C
Tortilla	Refrigerator/ freezer	Package	1 tortilla	Varies	Pkg	1.
Breadsticks	Freezer	Each	1/2 stick	1	Each	2.
Bread, pizza crust	Storeroom/ freezer	Loaf/ crust	Slice	20	Loaf	3.
Buns, rolls	Storeroom/ freezer	Dozen	1/2 bun	24	Dozen	4.
Cereal, cold	Storeroom	Bowl	1 bowl	1	Bowl	5.
Crackers	Storeroom	Pound	1 ounce	16	Lb	6.
Tortilla Chips	Storeroom	Pound	1 ounce	16	Lb	7.
Waffles, pancakes	Freezer	Each	1 each	1	Each	8.
					Sum of 1-8	
Fruits & Vegetables	Where is it stored?	Unit	Serving size	Servings per unit	Inventory	Total Servings Available
				A	B	A x B = C
Fresh Fruit	Refrigerator	Pieces	1/2 piece	2	Pcs	1.
Fresh Vegetables	Refrigerator	Pounds	1/4 cup	12	Lb	2.
Canned Fruit (drain and save juice)	Storeroom	Cans	1/4 cup	35	Can	3.
Canned Vegetables	Storeroom	Cans	1/4 cup	35	Can	4.
Fruit Leather	Storeroom	Each	1 pkg	1	Pkg	5.
Dried Fruit	Storeroom	Pound	2 TBL	25	Lb	6.
					Sum of 1-6	

Fluids	Where is it stored?	Unit	Serving size	Servings per unit	Inventory	Total Servings Available
				A	B	A x B = C
Milk (50/case)	Refrigerator	Cartons	4 oz	2	Carton	
Fruit Juice, 4 oz	Refrigerator or freezer	Cartons	4 oz	1	Carton	
Fruit Juice, varies	Refrigerator or storeroom	Container	4 oz	varies	Container	
Juice drained from canned fruit (2 cups per #10 can)	Storeroom		4 oz	4	#10 Can	
Water	Storeroom	Container	4 oz	Size varies		
					Sum of 1-5	

Recovery Annex

Plan how to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

- **Academic recovery**
 - When the school should be closed and reopened, and who has the authority to do so.
 - What temporary space(s) the school may use if school buildings cannot be immediately reopened.
 - How to provide alternate educational programming in the event that students cannot physically reconvene.
- **Physical recovery**
 - How to document school assets, including physically accessible facilities, in case of damage.
 - Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes.
 - How the school will work with utility and insurance companies before an emergency to support a quicker recovery.
- **Fiscal recovery**
 - How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).
 - How staff will receive timely and factual information regarding returning to work.
 - What sources the school may access for emergency relief funding.
- **Psychological and emotional recovery**
 - Who will serve as the team leader.
 - Where counseling and [psychological first aid](#) will be provided.
 - How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide [psychological first aid](#) (if trained), and identify students and staff who may need immediate crisis counseling.
 - Who will provide trained counselors.
 - How to address the immediate, short-, and long-term counseling needs of students, staff, and families.
 - How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.
 - How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future.
 - How the [Public Health, Medical, and Mental Health Annex](#) will inform the actions and plans of the Recovery Annex.

Security Annex

Plan the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.
- How to make sure the building is physically secure (including implementation of Crime Prevention Through Environmental Design [CPTED]);

CPTED Principles

Natural Surveillance	Arranging physical features to maximize visibility.
Natural access control	Guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers.
Territoriality reinforcement	Clearly delineating space, expressing pride and ownership, and creating a welcoming environment.
Management and maintenance	Ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed.

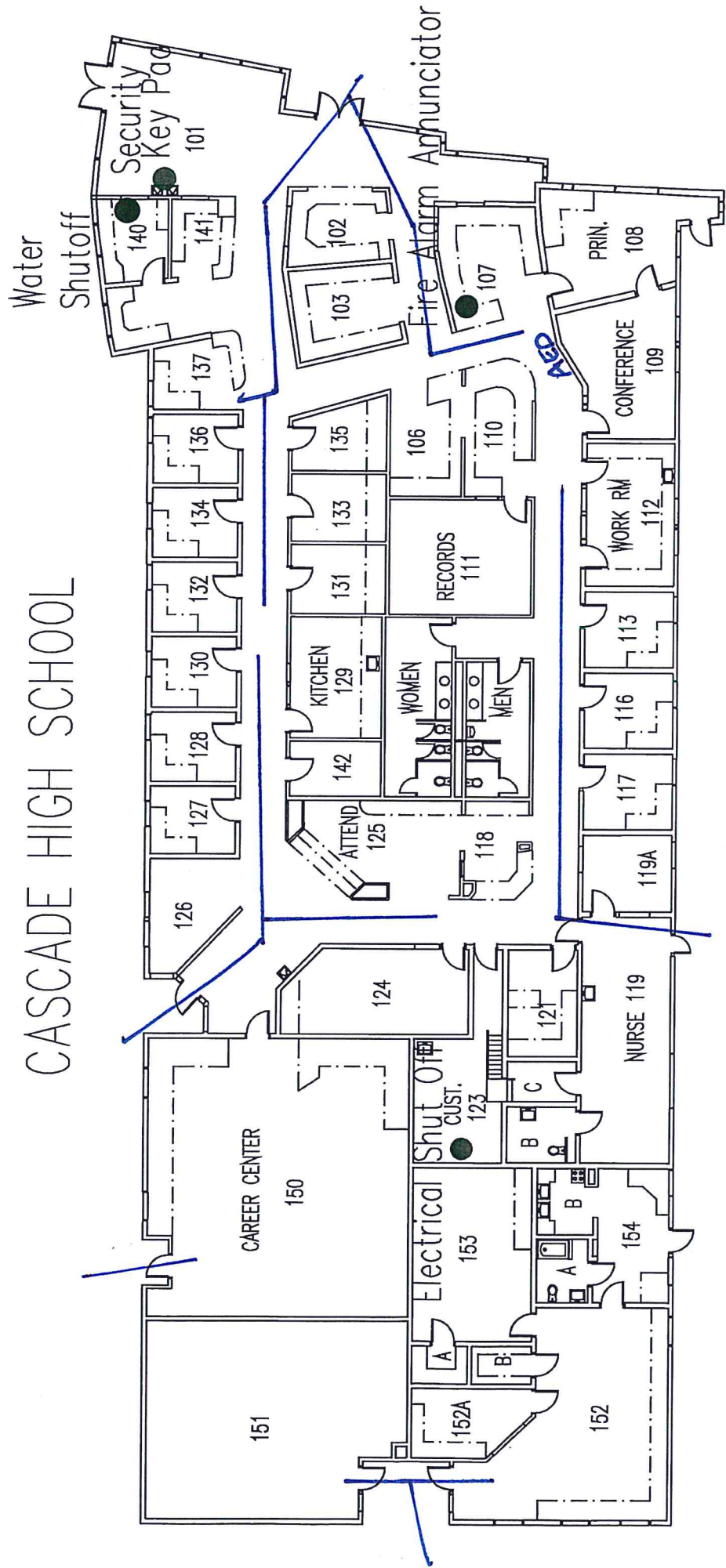
- How to get students to and from school safely (including traffic control and pedestrian safety);
- How to keep prohibited items out of school;
- How to respond to threats identified by the behavioral threat assessment team; and
- How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the *Family Educational Rights and Privacy Act of 1974 [FERPA]*, the *Health Insurance Portability and Accountability Act of 1996 [HIPAA]*, and civil rights and other laws). For more information on FERPA and HIPAA, visit [Information Sharing](#)

DEPT	XXXXXXXXXXXXXXXXXX	1	Fall	Spring	2	Fall	Spring	3	Fall	Spring	4	Fall	Spring	5	Fall	Spring	6	Fall	Spring	
CTE	BARHANOVICH																			
CTE	Belair		Family Health	Family Health		Family Health	Family Health		Family Health	Family Health		XXX	XXX		Family Health	Family Health		Family Health	Family Health	
CTE	Jacobs		Business & Marketing 1	Business & Marketing 1		College & Career Seminar	Child Development		XXX	XXX		Business & Marketing 2-4	Business & Marketing 2-4		Independent Living	Independent Living		College & Career Seminar	College & Career Seminar	
CTE	Schmidt		XXX	XXX		Family Health	Family Health		Family Health	Family Health		Family Health	Family Health		Physical Education 1	Physical Education 1		Physical Education 1	Physical Education 1	
CTE	Sibley		Graphic Design 1	Graphic Design 1		Yearbook	Yearbook		Digital Photography 1	Digital Photography 2		XXX	XXX		Digital Photography 1	Digital Photography 1		Graphic Design 1	Graphic Design 2-3	
CTE	Shafer		AP Comp Sci A	AP Comp Sci A		AP Comp Sci P	AP Comp Sci P		XXX	XXX		Video Production 1	Video Production 1		Digital Photography 1	Digital Photography 1		Digital Photography 1	Digital Photography 1	
CTE	Smith, P		Automotive Maintenance	Automotive Maintenance		Automotive Technology	Automotive Technology		Automotive Maintenance	Automotive Maintenance		Manufacturing	Manufacturing		XXX	XXX		Manufacturing	Manufacturing	
CTE	Youngquist									Nutrition 2		Nutrition 1			Nutrition 1		Nutrition 1		XXX	XXX
CTE	TBD		Nutrition 1	Nutrition 1		Nutrition 1	Nutrition 1		Sports Medicine 1	Sports Medicine 1		Sports Medicine 1	Sports Medicine 2-3		XXX	XXX		Nutrition 1	Nutrition 1	
ENG	Bowers		English 4	English 4		English 4	English 4		English 4	English 4		XXX	XXX		English 4	English 4		AP English Lang & Comp	AP English Lang & Comp	
ENG	Cane		XXX	XXX		EL Comp Lit	EL Comp Lit		EL Comp Lit	EL Comp Lit		Pre-AP English 1	Pre-AP English 1		Pre-AP English 1	Pre-AP English 1		Pre-AP English 1	Pre-AP English 1	
ENG	Clark		English 2 Honors	English 2 Honors		English 2 Honors	English 2 Honors		English 2 Honors	English 2 Honors		Manufacturing	Manufacturing		XXX	XXX		Introduction to Education	Introduction to Education	
ENG	Crews		Sociology	Sociology		English 3 Honors	English 3 Honors		Sociology	Sociology		English 3	English 3		English 3 Honors	English 3 Honors		XXX	XXX	
ENG	Himstedt		AVID 10	AVID 10		AVID 10	AVID 10		XXX	XXX		English 4	English 4		EvCC English	EvCC English		English 4	English 4	
ENG	Hunter		AP English Lit & Comp	AP English Lit & Comp		English 2	English 2		XXX	XXX		English 2 Honors	English 2 Honors		AP English Lit & Comp	AP English Lit & Comp		English 2 Honors	English 2 Honors	
ENG	Hurtig		English 3	English 3		AP Seminar	AP Seminar		English 3 Honors	English 3 Honors		XXX	XXX		English 3	English 3		English 3 Honors	English 3 Honors	
ENG	Kelsey		English 2	English 2		XXX	XXX		English 2	English 2		English 2 Honors	English 2 Honors		English 2 Honors	English 2 Honors		English 2	English 2	
ENG	Nelson		EvCC English	EvCC English		EvCC English	EvCC English		AP Seminar	AP Seminar		XXX	XXX		English 2	English 2		AP Seminar	AP Seminar	
ENG	Nyberg		English 3 Honors	English 3 Honors		English 3	English 3		English 3	English 3		English 3 Honors	English 3 Honors		XXX	XXX		English 3	English 3	
ENG	Raine		XXX	XXX		Leadership	Leadership		Pre-AP English 1	Pre-AP English 1		Pre-AP English 1	Pre-AP English 1		Pre-AP English 1	Pre-AP English 1		Pre-AP English 1	Pre-AP English 1	
ENG	Weber		Pre-AP English 1	Pre-AP English 1		Pre-AP English 1	Pre-AP English 1		English 2 Honors	English 2 Honors		English 2 Honors	English 2 Honors		English 2 Honors	English 2 Honors		XXX	XXX	
FA	Beebe		Draw & Paint 1	Draw & Paint 1		Draw & Paint 1	Draw & Paint 1		XXX	XXX		Intro to Draw & Paint	Draw & Paint 2		Intro to Draw & Paint	Intro to Draw & Paint		AP Art	AP Art	
FA	Clarke		Treble Choir	Treble Choir		XXX	XXX		Women's Select Ensemble	Women's Select Ensemble		Symphonic Choir	Symphonic Choir							
FA	Ringo		XXX	XXX		Intro to Ceramics	Intro to Ceramics		Intro to Ceramics	Intro to Ceramics		Ceramics 1	Ceramics 1		Ceramics 1	Ceramics 2		Intro to Ceramics	Intro to Ceramics	
FA	Staley		XXX	Percussion Ensemble		Symphonic Band	Symphonic Band		Concert Band	Concert Band		Wind Ensemble	Wind Ensemble		XXX	XXX				
FA	TBD		Intro to Draw & Paint	Intro to Draw & Paint		Draw & Paint 1	Intro to Draw & Paint		XXX	XXX		Intro to Draw & Paint	Intro to Draw & Paint							
LD	Rogers		Adv Leadership	Adv Leadership		XXX	XXX		College & Career Seminar	College & Career Seminar		XXX	XXX		College & Career Seminar	College & Career Seminar				
MTH	Boroumand		Alg II Trig	Alg II Trig		Alg II Trig	Alg II Trig		XXX	XXX		Alg II Trig	Alg II Trig		Alg II Trig	Alg II Trig		Alg II Support	Alg II Support	
MTH	Brunson		Alg II Trig	Alg II Trig		XXX	XXX		Algebra 1	Algebra 1		Algebra 1	Algebra 1		Algebra 1	Algebra 1		Algebra 1	Algebra 1	
MTH	Crum		Geometry	Geometry		Geometry	Geometry		Geometry	Geometry		AP Statistics	AP Statistics		XXX	XXX		Alg II Trig	Alg II Trig	
MTH	Kermodie		Principles of Math	Principles of Math		XXX	XXX		Alg II Trig	Alg II Trig		Success Time	Success Time		Alg II Trig	Alg II Trig		Principles of Math	Principles of Math	
MTH	Novilla		XXX	XXX		Success Time	Success Time		Alg II Trig	Alg II Trig		Alg II Trig	Alg II Trig		Alg II Trig	Alg II Trig		Alg II Trig	Alg II Trig	
MTH	Olson		Intensified Algebra 1	**		Intensified Algebra 1	**		XXX	XXX		Geometry	Geometry		Geometry	Geometry		Geometry	Geometry	

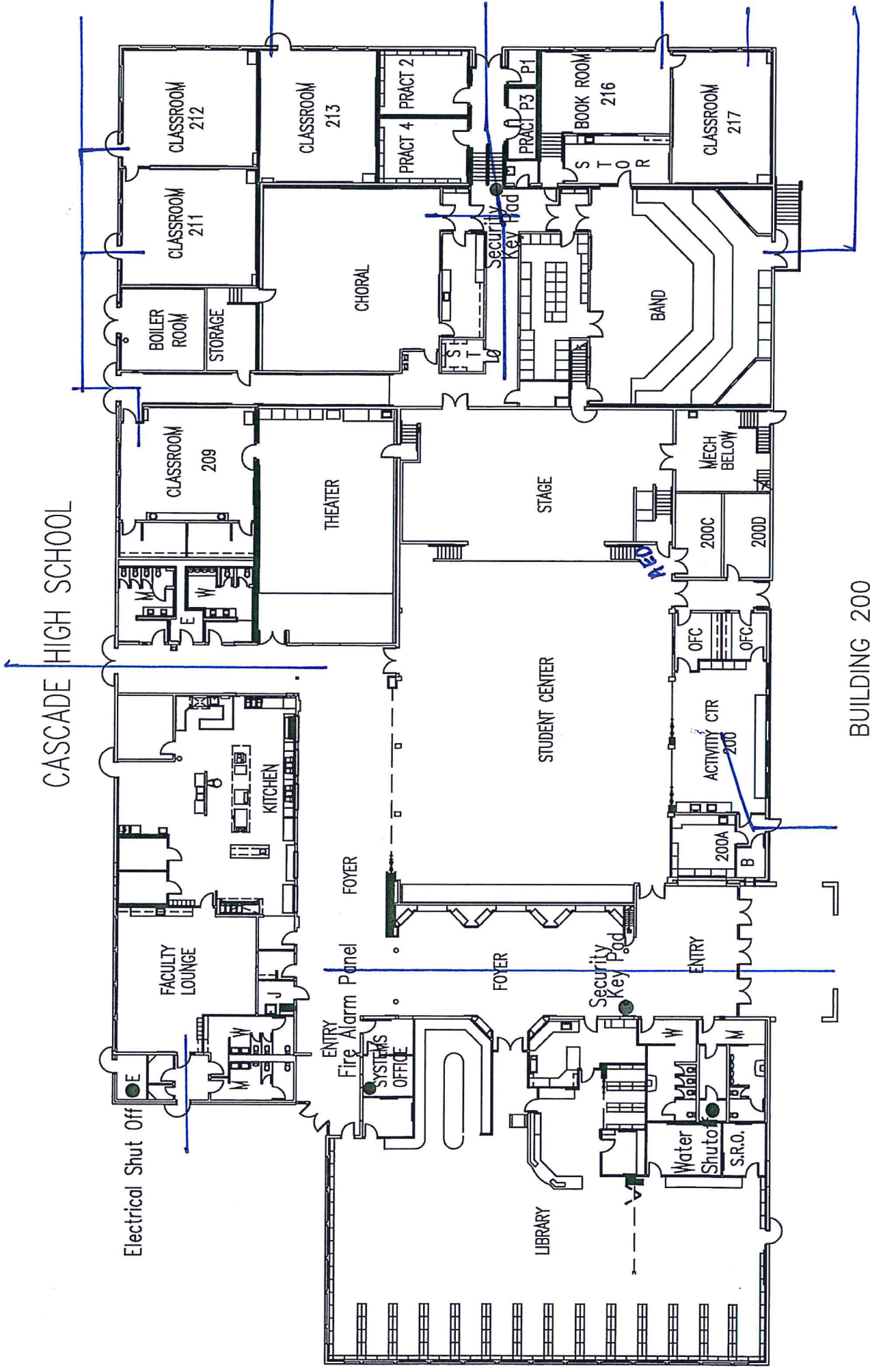
MTH	Olson-Kelly	AP Calculus AB	AP Calculus AB	AP Calculus AB	AP Calculus AB	Bridge to College Math	Bridge to College Math	Bridge to College Math	Bridge to College Math	XXX	XXX	Bridge to College Math	Bridge to College Math
MTH	Percival	AVID 9	AVID 9	AVID 9	AVID 9	XXX	XXX	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
MTH	Smith, E	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Intensified Algebra 1	**	Intensified Algebra 1	**	XXX	XXX
MTH	Stenesen	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry	XXX	XXX
MTH	Stencil, S					Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	XXX	XXX
MTH	VanderHelm	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	XXX	XXX				
MTH	Wambold	XXX	XXX	Alg II Trig	Alg II Trig	Alg II Trig	Alg II Trig	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
MTH	Youngberg	Business and Finance	Business and Finance	Internships	Internships	AP Macroeconomics	AP Macroeconomics	AP Macroeconomics	AP Macroeconomics	Manufacturing	Manufacturing	XXX	XXX
PE	Bertrand	Physical Education 1	Physical Education 1	Guitar 1	Guitar 1	Physical Education 1	Physical Education 1	Adaptive PE	Flexibility & Fitness 1-3	Guitar 2-3	Guitar 2-3	XXX	XXX
PE	Hodgins					XXX	XXX	Yoga Core Training	Yoga Core Training	Yoga Core Training	Yoga Core Training	Training	Training
PE	Huizinga	Training	Weight Training	Weight Training	Weight Training	Team Sports	Advanced Team Sports	Physical Education 1	Physical Education 1	Advanced Weight Training	Advanced Weight Training	XXX	XXX
PE	Hull	Team Sports	Court Sports	Physical Education 1	Physical Education 1	Court Sports	Court Sports	XXX	XXX	Court Sports	Court Sports	Advanced Court Sports	Advanced Court Sports
SCI	Cherniak	AP Physics	AP Physics	AP Physics	AP Physics	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology	XXX	XXX
SCI	Jensen	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	XXX	XXX	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe
SCI	Lindenstein	Biology and the Environment	Biology and the Environment	XXX	XXX	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment
SCI	McKay	AP Research	AP Research	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	XXX	XXX	AP Biology	AP Biology
SCI	McLeod	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	XXX	XXX	Engineer Your World	Engineer Your World	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe
SCI	Rainey	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	XXX	XXX	Robotics Tech	Robotics Tech
SCI	Ridenour	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	XXX	XXX	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biotechnology	Biotechnology
SCI	Royce	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment	XXX	XXX	AP Environmental Science	AP Environmental Science	AP Environmental Science	AP Environmental Science
SCI	Sage			XXX	XXX	AP Environmental Science	AP Environmental Science	AP Environmental Science	AP Environmental Science	Biology and the Environment	Biology and the Environment	Biology and the Environment	Biology and the Environment
SCI	Wilson, S	XXX	XXX	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	Physics in the Universe	AP Physics	AP Physics	AP Physics	AP Physics
SCI	Wood	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	XXX	XXX	AP Chemistry	AP Chemistry
SPED	Smith, K	Student Support/GenEd	Student Support/GenEd	LIL Team	LIL Team	Student Support/Trans	Student Support/Trans	XXX	XXX				
SPED	Taylor, D	Func Math 1/2	Func Math 1/2	LIL Team	LIL Team	Func Math 1/2	Func Math 1/2	Daily Living	Daily Living	XXX	XXX	Pre-Voc	Pre-Voc
SPED	Warden												
SPED	Bohannon	Monitoring	Monitoring	Social Skills 11/12	Social Skills 11/12	Writing	Writing	Social Skills 9	Social Skills 9	Social Skills 10	Social Skills 10	XXX	XXX
SPED	Knoefler	Achieve Social Skills 9/10	Achieve Social Skills 9/10	Achieve Math 9/10	Achieve Math 9/10	Achieve Alg I	Achieve Alg I	XXX	XXX	Achieve Geo	Achieve Geo	Monitoring	Monitoring
SPED	McMenamy	Achieve Social Skills 11/12	Achieve Social 11/12	Achieve ELA 9/10	Achieve ELA 9/10	XXX	XXX	Achieve Social Skills	Achieve Social Skills	Achieve ELA 11/12	Achieve ELA 11/12	Monitoring	Monitoring
SPED	Erickson	Mod Alg II	Mod Alg II	Mod Geo	Mod Geo	Mod Geo	Mod Geo	Mod Alg II	Mod Alg II	Mod Geo	Mod Geo	XXX	XXX
SPED	Gomes	Mod Eng 11	Mod Eng 11	XXX	XXX	Mod Eng 12	Mod Eng 12	Writing	Writing	Mod Eng 12	Mod Eng 12	Mod Eng 11	Mod Eng 11
SPED	Marshall	Mod Alg I	Mod Alg I	Mod Pre-Alg	Mod Pre-Alg	Mod Pre-Alg	Mod Pre-Alg	Mod Alg I	Mod Alg I	XXX	XXX	Mod Alg I	Mod Alg I
SPED	Morrison	Mod Eng 9 (1)	Mod Eng 9 (1)	Mod Eng 9 (2)	Mod Eng 9 (2)	XXX	XXX	Mod Eng 10 (1)	Mod Eng 10 (1)	Mod Eng 10 (2)	Mod Eng 10 (2)	Mod Eng 9 (mixed)	Mod Eng 9 (mixed)

SS	Kefalas	XXX	XXX	AP Psychology	AP Psychology	US History	US History	US History	US History	AP Psychology	AP Psychology	AP Psychology	AP Psychology
SS	McPherson	US History	US History	US History	US History	US History	US History	XXX	XXX	World Wars I&II	World Wars I&II	US History	US History
SS	Rickard	World History	World History	XXX	XXX	World History	World History	AP World History	AP World History	AP World History	AP World History	AP World History	AP World History
SS	Roberts	AP World History	AP World History	AP US History	AP US History	AP World History	AP World History	XXX	XXX	AP US History	AP US History	World History	World History
SS	Sieh	World History	World History	World History	World History	World History	World History	World History	World History	World History	World History	XXX	XXX
SS	Webster	Introduction to Law	Introduction to Law	XXX	XXX	AP US Gov Politics	AP US Gov Politics	Government	Government	Government	Government	Government	Government
SS	Wilson, K	AVID 11	AVID 11	AVID 11	AVID 11	XXX	XXX	World History	World History	World History	World History	World History	World History
SS	Wilson, M	Government	Government	Government	Government	US History	US History	XXX	XXX	US History	US History	US History	US History

CASCADE HIGH SCHOOL



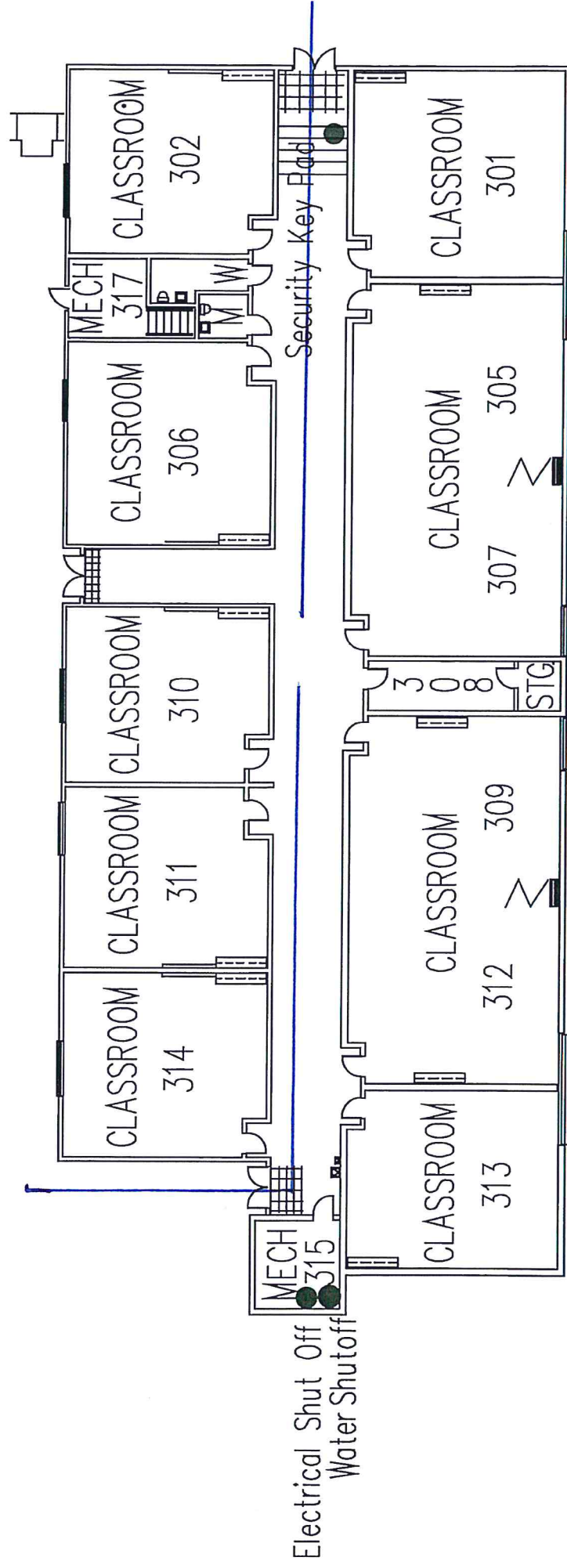
BUILDING 100



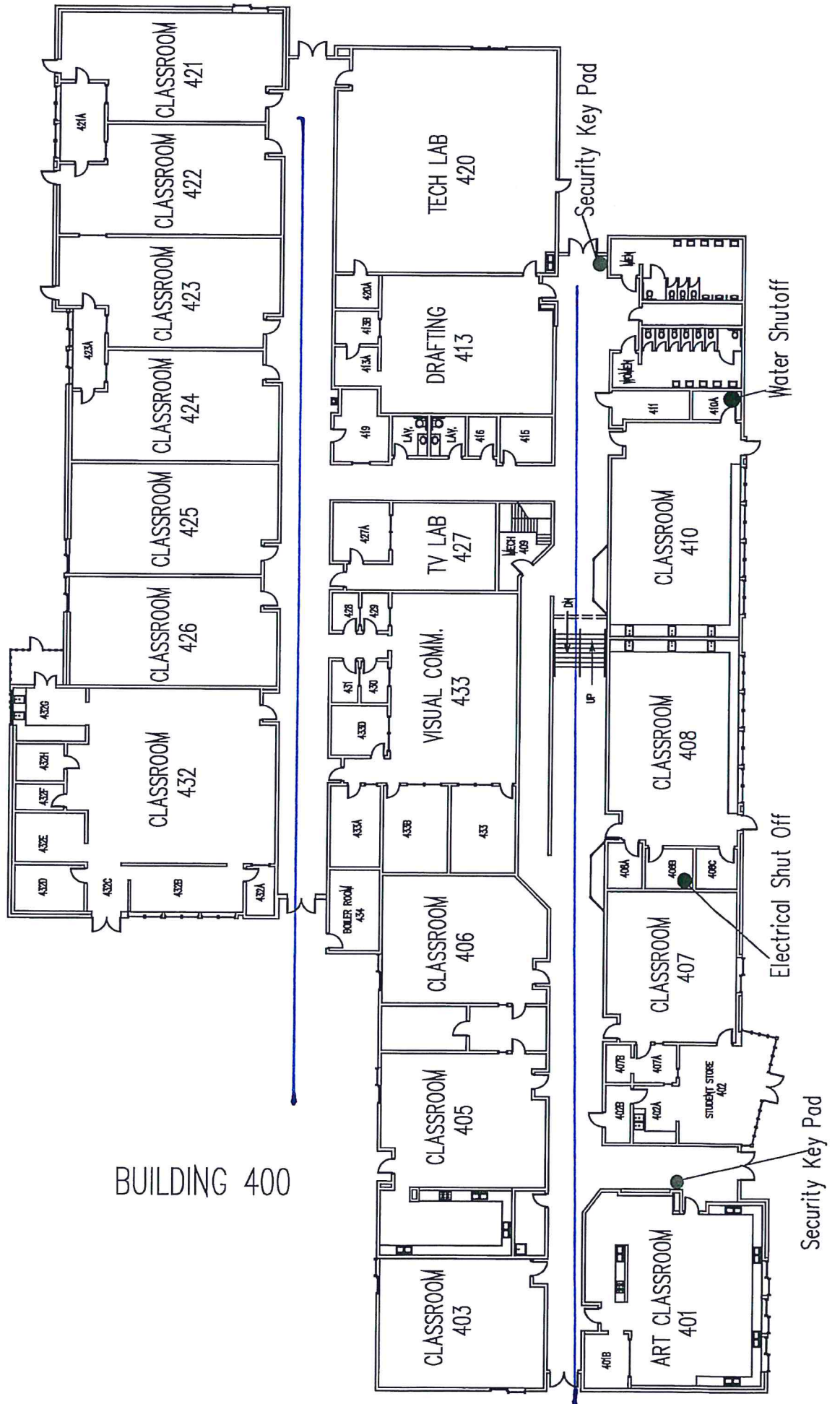
CASCADE HIGH SCHOOL

BUILDING 200

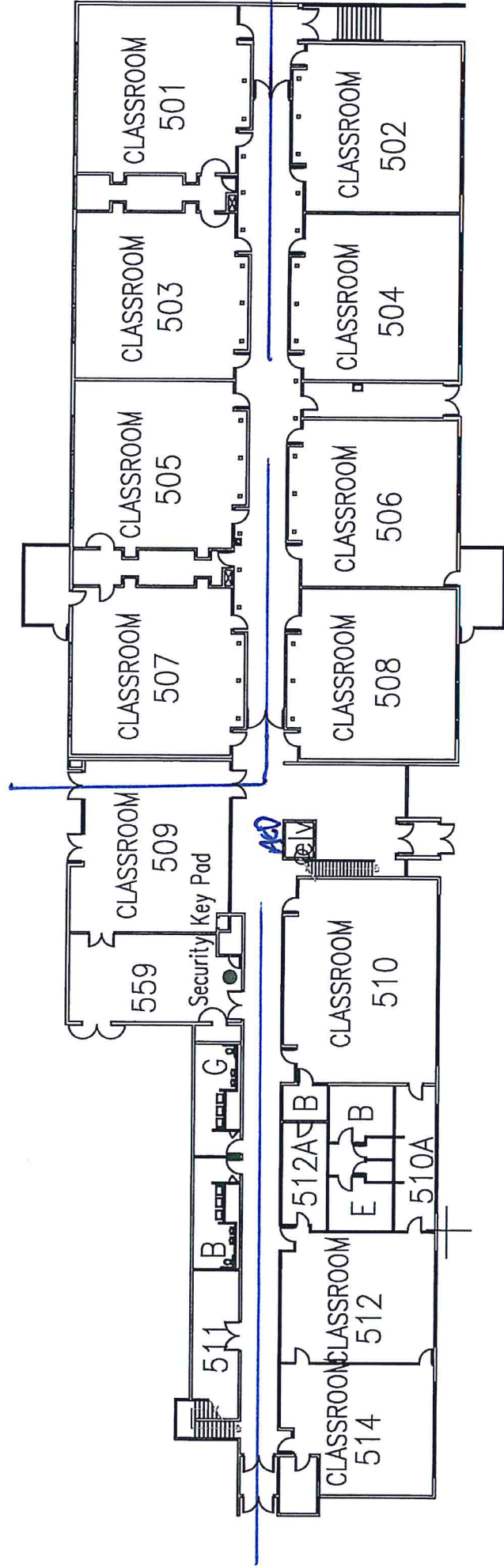
CASCADE HIGH SCHOOL



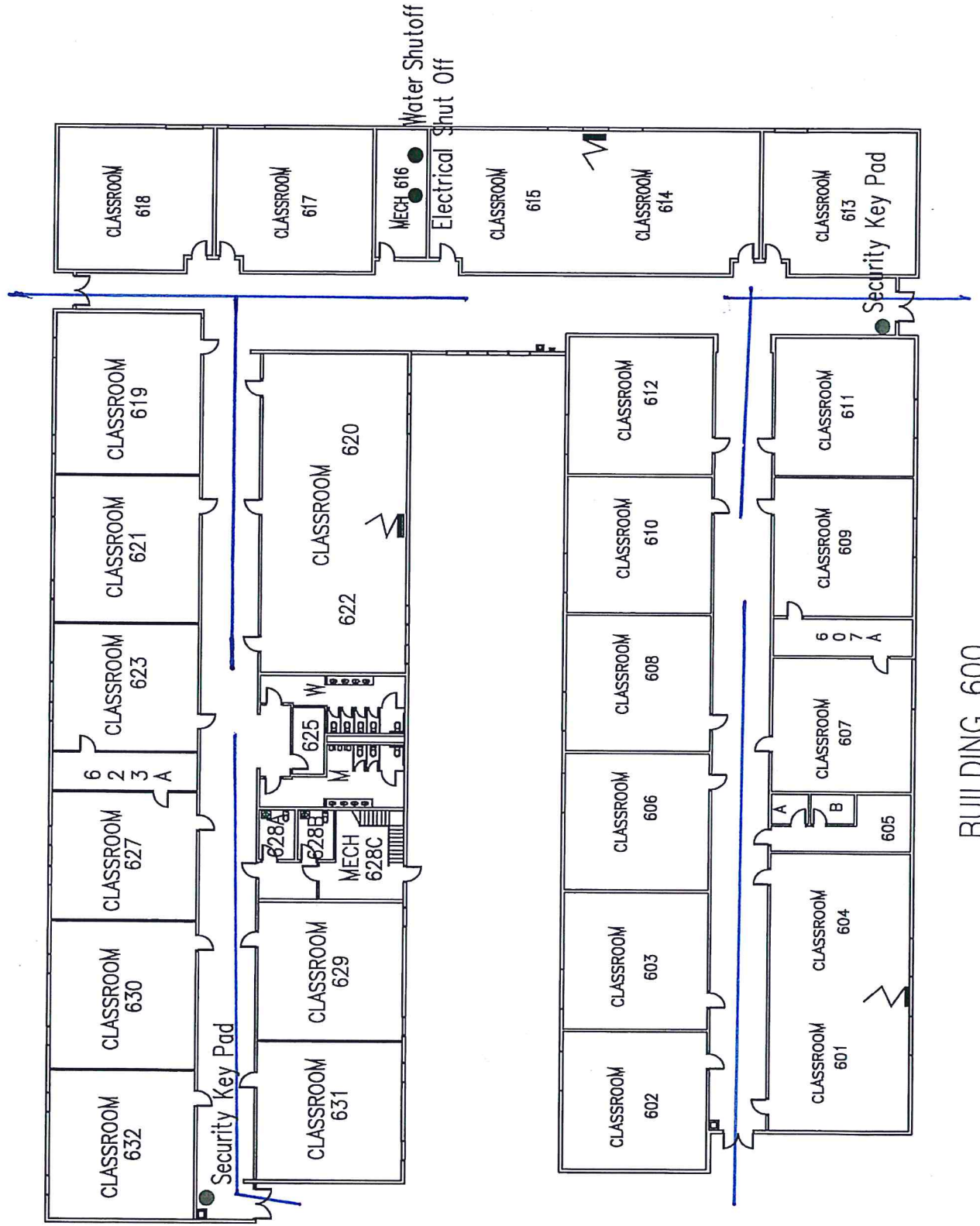
BUILDING 300



BUILDING 400



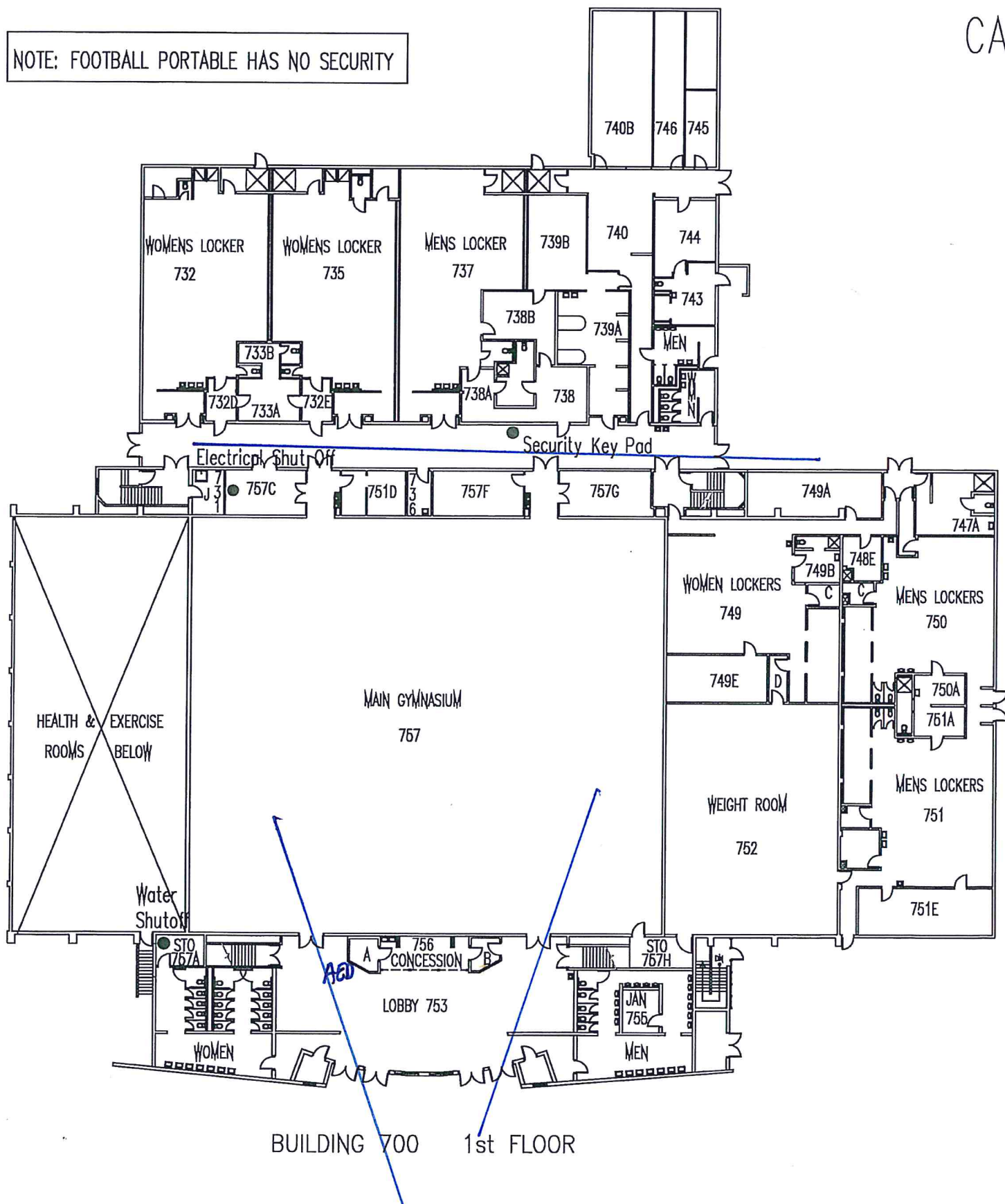
BUILDING 5 - 1st FLOOR



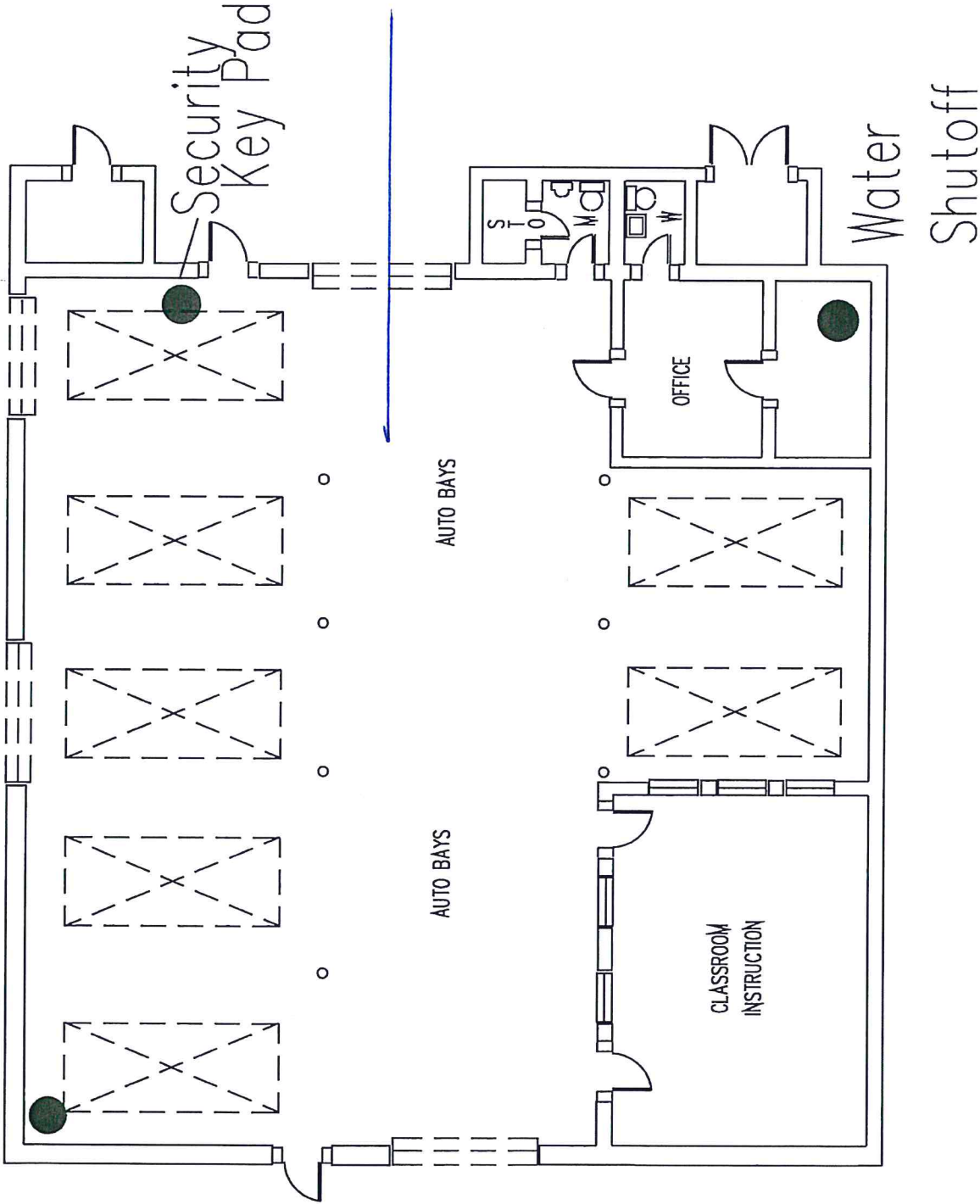
BUILDING 600

NOTE: FOOTBALL PORTABLE HAS NO SECURITY

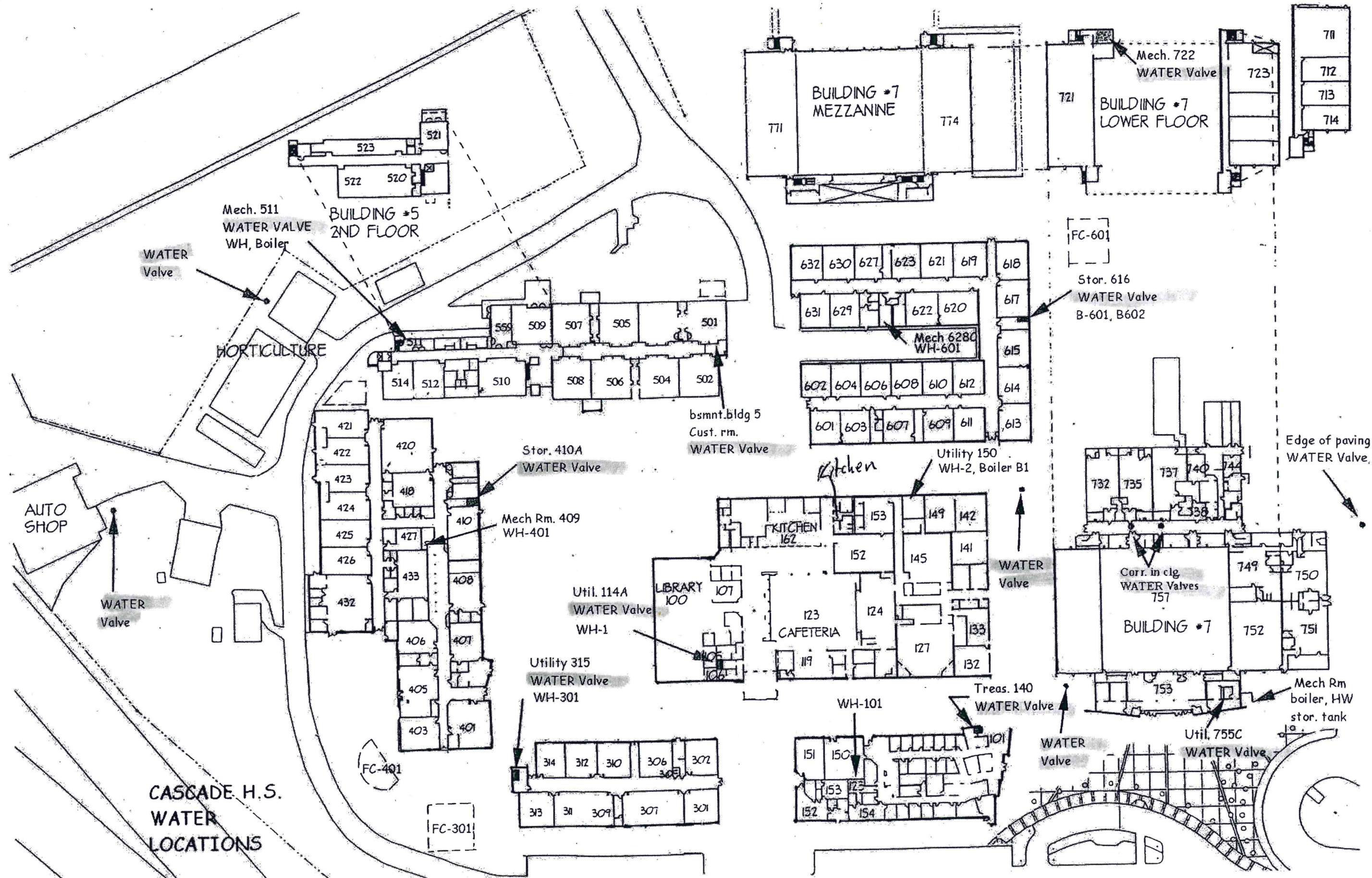
CAS

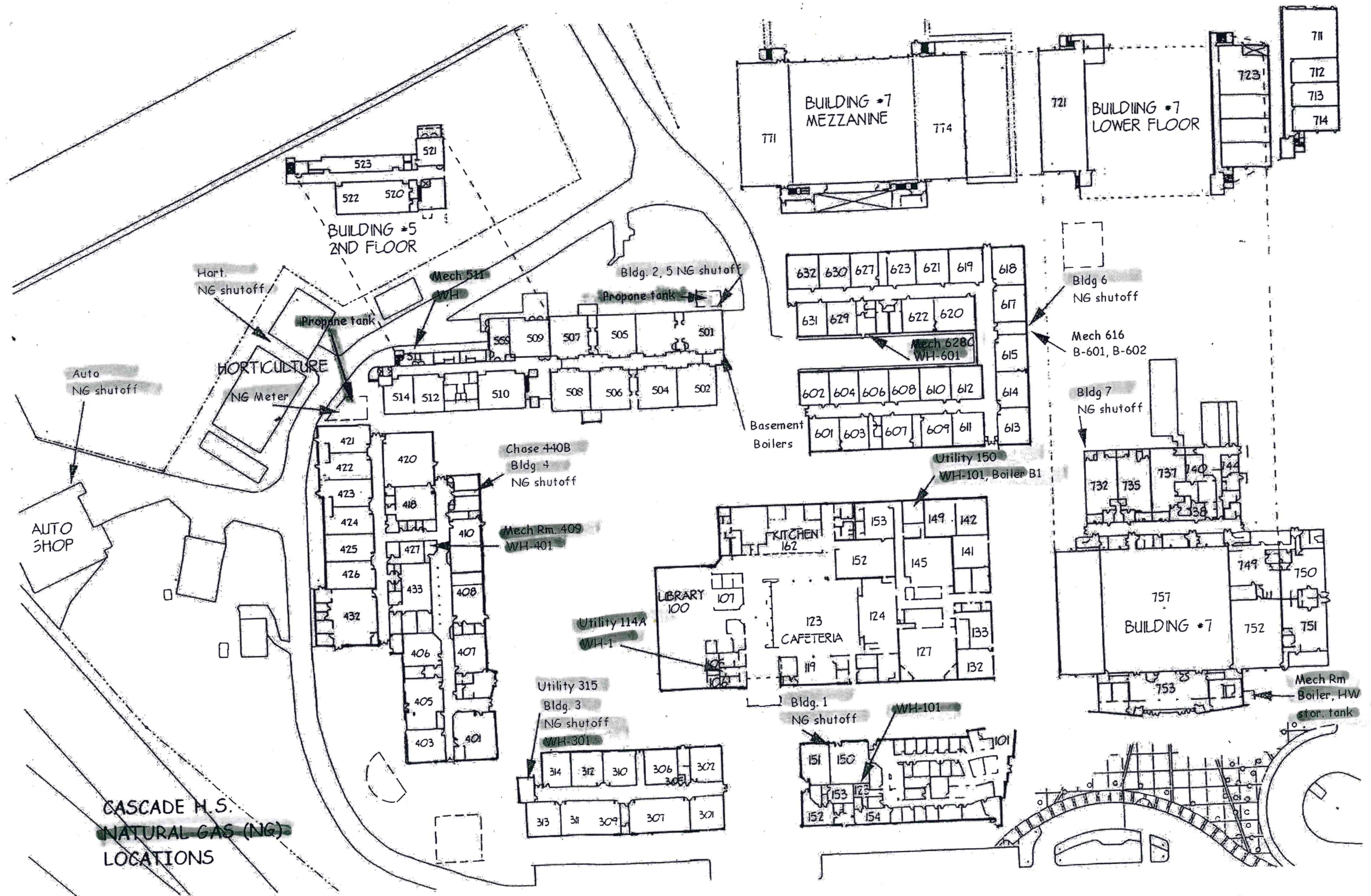


Electrical Shut Off

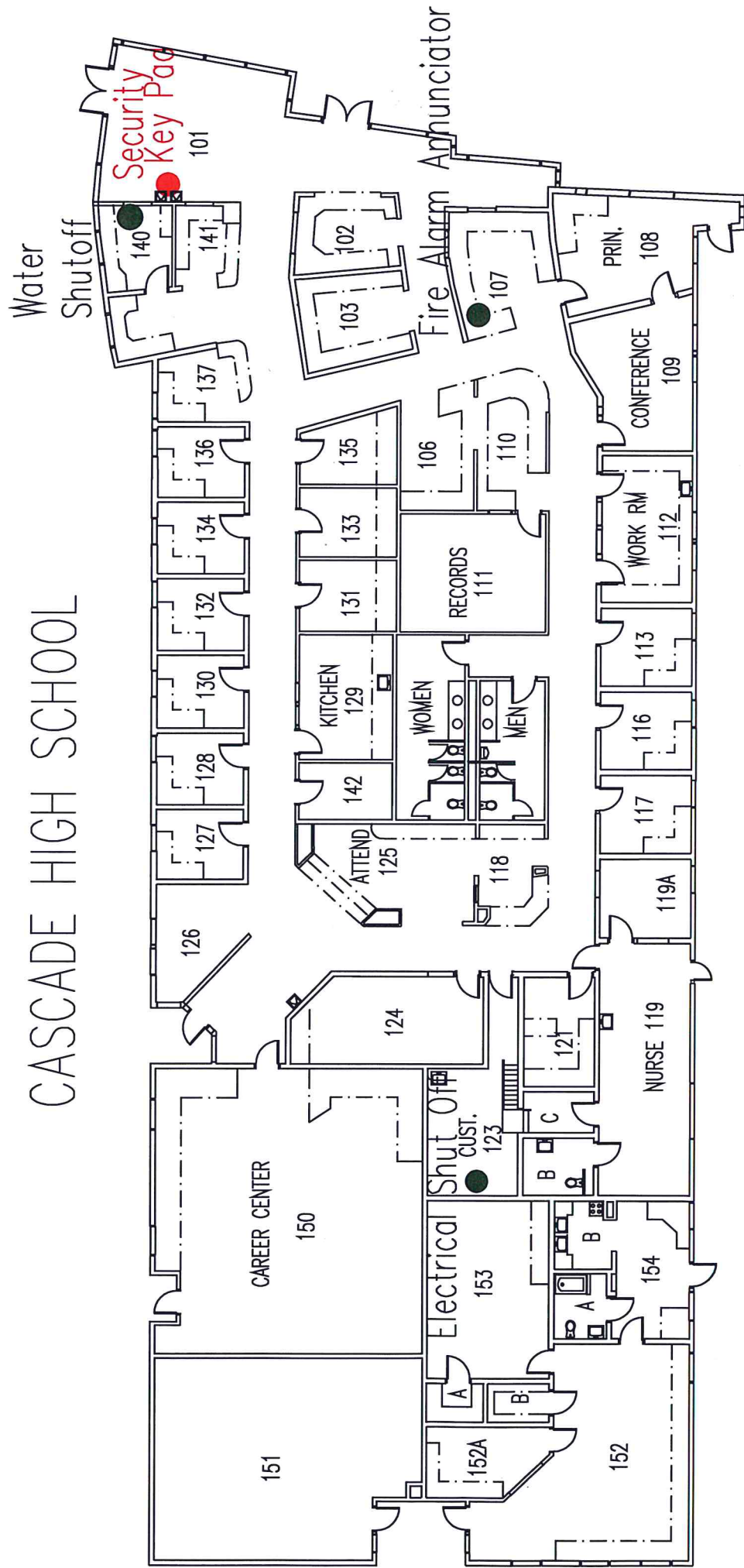


Cascade High School
Auto Shop



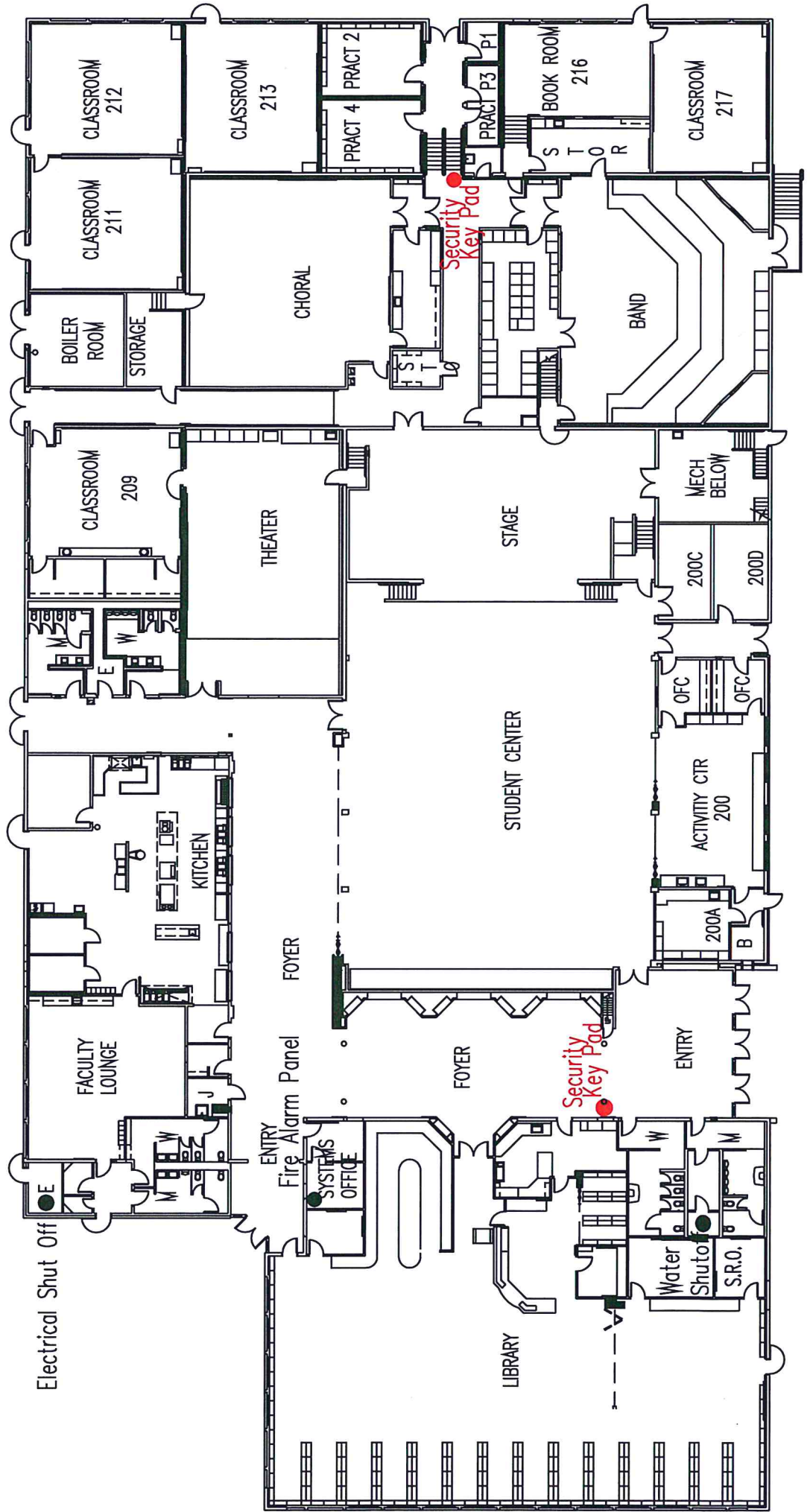


CASCADE HIGH SCHOOL



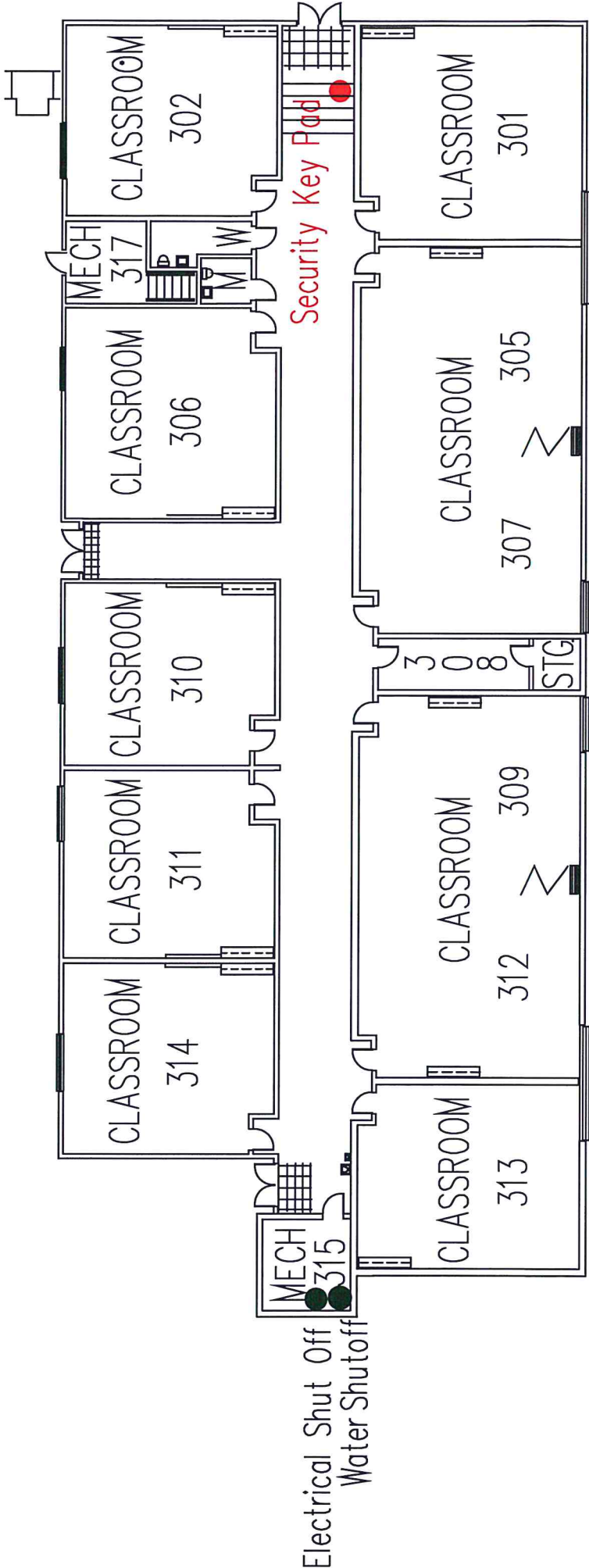
BUILDING 100

CASCADE HIGH SCHOOL

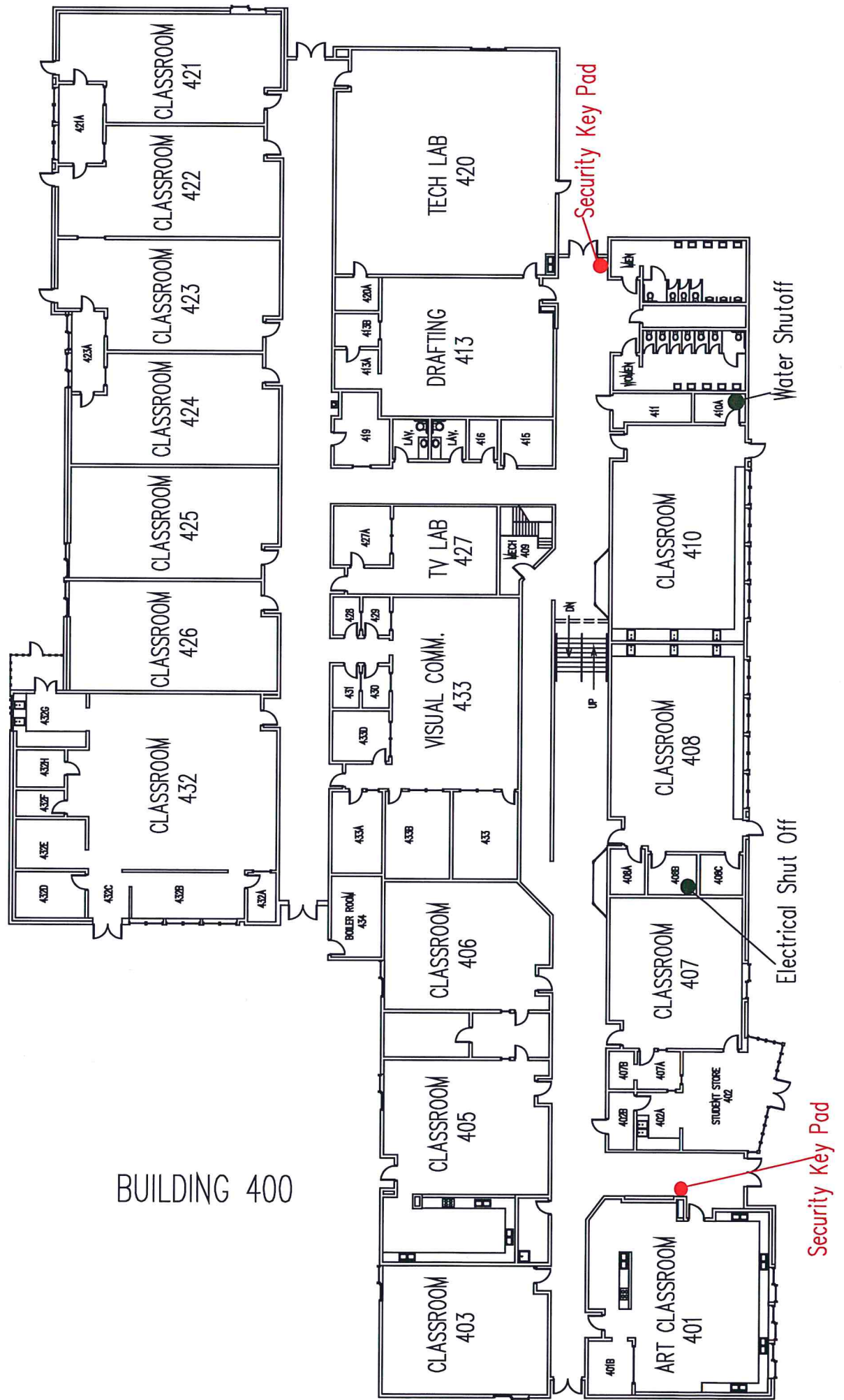


BUILDING 200

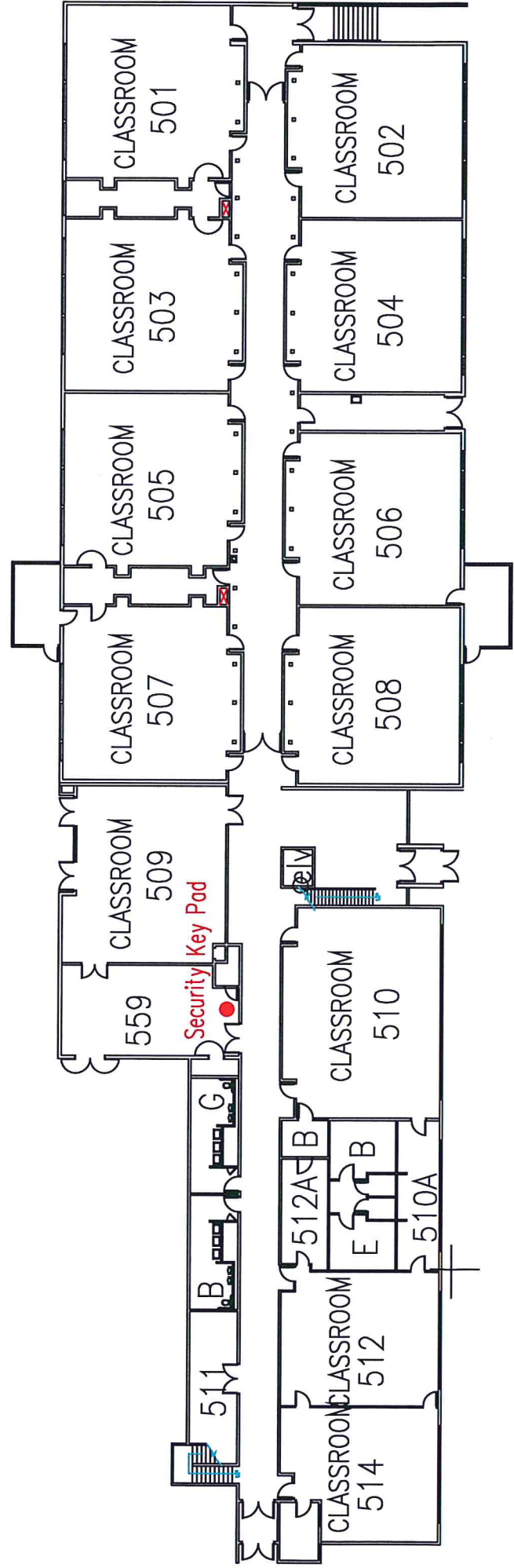
CASCADE HIGH SCHOOL



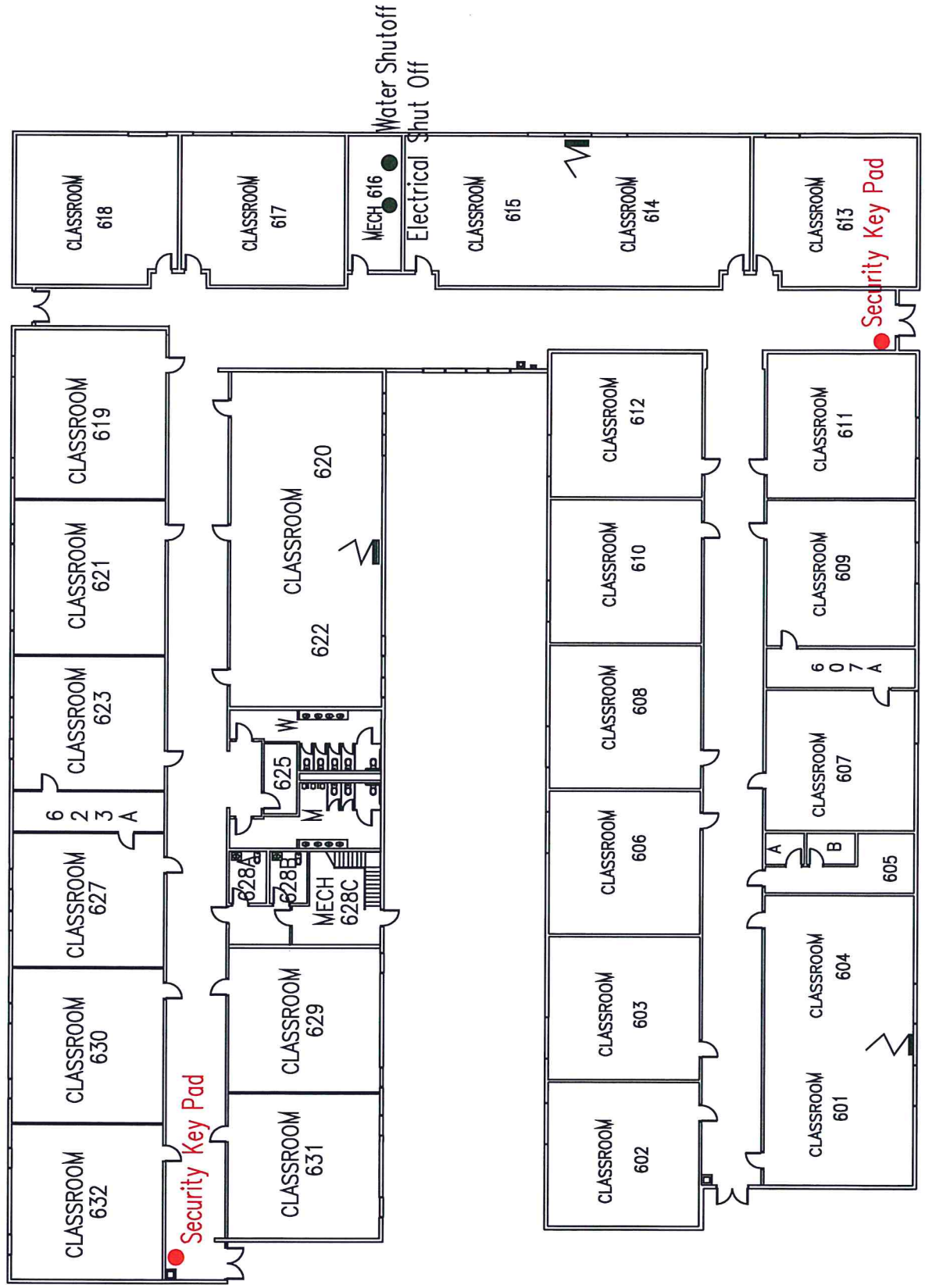
BUILDING 300



BUILDING 400



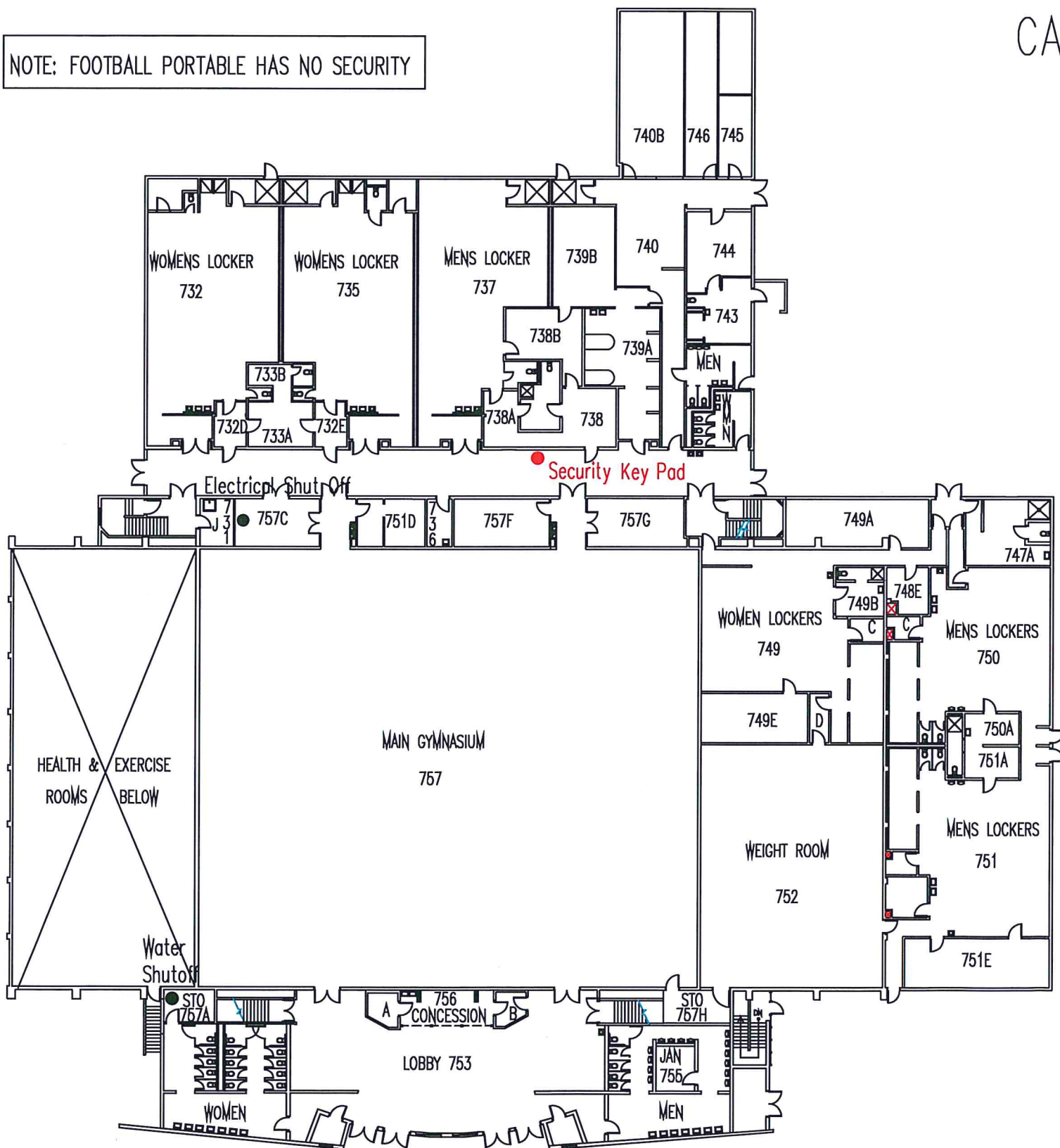
BUILDING 5 - 1st FLOOR



BUILDING 600

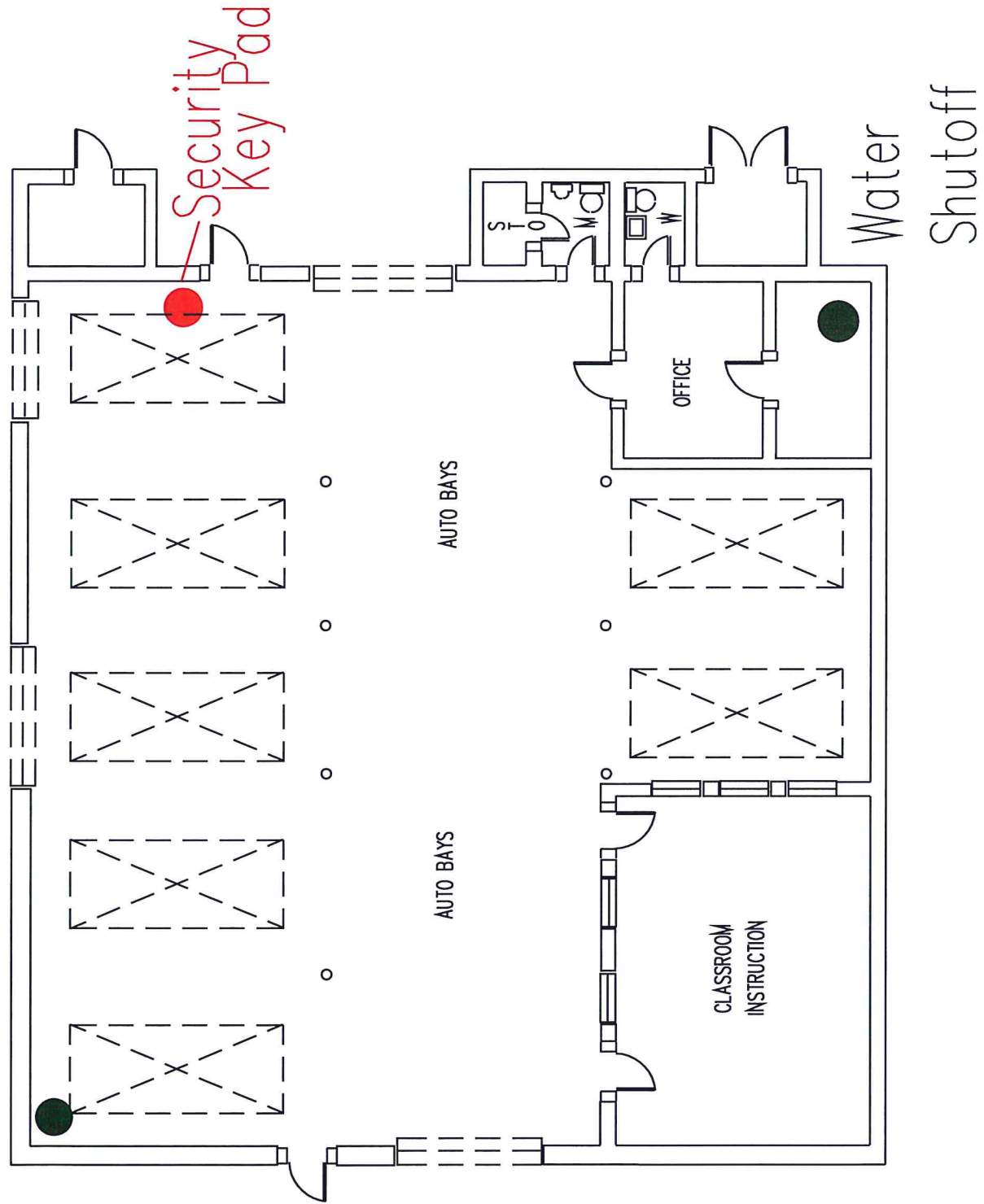
NOTE: FOOTBALL PORTABLE HAS NO SECURITY

CAS



BUILDING 700 1st FLOOR

Electrical Shut Off



Cascade High School Auto Shop

Cascade High School

Phone Tree

2019-20

<u>Caller:</u>		<u>Phone #:</u>	<u>Caller:</u>		<u>Phone #:</u>
Michael Takayoshi	Michael Washington*	360-929-7738	Michael Washington	Kyle Christman*	425-366-1336
	Jessica Easthope*	206-334-3824		Doug Jackson	
	Megan Claus*	206-909-5506		Derek Taylor*	425-319-1580
	Catherine Shaw*	425-753-6671		Debbie Gomes*	360-708-1374
	Michelle Crews*	425-387-0609		Isolde Beebe*	425-931-3161
	Melissa Webster*	425-220-2482		Jake Huizinga*	206-852-0268
				Jill Jackson*	425-353-0848
Michelle Crews	Ed Bowers*	206-954-7964			
	Mike Cane*	206-484-9282	Derek Taylor	Stephen Knoefler*	425-835-1665
	DaVena Clark	509-979-1388		Debbie McMenemy	360-221-5925
	Ruth Hunter	206-706-0264		Anne Bohannon	425-238-2923
				Wanda Marshall	360-568-5255
Ed Bowers	Ried Hurtig	206-713-1787		Linda Navran	425-770-3706
	Sarah Kelsey	425-422-4126			
	Blake Nelson	206-778-6561	Stephen Knoefler	Rita Bachour	425-338-1353
	Rachel Raine	253-315-5268		Erin Cashen	425-530-6770
				Sheryl Collins	425-348-6264
Mike Cane	Raegina Weber	425-418-1356			
	Jennifer Himstedt	206-617-1884	Debbie Gomes	Tammy Warden*	425-346-5586
	Bev Nyberg	206-784-5066		Deborah Davis*	520-285-5612
				Damon Morrison	206-335-1997
Melissa Webster	Nicole Kefalas*	206-353-5236		John Erickson	425-205-3721
	Kristen McPherson	360-568-1372			
	Bethany Rickard	206-291-3399	Deborah Davis	Megan Puff-Simmons	951-204-9175
	Dave Roberts	425-931-4423		Pooja Saxena	425-999-9187
				Gail Orsillo	425-712-8675
Nicole Kefalas	Jordan Sieh	425-766-7331		Tiffany Waddington	425-998-8433
	Mike Wilson	425-232-1648			
	Kari Wilson	425-293-4418	Tammy Warden	Carolina Coker	425-446-1985
	Jodi Worthington	206-650-6029		Jim Mead	
				Clare Walderman	210-882-0251
			Jake Huizinga	Rhonda Hodgins	425-275-8706
				Bill Hull	425-220-7097
				Jim Schmidt	425-314-8492
				Steve Bertrand	425-530-2732
			Isolde Beebe	Jessica Gambish	319-538-8134
				Mark Staley	509-499-0204
				Taylor Clarke	425-443-1525
				Tara Thomas	215-983-1143
			Kyle Christman	Inez Razey	425-698-5294
			Jill Jackson	Joy McDonald*	425-338-0216

**Cascade High School
Phone Tree
2019-20**

Kathy McClain 425-971-1871

Joy McDonald

Raisa Prendez
Jennifer Rienhart 425-232-1690

Cascade High School

Phone Tree

2019-20

<u>Caller:</u>		<u>Phone #:</u>	<u>Caller:</u>		<u>Phone #:</u>
Jessica Easthope	Laura King*	425-299-5009	Megan Claus	Jack McLeod*	425-248-0420
	Kim Taylor*	425-760-3468		Aimee Sage*	425-350-6552
	Jennifer Stockdale	206-533-0385		Brian Cherniak*	425-314-5934
	Lisa Olson-Kelly*	425-258-8062		Jodi Jacobs*	425-210-0146
	Bree Youngberg*	206-465-2313		Jamie Farman*	425-379-8893
Laura King	Raj Kleckley	425-345-9341	Jodi Jacobs	Kathy Lockwood*	206-235-6536
	San Le	206-383-5173		Travis Lillard*	425-231-7225
Kim Taylor				Douglas Shook	616-406-9718
	Debbie Wade	425-773-2689		Kimberly Belair	425-512-3745
	Sandra Olson	425-501-4566		Laurie Younquist	425-252-4784
Jennifer Stockdale				Jenifer Sund	425-343-4137
	Heather Nelson*	425-379-0267		Scott Shafer	425-770-6060
	Kendall Schuldt	616-4069718	Jack McLeod	Stephen Sibley	425-220-9912
	Megan Medsker	404-430-6395		Peter Smith	425-870-0760
	Julie Unruh	425-405-8542		Dan Rainey	360-434-5783
Heather Nelson				Nancy Ridenour	509-322-3910
	Hillary Yu	425-343-5424		Samantha Royce	206-850-9646
	Jasmyn Allen		Aimee Sage		
	Kris Peterson			Susan Wilson	425-530-2944
Lisa Olson-Kelly				Gary Wood	425-238-5772
	Sherry Boroumand	206-795-8257	Brian Cherniak		
	Amy Crum	425-232-9572		Stephen Jensen	425-210-9097
	Mark Kermodie	360-820-5245		Sharol Lindenstien	425-787-3028
	Megan Maves-Watson	360-220-3292	Kathy Lockwood	Bridget McKay	773-632-7856
	Patricia Percival	425-739-			
Bree Youngberg	Beth Novilla	425-236-8465		Rebecca Richardson	253-397-7872
				Ryan Wolk	360-901-5920
	Pepper Olson	425-359-8368	Jamie Farman	Yu-Chin Huagn	
	Eric Smith	425-319-9841			
	Scott Stencil	425-220-9069		Ashley Femrite	503-507-6336
	Shane Stenesen	206-200-8612		Jessica Montalvo-Lop	425-870-3966
	Stephanie VanderHel	425-737-3876			
	Claire Wambold	505-379-0125			

Cascade High School**Phone Tree****2019-20**

<u>Caller:</u>		<u>Phone Number:</u>
Catherine Shaw	Heather Coon*	425-338-7516
	Kati Johnson*	206-819-5023
	Darci Cooper*	425-231-8222
	Rhonda Covert	425-422-5506
	Lisa Haines	425-923-3031
Heather Coon	Debbie Mehaffey*	425-350-9392
	Jana Kosiba*	253-350-3132
	Danica Stannard	206-683-8930
	Amanda Sandico	425-501-7645
Debbie Mehaffey	Conchita Chinchilla	425-830-6117
	Trish Roberts	425-931-4229
	Phi Brandstetter	
	Stacey Cole	425-355-4283
Kati Johnson	Amalia Pimenta	425-501-2399
	Jennifer Russell	303-947-5182
	Kris Vasquez	206-784-5066
	Simran Takhar	
	John Barhanovich	425-210-3070
Darcie Cooper	Kelly Rogers	425-923-8926
	Leslie Brent	425-280-7819
	Neil Palachuk	425-210-3385
Jana Kosiba	Sarah Harrington	
	Shelly Wilkins	425-737-2160
	Senta Barrett	425-347-4633
	Le'Anne Marziale	425-626-0944

Cascade High School

Emergency Evacuation Plan

Building 5

**Attendance
Collection
Building 5**
BRANDSTETTER



**Report
Attendance to
Assistant
Principal**
EASTHOPE

Behind Building 5 Service Road

Greenhouse

Auto

520

514

510

509

508

507

506

505

504

503

502

501

Back Gate to Evergreen Blvd.

Building 6

Cascade High School

Emergency Evacuation Plan

Buildings 6 & 7 (PE)

Flagpole
TAKAYOSHI
SHAW
OFFICE STAFF
GUESTS
STUDENTS IN
OFFICE

CHS
Gymnasium

Tennis
Courts

Soccer Fields — Staging Area
(Buildings 3 & 4 Reunification)

Attendance
Collection
Building 2

KING

Report
Attendance to
Assistant
Principal

WASHINGTON

Attendance
Collection
Building 6

WADE

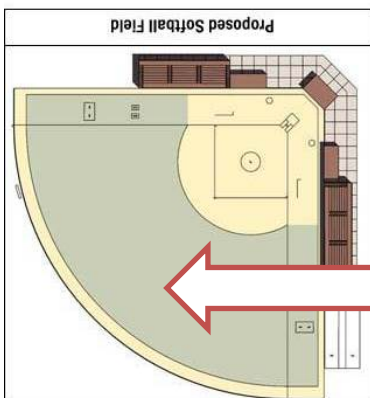
Attendance
Collection
Building 6

KLECKLEY

Attendance
Collection
Building GYM

TAYLOR

PE/Gym
classes line up
in Baseball
Outfield



Bruin Blvd

G

10

20

30

40

50

40

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20

10

G

PRE-K

209

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Cascade High School

Emergency Evacuation Plan

