

# **SEQUOIA, PORT GARDNER & HS Online Options Schools**

## **Emergency Operations Plan**

**2024/2025**

3516 Rucker Ave Everett, WA 98201

REVISED DATE: 08/30/202



## **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 gives parents and other community members assurances that the school has established guidelines and procedures to respond to incidents/hazards effectively.

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**

SEQUOIA, PORT GARDNER & HS Online Options school's current enrollment is approximately 300 students located in 2 buildings on campus. These students are supported by a committed staff consisting of:

- 27 Teachers and specialists
- 1 Administrators
- 6 Office/support staff
- 11 Paraeducators
- 1 Cafeteria staff
- 1 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

SEQUOIA, PORT GARDNER & HS Online Options 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, all students at level 3 proficiency
- Blindness or visual disabilities, no current students
- Cognitive or emotional disabilities, = 25 SHS, 12 GOAL
- Deafness or hearing loss, no current students
- Mobility/ physical disabilities (permanent and temporary) = 7
- medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 37; 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 trained and assigned to assist the special needs population during drills exercises and incidents are listed.

2. Building Information

SEQUOIA, PORT GARDNER & HS Online Options schools are located on a 7.77 acre lot and includes two buildings. All classes take place in the main building and annex on 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

SEQUOIA, PORT GARDNER & HS Online Options schools are 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 – Science Chemical Storage.

Regional hazards – Burlington Northern Railroad, Boeing, Paine Field, Port of Everett, Everett Naval Base

#### 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 for 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 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

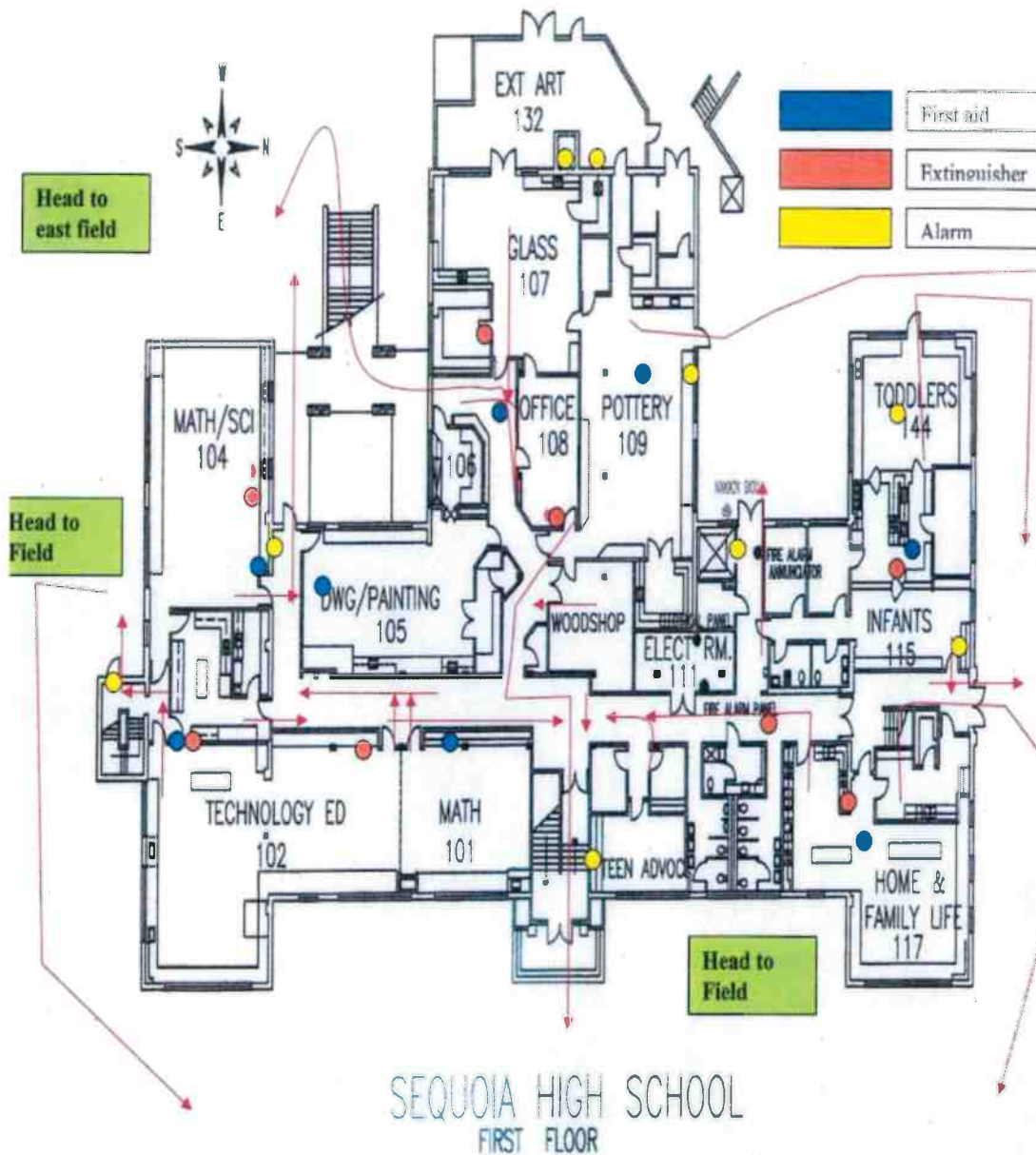
It is the policy of Everett Public Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, each school can only endeavor to make every reasonable effort to manage the situation, with the resources and information available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

## Building Map Annex

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.

## Building Map Annex

### Floor 1





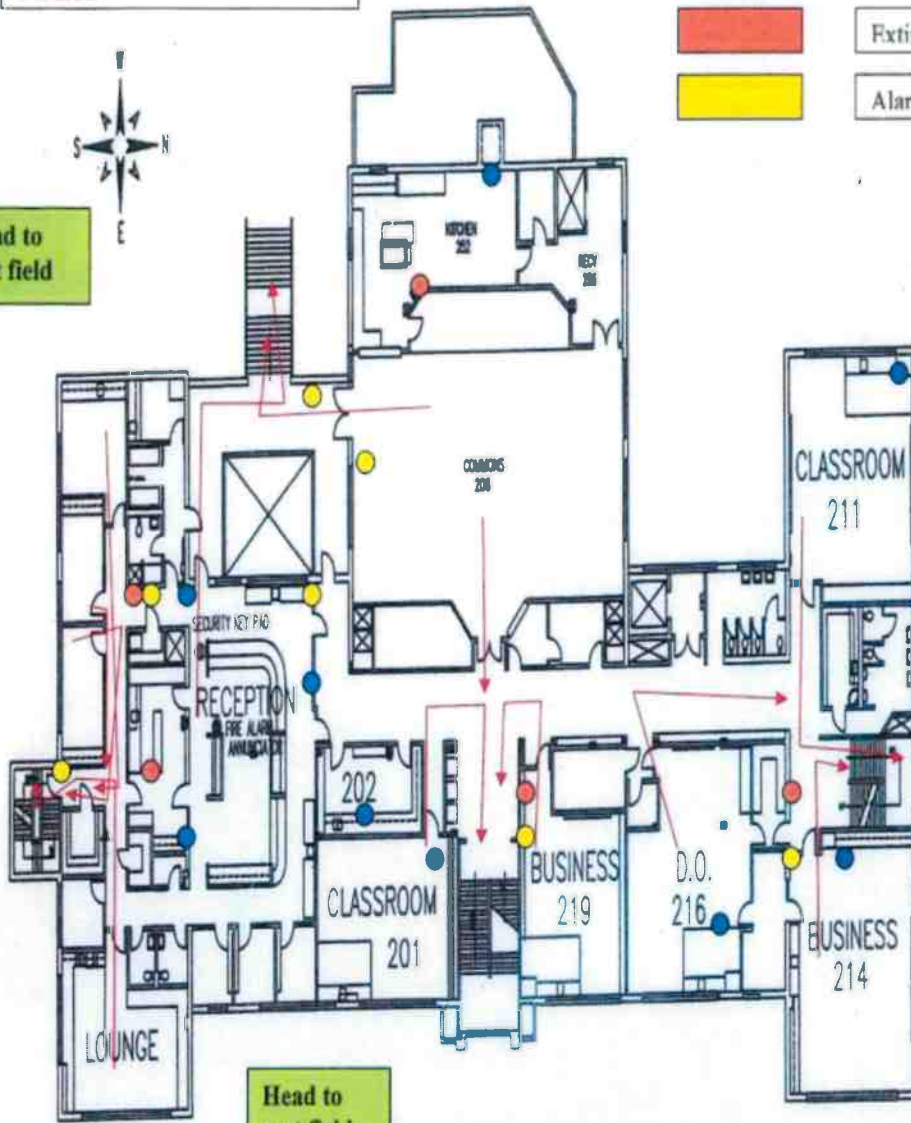
**Evacuations  
route**

**Floor 2**

	First Aid
	Extinguisher
	Alarm



Head to  
east field



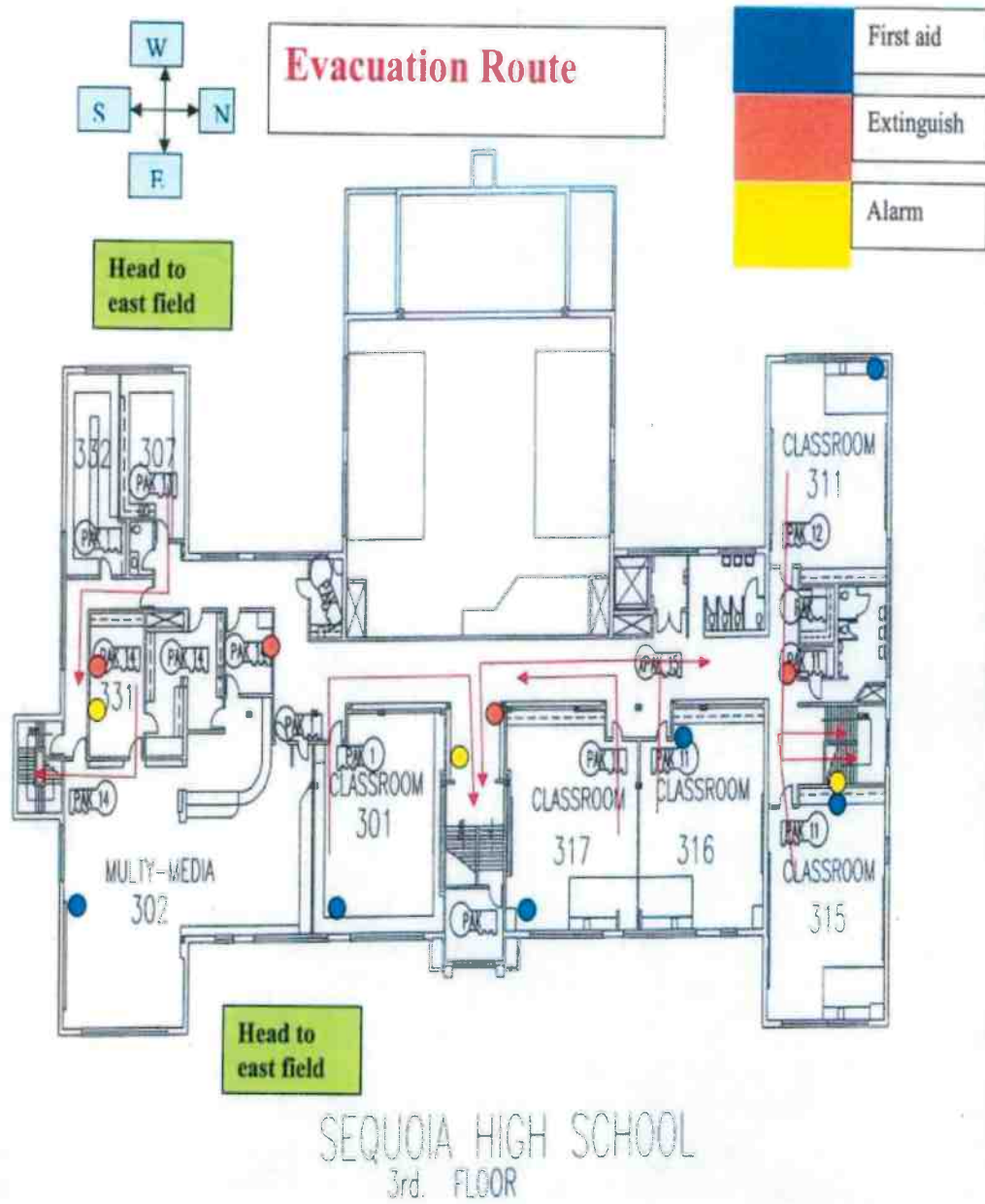
Head to  
east field

Head to  
east field

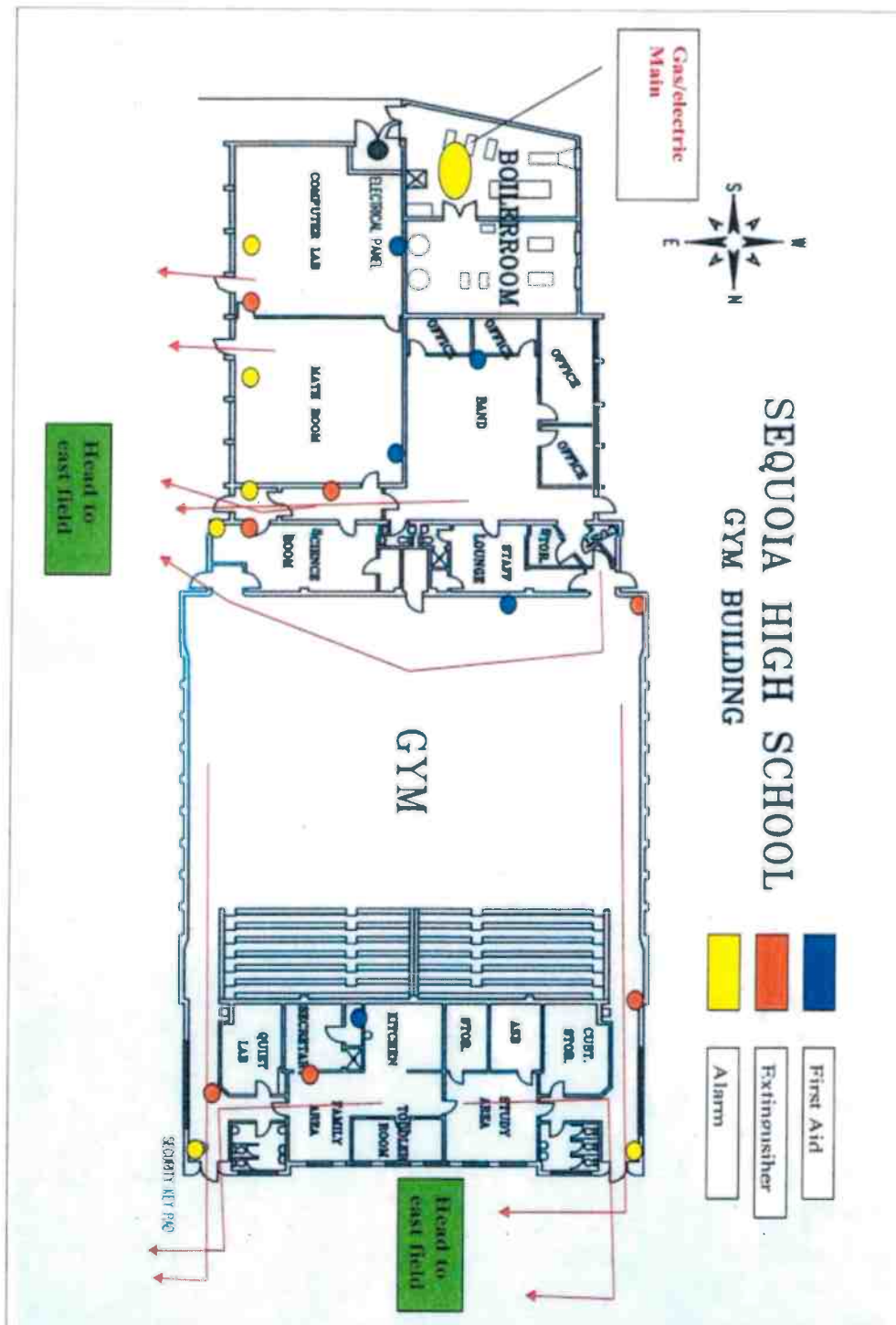
SEQUOIA HIGH SCHOOL  
2nd. FLOOR



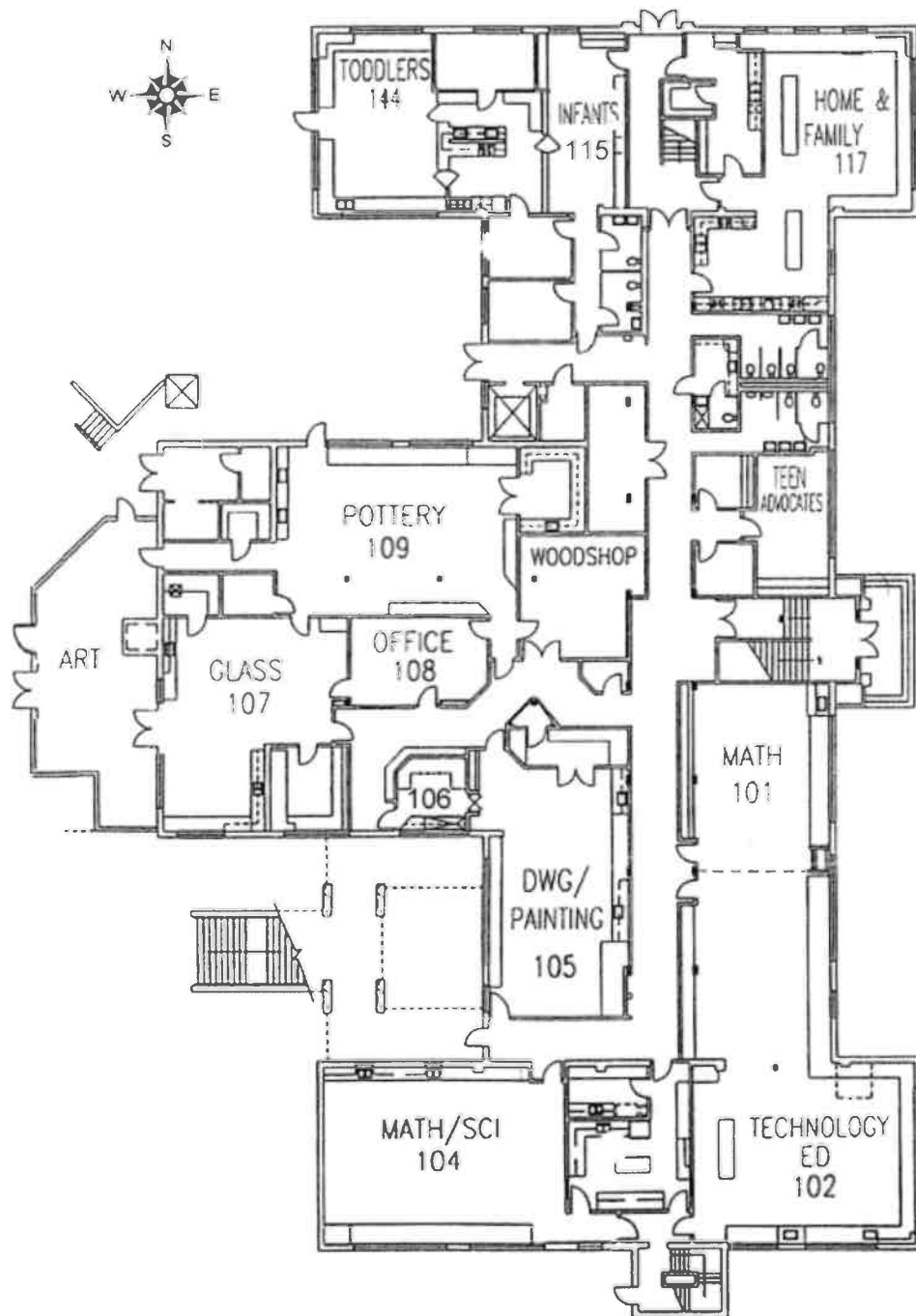
# Floor 3



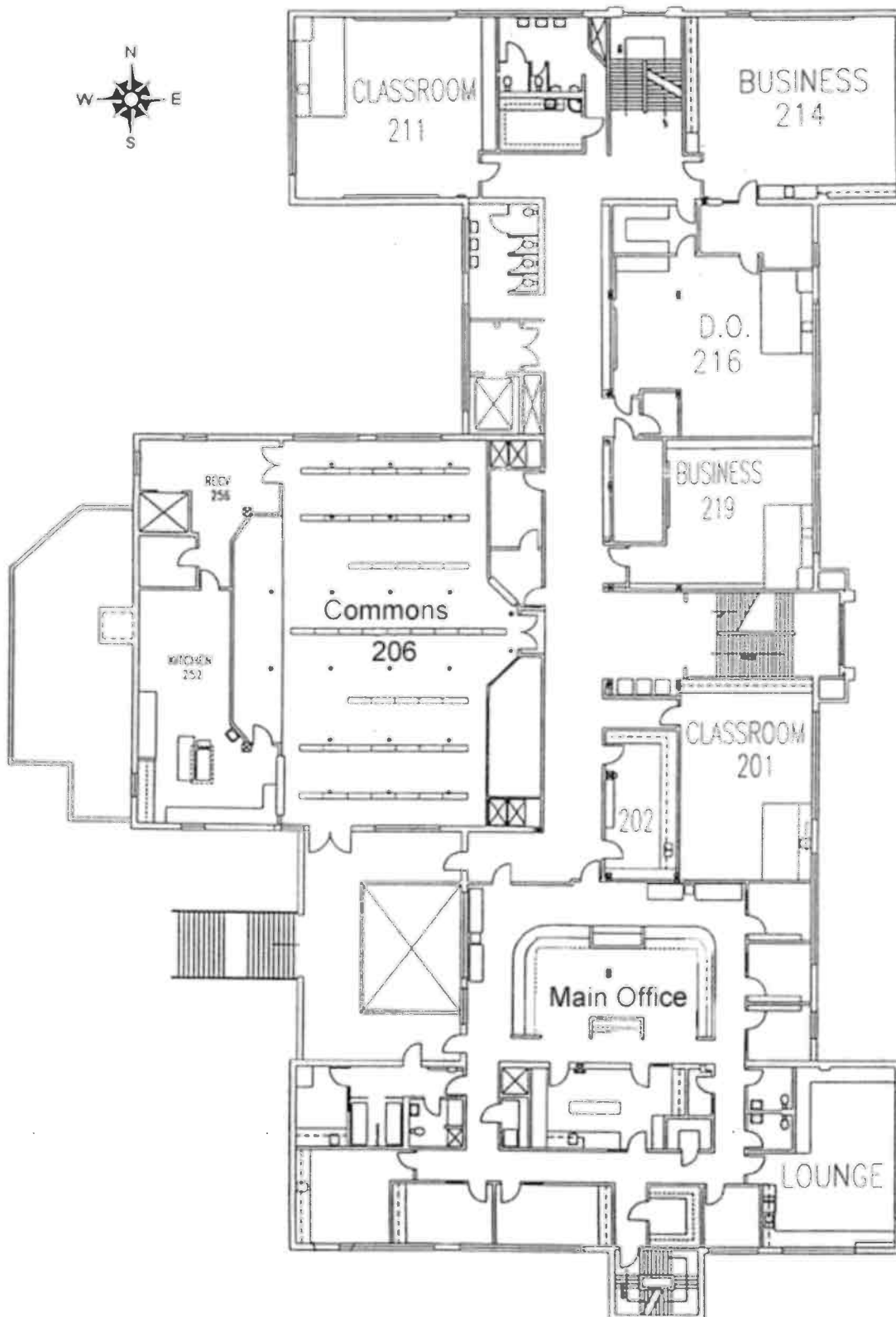
Gym



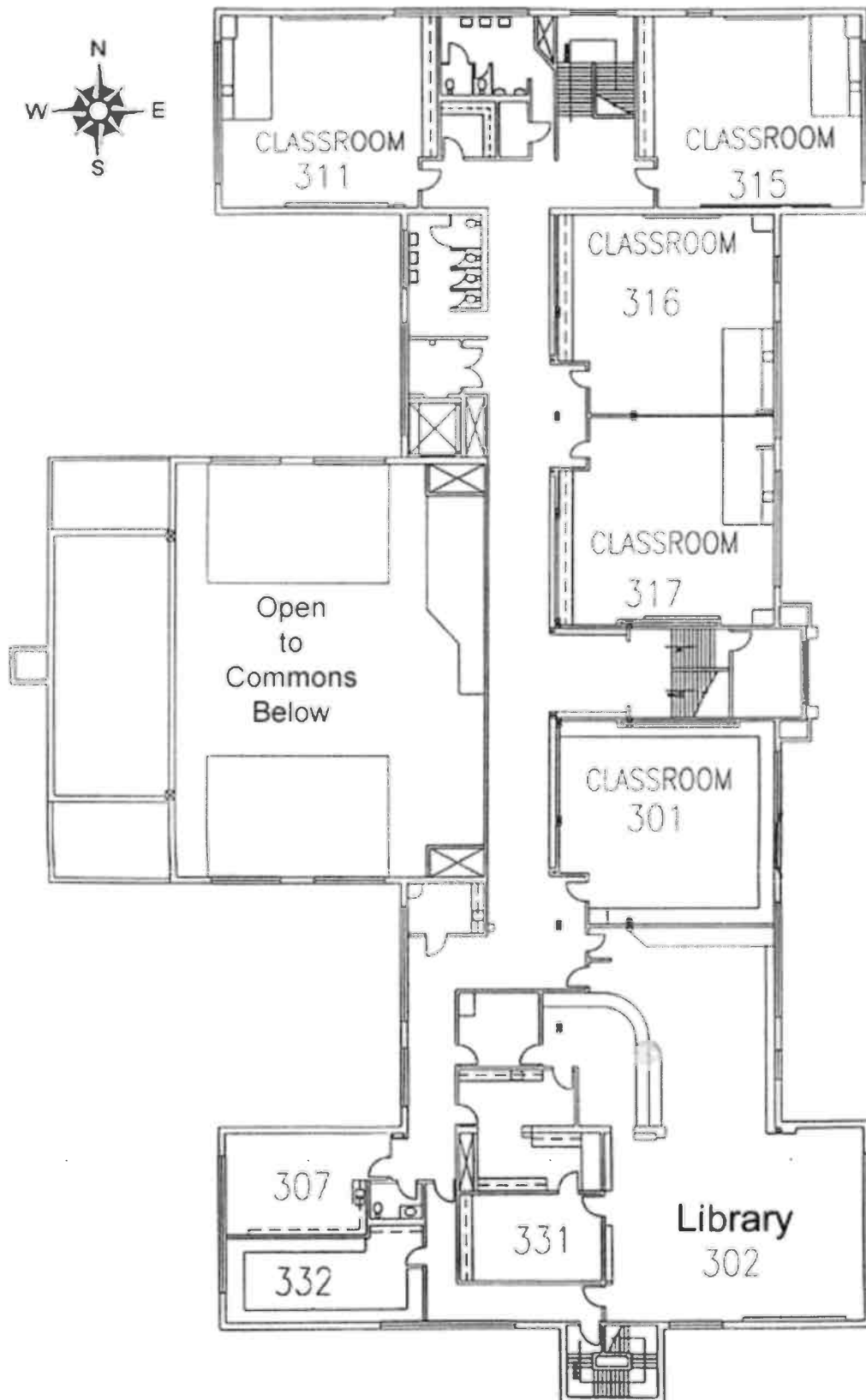
## Main Building Floor Plan, Floor 1

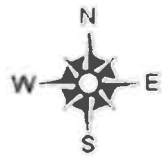


# Main Building Floor Plan, Floor 2



## Main Building Floor Plan, Floor 3





# Gym Building Floor Plan, Floor 1









# Sequoia High

3516 Rucker Ave Everett 98201

## Site Gas main

Gas main is located: South end of Port Gardner building in fenced area

Wrench needed to shut off is located in custodial office



# Sequoia High

3516 Rucker Ave Everett 98201

## Main Electrical Shut off

Electrical shut off is located in electrical room. Master key is required for entry

Electrical room is located in room 112, 1<sup>st</sup> floor across from boys restroom.



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## Sequoia High

3516 Rucker Ave Everett 98201

### Water shut off

Water shut off for main building is in room 107, Storage closet, north wall



# Sequoia High

3516 Rucker Ave Everett 98201

## Fire Suppression System (Sprinklers)

Riser room is located on first floor.



## Port Gardner Building

### Fire Suppression System (Sprinklers)

Locater in boiler room, South end of Port Gardner building



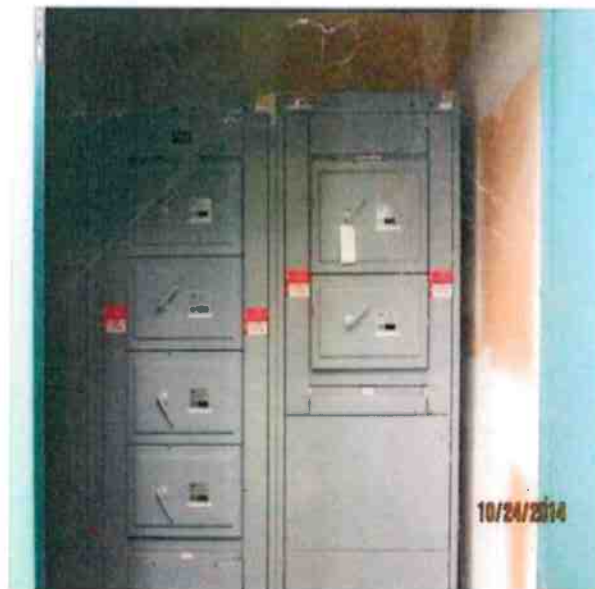
Turn blue handle until indicator moves to closed

## Port Gardner Building

### Main Electrical Shut off

Electrical shut off is located in electrical room. Master key is required for entry

Electrical room is located, south end of Port Gardner building.

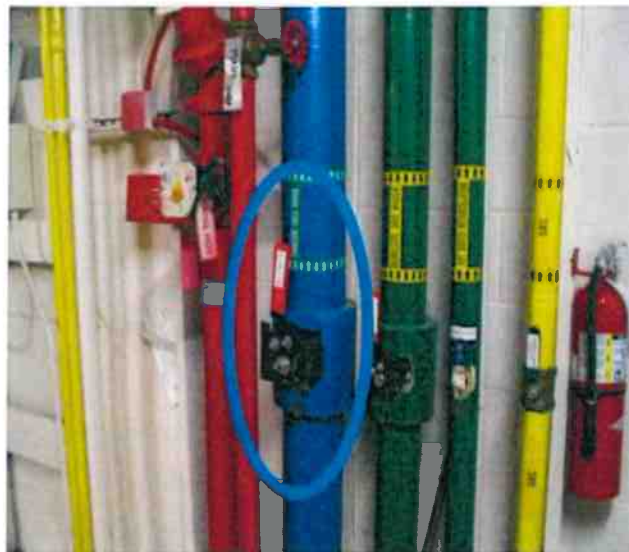




3516 Rucker Ave Everett 98201

## Port Gardner Building

Water shut off inside boiler room door, South end of Port Gardner building





# Sequoia High ~~Sequoia High~~

3516 Rucker Ave Everett 98201

## Site Water main

Site Water main is located: On 35<sup>th</sup> Street, next to Sidewalk



## **Emergency Equipment Annex**

### **Emergency Equipment List**

- Communications equipment  
Satellite Phone in Yellow Backpack in office
- ☐ First aid supplies  
Health Room  
Daycare  
Classrooms
- ☐ Firefighting equipment  
Each floor
- ☐ Lighting  
Outside Lights in SHS MDF Room and Boiler room
- ☐ Classroom emergency kits  
Yellow backpacks in each room
- ☐ Food  
Stored in outside cage area
- ☐ Water  
Stored in outside cage area
- ☐ Blankets  
In each emergency backpack
- ☐ Maintenance supplies  
Custodial Office  
Custodial rooms each floor
- ☐ Tools  
Custodial Office  
Outside Caged Area  
Principal's Office  
Grab and Go Bag  
Principal's office South Short cupboard

IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE EVENT OF AN EMERGENCY

Food supplies stored in kitchen. Combination for key access is 3333

Student Pantry in Room 124

Intake Room in the Office

Fire Station located across Rucker (SE of main building)

### **Classroom Safety Backpack Contents List**

- Metal Whistle
- Duct Tape (1 Roll)
- 50 Foot Utility Cord
- Small First Aid Kit

## **Emergency Equipment Annex**

### **Emergency Equipment List**

Communications equipment

Satellite Phone in Yellow Backpack in office

☐ First aid supplies

Health Room

Daycare

Classrooms

☐ Firefighting equipment

Each floor

☐ Lighting

Outside Lights in SHS MDF Room and Boiler room

☐ Classroom emergency kits

Yellow backpacks in each room

☐ Food

Stored in outside cage area

☐ Water

Stored in outside cage area

☐ Blankets

In each emergency backpack

☐ Maintenance supplies

Custodial Office

Custodial rooms each floor

☐ Tools

Custodial Office

Outside Caged Area

Principal's Office

Grab and Go Bag

Principal's office South Short cupboard

Food supplies stored in kitchen. Combination for key access is 3333 Student Pantry in Room 124

Intake Room in the Office

Fire Station located across Rucker (SE of main building)

### **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)

Template revised 2023-24 school year by cferreira

- 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)

## 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 Office Manager/Principal 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 SHS, PGS & HS Online Options. SHS, PGS, & HS Online Options and available staff will assist in handing out supplies.*
6. *Rescue Team members (Same as sweep team) will retrieve their gear from the SHS, PGS & HS Online Options and look for missing students.*
7. *The Medical Team will retrieve their supplies from the SHS, PGS & HS Online Options and establish a medical post in SHS, PGS & HS Online Options. SHS, PGS & HS Online Options 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 – SHS, PGS & HS Online Options 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 SHS, PGS & HS Online Options.*

## Communications and Warning Annex

Staff Name	Ext	Room #	Position
Aimee Leggett	5125/5127	105/107	Art Room, Studio
Andrew Preston	5168	302-Library	Guided Study
April Simon	5177	317	English
Audra Van Volkenburg	5158/5106	238/249	Nurse Office/Health Rm
Autumn Slater	5110	246	Counselor - Grade 9-11, PGS
Barb Marcum	5103	Office	Attendance Secretary
Betsy Monroe	5101	Office	Office Manager
Bona Park	5156	216	Math
Bruce Cappel	5123	303	D&A Counselor M,TH,alternate F's
Connar Wint	5197	4th Floor	Head Custodian *Hrs 10-6:30pm
Crystal Cameron	5176	316	SPED
Elvie Muva	5115	Office	Registrar
Erin Hawkinson	5151	211	Social Studies
Heather Reid	5108	302-Library	Librarian Paraeducator
Holly Bryan	5117	107-1	SPED Success Coordinator
Itsuko Ichimura Hayashi	5141	201	GOAL Para
Jack Roy	5190	245	Principal
Jeannie Thompson	5124	104	Science
Jo Anne Buiteweg	5171	311	English
John Ruiz	5106	249	Health Room Assistant
Jonathan Stanley	5175	315	Social Studies
Judy Lennard	5191/5176	Office/316	Online Secretary/SHS SPED Para
Kimm (Kimberly) Conroy	5143/5141	201	GOAL Teacher Desk/Extra Phone
Lilyanna Sullivan	5141	201	GOAL Para
Lina (Gozalina) DeFolo	5153	208	Security
Liz Lahti	5112	247	Counselor - Grade 12, OnlineHS
Lucy Williams	5163	231	Psychologist - In-office M,PM&W
Maryke Haynes	5130	102	Math/Science
Melissa Ferdinandus	5137	117	Health, Foods, Childcare
Rhonda Hodgins	5167	219	OnlineHS Teacher
Rochelle Schultz	5154	214	Math
Scott Aitken	5161	301	CTE Digital Photo, Bus Elec, Law
Shelbey Kincannon	5138	123	On-Time Grad Success *ON LEAVE
Sherm Iversen	5159	219	PE/OnlineHS Teacher
Sherry Carman	5107/5109	206	Kitchen Manager/Cafeteria phone
Skeeter (Nathaniel) Kelley	5155	202	IT Field Tech
Sydney Campbell	5176	316	SPED Para
TBD	5135/5120	115/Office	Daycare Para
TBD	5148	122	Foster/Success Coordinator
Tricia Schuldt	5147	302-Library	Career Center/ELL
<b>Port Gardner</b>			
Allison Hinds	5183	104	Teaches K
Celeste Johnson	5184	102	Teaches K-4
Jocelyn Sievers-Bailey	5129	SHS 109	Teaches 3-8
Laura Wight	5182/5144	101/219	Teaches 9-12 English/Online HS
Mandy Trimble	5180	PGS Office	Paraeducator
Mark Ryder	5182/5145	101/219	Teachers Math 7-12/OnlineHS
Megan Slaker	5150	PGS Office	Secretary
Staff Office - Other	5186	PGS 104 Office	
<b>Other</b>			
Conference Room	5116	233	*Language Link Translator 877-650-8023
Staff Lounge	5157	2nd Floor	Acct Code 6517#
Student Phone	5104	SHS Office	
Extra Classrooms	see notes ⇨	108/101/307	EXT 5128/5121/5113
Extra Classroom Library	5119	331	

Revised 8/20/2024

# Staff Emergency Phone Tree (Confidential)

2024-2025

Jack Roy  
360-708-8060

Connor Wint  
425-346-9504

Liz Lahti  
206-245-0730

Megan Slaker 425-315-7315	Rhonda Hodgins 425-275-8706	Jonathan Stanley 425-244-9153
Mandy Trimble 206-947-8227	Mark Ryder 425-402-4519	Maryke Haynes 206-351-3095
Jocelyn Sievers-Bailey 425-343-7335	Kimm Conroy 206-300-8121	Bona Park 206-250-9074
Laura Wight 425-489-9687	Scott Aitken 206-517-5940	Judy Lennard 425-232-8216
Celeste Johnson 360-631-9063	Crystal Cameron 425-246-7808	Skeeter Kelley 425-866-7585
Allison Hinds 425-346-2433	Sherry Carman 425-512-4072	Tricia Schuldt 206-300-3118
Holly Twedt 425-385-5119		

Betsy Monroe  
425-736-2955

Autumn Slater  
208-589-0344

Melissa Ferdinandus 323-646-0643	Shelbey Kincannon 425-328-5667	Erin Hawkinson 206-330-8246
Lina DeFolo 360-618-2859	Jeannie Thompson 425-232-8236	April Simon 408-313-3946
Andrew Preston 425-409-8071	Barbara Marcum 425-232-5074	Jo Anne Buiteweg 425-218-8318
Heather Reid 206-484-6341	John Ruiz 425-442-0071	Bruce Cappel 206-465-5390
Audra Van Volkenburg 425-626-0945	Rochelle Schultz 425-870-3117	Elvie Muya 425-361-5574
Lisa Strom 425-327-6072	Sherm Iverson 425-308-5554	Aimme Leggett 360-359-2467
Sydney Campbell 425-308-6187		

## Sequoia High School 425-385-5190

\*Last person in column needs to call and leave a message of completion on the principal's voicemail.

If you are **unable** to make personal contact with the next person on the list, make note, move on, let principal know on v/m.

This tree will be used for school specific emergencies **only**.

In the event of district closures (i.e., snow, etc.), notification will be made via the media & Blackboard call at 5:45 am or as soon as known.

Please listen to your radio and television for district closures.

Staff with Interns or Long Term Substitutes are responsible for contacting them.

8/26/2024





Port Gardner

# SEQUOIA HS

Front Door

- |   |                                 |
|---|---------------------------------|
| > | Jo Anne                         |
|   | Jonathan                        |
| > | April                           |
|   | Erin                            |
| > | Rochelle                        |
|   | Crystal                         |
| > | Melissa                         |
|   | Aimee                           |
| > | Bona                            |
|   | Jeannie                         |
| > | Scott                           |
|   | Maryke                          |
|   |                                 |
|   |                                 |
|   |                                 |
| > |                                 |
|   |                                 |
| > | Online HS                       |
|   | GOAL                            |
| > | Andrew                          |
|   | Tricia                          |
| > | Heather                         |
|   | Office Staff                    |
| > | Health Room/Nurse               |
|   | Success Coordinator/D&A/Skeeter |
| > | Jocelyn                         |
|   | PGS North - Megan, Families     |
|   | PGS South - Celeste, Allison    |

## Stairs

RUCKER AVENUE

Parking Lot

## > DayCare

Basketball Court

## **Special Needs Students and Staff Annex**

See Attached Lists

SAS  
SPED

Sequoia High School Student Schedule List MP: A1 Printed: Sep 30, 2024

Stu ID	Student Last Name	Gr	Per - 1	Per - 2	Per - 3	Per - 4	Per - 5	Per - 6	Per - 7
336325	Allen, Robel	12	Biotechnology A Thompson, Jeanette / Rm: 104	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316				Advisory Hawkinson, Erin /Rm: 211
1490214367									
337512	Backstrom- Tuengel, Jaden	12	Biotechnology A Thompson, Jeanette / Rm: 104	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316				Advisory Hawkinson, Erin /Rm: 211
5994319837	Bayles, Caroline	10			Biology and the Environment A Thompson, Jeanette /Rm: 104	World History A Hawkinson, Erin /Rm: 211	Sculpture A Leggett, Aimee /Rm: 105	Guided Study Preston, Andrew /Rm: LIB	Advisory Ferdinandus, Melissa /Rm: 117
318809	Bender, Peyton	12	Physical Education 1 Iverson, Sherman / Rm: GYM	Mod. Geometry in Application A Cameron, Crystal /Rm: 316	Civics A Sculpture A Leggett, Aimee /Rm: 105	Modified English I/A Cameron, Crystal /Rm: 316			Advisory Stanley, Jonathan /Rm: 315
4031938936									
154622	Bryant, Dorothy	12	Biotechnology A Thompson, Jeanette / Rm: 104	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Civics A Stanley, Jonathan /Rm: 315	Modified English I/A Cameron, Crystal /Rm: 316			Advisory Schultz, Rochelle /Rm: 214
5816784346									
206800	Chavez - Robbins, Jesus	10				Modified English I/A Cameron, Crystal /Rm: 316	Mod. Geometry in Application A Cameron, Crystal /Rm: 316	AVID A	
2717656231									
242739	Dodgado, Natalia	10		Mod. Geometry in Application A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316	Ceramics 1 A Leggett, Aimee /Rm: 105	World History A Hawkinson, Erin /Rm: 211		Advisory Leggett, Aimee /Rm: 105
9147429818									
337549	Faddis, Cameron	11	Digital Photography 1A Aiken, Scott / Rm: 301	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316	Guided Study Preston, Andrew /Rm: LIB	Guided Study Preston, Andrew /Rm: LIB		Advisory Aiken, Scott /Rm: 301
6513568732									
237095	Hancock, Eden	12	Biotechnology A Thompson, Jeanette / Rm: 104	Introduction to Data Science Haynes, Maryke /Rm: 102	Civics A Stanley, Jonathan /Rm: 315	Modified English I/A Cameron, Crystal /Rm: 316	Mod. Geometry in Application A Cameron, Crystal /Rm: 316		Advisory Schultz, Rochelle /Rm: 214
9877962124									
315822	Hernandez- Doris, Rosy	11	World History A Hawkinson, Erin / Rm: 211	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	English 3A Butteweg, Joanne /Rm: 311	Physics in the Universe A Haynes, Maryke /Rm: 102			Advisory Ferdinandus, Melissa /Rm: 117
792522835									
155607	Herrera, Jace	12					Ceramics 1 A Leggett, Aimee /Rm: 105	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Advisory Thompson, Jeanette /Rm: 104
1688282491									
193636	Konch, Nevaeh	12	Physics in the Universe A Haynes, Maryke / Rm: 102	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Sculpture A Leggett, Aimee /Rm: 105	Modified English I/A Cameron, Crystal /Rm: 316	Independent Living A Ferdinandus, Melissa /Rm: 117	English 4A Simon, April /Rm: 317	Advisory Thompson, Jeanette /Rm: 104
1459024531									
325835	Kumta, Traycen	09					Modified English I/A Cameron, Crystal /Rm: 316	Onboarding Schultz, Rochelle /Rm: 214	Advisory Haynes, Maryke /Rm: 102
9631158270									
325889	Marlon, Nicole	11	World History A Hawkinson, Erin / Rm: 211	Mod. Geometry in Application A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316	Guided Study Preston, Andrew /Rm: LIB			Advisory Park, Bona /Rm: 216
5058980231									
155193	Meadows, Jayden	10	World History A Hawkinson, Erin / Rm: 211	Mod. Geometry in Application A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316				Advisory Butteweg, Joanne /Rm: 311
6404448964									
338786	Meigs, Syng	12		Biology and the Environment A Thompson, Jeanette /Rm: 104	Modified English I/A Cameron, Crystal /Rm: 316	Physics in the Universe A Haynes, Maryke /Rm: 102	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316		Advisory Thompson, Jeanette /Rm: 104
5659151621									
458356	Misner, Caleb	10	Onboarding Butteweg, Joanne / Rm: 311	Math Lab Schultz, Rochelle /Rm: 214	AVID A Ferdinandus, Melissa /Rm: 117				
1517093752									
165318	Nakamura, Danton	10		Mod. Geometry in Application A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316	World History A Hawkinson, Erin /Rm: 211	Sculpture A Leggett, Aimee /Rm: 105	Guided Study Preston, Andrew /Rm: LIB	Advisory Ferdinandus, Melissa /Rm: 117
8153304187									
175050	Olsen, Lucy	11		Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	English 3A Butteweg, Joanne /Rm: 311	Physics in the Universe A Haynes, Maryke /Rm: 102			Advisory Butteweg, Joanne /Rm: 311
6500196138									
189305	Pempell, Jacob	11	Physical Education 1 Iverson, Sherman / Rm: GYM	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	Modified English I/A Cameron, Crystal /Rm: 316				Advisory Stanley, Jonathan /Rm: 315
8545668553									
318877	Peterson, Nathaniel	12				Modified English I/A Cameron, Crystal /Rm: 316	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	AVID A Ferdinandus, Melissa /Rm: 117	
9368308355									
157366	Rios, Aimeya	09	Onboarding Butteweg, Joanne / Rm: 311	Mod. Advanced Algebra A Cameron, Crystal /Rm: 316	AVID A Ferdinandus, Melissa /Rm: 117				
8353402169									
237267	Rojas, Armando	12	Physical Education 1 Iverson, Sherman / Rm: GYM	College & Career Seminar Hawkinson, Erin /Rm: 211	Civics A Stanley, Jonathan /Rm: 315	Modified English I/A Cameron, Crystal /Rm: 316	Mod. Geometry in Application A Cameron, Crystal /Rm: 316		Advisory Simon, April /Rm: 317
4852242013									
242598	Sather, James	11	Physics in the Universe A Haynes, Maryke / Rm: 102	Geometry/AP/HS-Math/2C Park, Bona /Rm: 216	Sculpture A Leggett, Aimee /Rm: 105				Advisory Stanley, Jonathan /Rm: 315
8197452427									
160090	Tuwun, Martina	12	Digital Photography 1A Aiken, Scott / Rm: 301	US History A Stanley, Jonathan /Rm: 315	Adv. Algebra/Concepts/HS-MTH/3A Schultz, Rochelle /Rm: 214	Modified English I/A Cameron, Crystal /Rm: 316			Advisory Simon, April /Rm: 317

STIS SPED

<b><u>Student ID</u></b>	<b><u>Last Name</u></b>	<b><u>First Name</u></b>
336325	Allen	Robel
337512	Backstrom-Tuengel	Jaden
206864	Bayles	Carly
318809	Bender	Peyton
154662	Bryant	Dorothy
206980	Chavez-Robbins	Jesus
242739	Delgado	Natalia
337549	Faddis	Cameron
237095	Hancock	Eden
315822	Hernandez-Donis	Rosy
155607	Herrera	Jace
193636	Konch	Nevaeh
325835	Kumia	Traycen Kainoa
325889	Marion	Nicole
155193	Meadows	Jayden
338786	Meigs	Sying
458356	Misner	Caleb
155318	Nakamura	Damion
175050	Olsen	Lucy
189305	Pempeit	Jacob
318877	Peterson	Nathaniel
157366	Rios	Amaya
237267	Rojas	Armando
242598	Sather	James
160090	Tuwun	Martina

# GOAL Student Cognitive Disabilities

StudentName	StudentID	SpecialEd	Section504
Aguiar, Christian	336298	Y	N
Brock, Savannah	337410	Y	N
Fontenette, Lauren	337394	Y	N
Gonzalez, Joycen	327326	Y	N
Kelly, Anna	335855	Y	N
McClenon, Mariyah	181702	Y	N
Mitchell, Eric	337336	Y	N
Rowe, Eric	337375	Y	N
Schultz, Layni	337314	Y	N
Simpson, Madison	336207	Y	N
Wells, Kloie	188873	Y	N
Westbrook, Nathaniel	159975	Y	N

Rm 201

All Day

#12

SHS - Schedule  
**504 Students List**  
Changes  
Monthly

ID	Student Name	B/D	Grade	Gender	Language
102123	Abbate, Nathan Charles	10/04/2006	12	M	English
154765	Abundio, Darcy Sharell	05/03/2008	11	F	Spanish
209338	Bassi, Jayla Marlene	06/30/2006	12	F	English
154967	Bautista-Sierra, Carina	10/23/2008	10	F	English
310276	Butler, Natalie Cate	11/07/2006	12	F	English
774107	Del Rosario, Mars Caeli	11/20/2009	09	F	English
335971	Durnford, Emmika Raine	09/25/2006	12	F	English
189143	England, Colton Jack	03/21/2008	11	M	English
338152	Gaffney, Brayden	06/16/2008	11	M	English
322526	Little, Cami Michelle	05/22/2008	11	F	English
325618	Lozeau-Castle, Piper Kelea	03/25/2009	10	F	English
324890	Lund, Tamlin Leah	03/11/2008	11	M	English
155193	Meadows, Jayden Montgomery	07/04/2008	10	M	English
247058	Merrill, Emma Yvonne	08/14/2007	12	F	English
199971	Mitchell, Brastin Wayne	07/03/2008	10	M	English
169955	Myers, Dylan Daniel	04/30/2008	11	M	English
189305	Pempeit, Jacob Lee-Ray	02/08/2008	11	M	English
315649	Platt, Eliot Whitney	05/16/2009	10	F	English
157112	Pool, Makayla Lynn	08/12/2008	11	F	English
242676	Powell, Alex Fitzgerald	10/31/2006	12	M	English
307174	Renteria-Ortiz, Arihana Johana	06/07/2010	09	F	Spanish
189304	Rodriguez, Jordynn Marie	05/28/2008	11	F	English
337374	Rowe, Toby Kahlan	10/30/2006	12	F	English
156889	Thompson, Dominic Anthony Marcus	12/28/2007	11	M	English
454365	Thornton, Wesley Reese	04/22/2009	10	M	English
455924	Waheeb, Noora	01/26/2008	11	F	English
305010	Waldman, Elle Annette	06/21/2008	11	F	English
455950	Watson, Brody Matthew	01/28/2009	10	M	English

## **Communication in an Emergency**

Everett Public Schools (EPS) utilizes the Incident Command System (ICS) during emergencies. A key component when responding to an emergency is efficient and effective communication from the crises site to the central office to provide effective resource management and incident mitigation. Effective communication increases the likelihood that we manage all emergencies in a similar fashion. This procedure establishes a site communication liaison to ensure timely and effective communication.

### **Process:**

At the start of the school year (and prior to the arrival of students) site administrators should select the members of their site ICS team. Care should be taken to select the staff member whose skills, training, and experience most closely align with the functions and responsibilities of the position. As part of this process, a site communication liaison and a backup will be identified. The communication liaison will be responsible for gathering all pertinent information related to the emergency and communicating both intra-site and to the district Communications Department for external dissemination.

This procedure should be practiced as part of annual safety drills to ensure its integration.

### **Definitions**

#### **Incident Command System**

Standardized approach to the command, control, and coordination of emergency response.

#### **Site Communication Liaison**

On-Site staff member who gathers pertinent information related to an emergency and coordinates with the district Communications Department for internal and external messaging.

#### **Emergency:**

A serious, unexpected, and often dangerous situation requiring immediate action which impacts a large percentage of the staff and students.

### **Responsibilities**

#### **Site Communication Liaison**

- Meet with site ICS team members
- Gather pertinent emergency information
- Disseminate information internally as appropriate
- Notify appropriate Regional Superintendent
- Notify Safety and Security Coordinator
- Connect with the Communications Department to support creation of internal and external messaging and liaison with law enforcement PIOs as appropriate
- Provide updates as new information comes to light

#### **Communications Department**

- Act as the conduit for information related to an emergency incident
- Vet emergency information as appropriate
- Assist Site Communication Liaison with internal/external messaging
- Monitor social media posts relative to the emergency for increased situational awareness
- Connect with other agencies engaged in the emergency in an effort to align messaging where possible

#### **Regional Superintendent**

- Notify Communications Department

Template revised 2023-24 school year by cferreira



- Notify Deputy Superintendent

**Deputy Superintendent:**

- Notify Superintendent

**Staff:**

Staff and students should be discouraged from using cellphones in an emergency to limit misinformation and safety risks (i.e., cellphone backlighting, volume/noise levels, etc.). This is best accomplished by discussing the pros and cons of cellphone use prior to drills or actual emergency events.

# ***Incident Command***

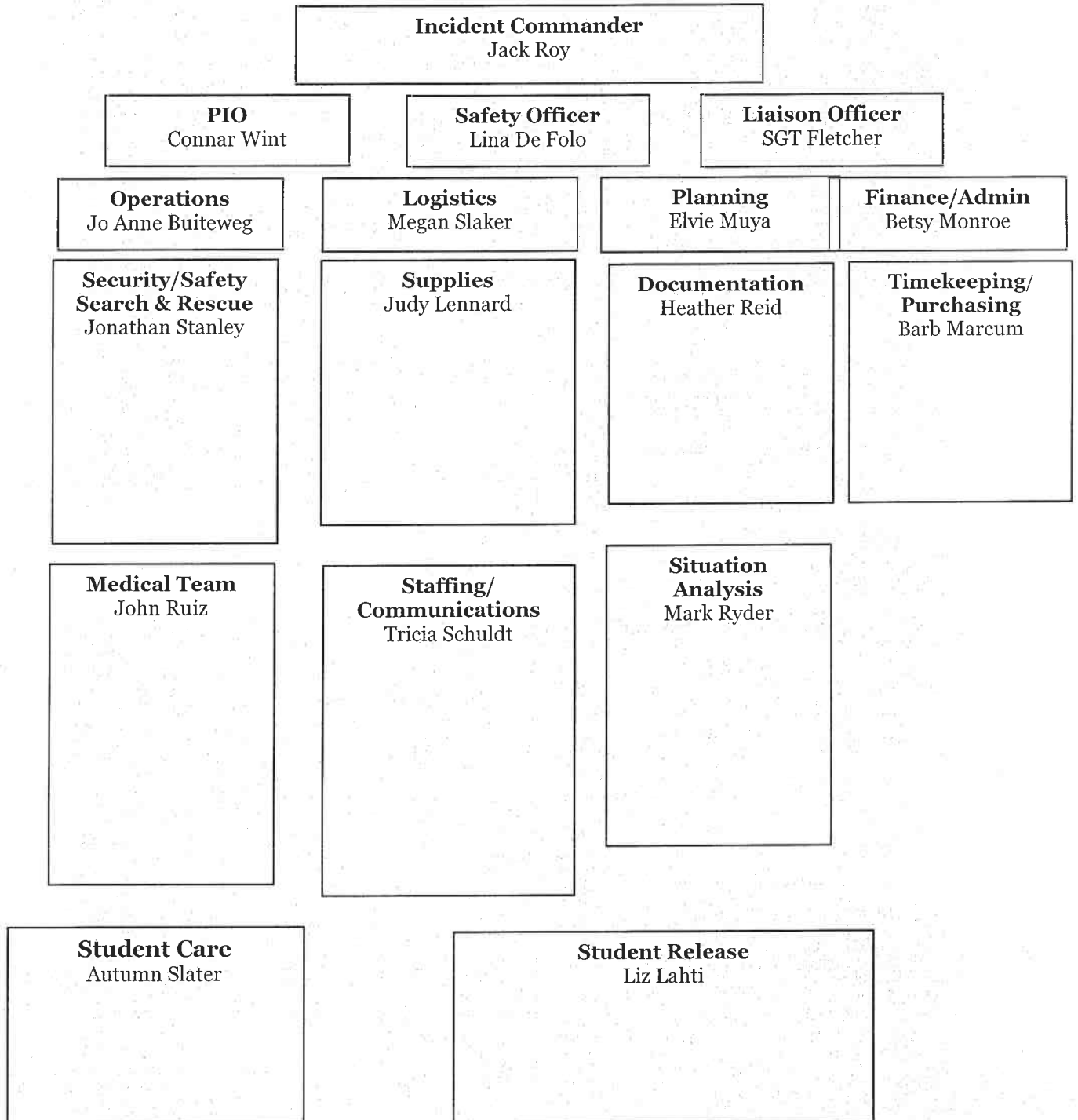
## **Incident Command System Annex**

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. If 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 for SHS/PGS/HS Online Options School



## 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.

[https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-129208/2023-24%20Continuity%20of%20Operations%20Plan%20\(COOP\).pdf](https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-129208/2023-24%20Continuity%20of%20Operations%20Plan%20(COOP).pdf)



## Continuity of Operations Plan (COOP)

Plan Developer(s): Christopher Ferreira and Molly Ringo (Retired)		Date Plan Finalized: September 1, 2021	
Point of Contact:	Christopher Ferreira		
Contact Information:	Email: cferreira@everettsd.org	Phone Number: 425 512.1379	Alt. Phone Number: 425 308.7430

### Background Information

- A COOP is a process that **ensures continued performance** of essential functions across a full range of potential emergencies, be they natural, technological, biological or man-made/adversarial.
- A COOP plan provides **guidance and establishes responsibilities and procedures** to ensure that business resilience is developed and maintained.
- A COOP is **not the same** as an Emergency Operations/Safety Plan but rather supplements it.
- It's a **Functional Annex** to a district EOP/Safety Plan.
- This document will be reviewed annually in conjunction with the customary Emergency Operation Plan review.



Plan Implementation		
<p><b>Note – Per RCW 38.52.195 each school district that implements its continuity of operations plan</b> shall notify the state board of education and OSPI within five days of the decision to implement the continuity of operations plan by email and postal mail of the following:</p> <p>(a) Date that the disruptions to basic education delivery began or will begin if there is an impending emergency situation and the estimated duration of the emergency or disaster;</p> <p>(b) Documentation of the emergency or disaster, such as a declaration of emergency, and information that describes the disruption to basic education delivery due to the emergency;</p> <p>(c) Contact information for school district staff who are responsible for executing the continuity of operations plan; and</p> <p>(d) Further information or assurances upon request, at the discretion of the state board of education or the office of superintendent of public instruction staff.</p>	As needed, within 5 days of implementation	Deputy superintendent, superintendent's office

#### A. Plan Exercises

Everett Public Schools recognizes that any emergency plan must be exercised to be effective and to:

- provide clarity and guidance to staff
- allow for practice of the skills required to be successful
- feedback for establishment of best practices

When practical, exercises will be conducted to provide for the aforementioned items.

**B. Objectives**

1.	Ensure the essentials functions can be performed under all conditions
2.	Reduce the loss of life and minimize property damage and loss
3.	Execute a successful order of succession with accompanying authorities in the event of disruption renders the district's leadership unable, unavailable, or incapable of assuming or performing their authorities and responsibilities.
4.	Reduce or mitigate disruptions to operations.
5.	Ensure the Everett School District has facilities where it can continue to perform essential functions as appropriate.
6.	Protect essential facilities, equipment, records and other assets.
7.	Achieve the district's timely and orderly recovery, and reconstitution from the emergency.

### C. Essential Functions

The departments listed below have been identified as essential to operational continuity and/or recovery including who is responsible for them.

Essential Function: Administration				
Primary Person	Ian Saltzman	Superintendent	Phone	561 654.9414
Alternate	Peter Scott	Deputy Superintendent	Phone	425 366.0491

Essential Function: Academics				
Primary Person	Shelley Boten	Chief Academic Officer	Phone	425 785.8220
Second Alternate	Catherine Matthews	Assessment & Research	Phone	206 954.9998

Essential Function: Communications				
Primary Person	Kathy Reeves	Director	Phone	425 319.4143
Alternate	Jennifer Goodhart	Communications Coordinator	Phone	425 327.1488

Essential Function: Finance				
Primary Person	Andi Tress	Executive Director, Finance	Phone	425 218.3376
Alternate	Gayla Jenner	Budget Director	Phone	425 244.1545
Second Alternate	Karen Buchmann	Budget Analyst	Phone	425 387.0099

### C. Essential Functions (Continued)

Essential Function: Technology				
Primary Person	Brian Beckley	Chief Information Officer	Phone	425 870.5677
Alternate	Ken Toyn	Director of Network Services	Phone	425 273.6026
Second Alternate	Michele Waddel	Director of Learning Management Services	Phone	425 343.3925

Essential Function: Facilities and Planning				
Primary Person	Mike Gunn	Chief Strategist	Phone	425 367.3631
Alternate	Darcy Walker	Director	Phone	425 361.8656
Second Alternate	Steven Krause	Construction Coordinator	Phone	425 890.4591

Essential Function: Maintenance and Operations				
Primary Person	Greg Smith	Director	Phone	425 308.4284
Alternate	Andrea Szalda	Maintenance Supervisor	Phone	206 643.5788
Second Alternate	Scott Hodgson	Maintenance Supervisor	Phone	360 688.4815

### C. Essential Functions (Continued)

Essential Function: Safety				
Primary Person	Christopher Ferreira	Safety and Security Coordinator	Phone	425 308.7430
Alternate	Anna Jacobsen	Safety Assistant	Phone	425 308.7485

### D. Emergency Communication Systems (See Emergency Operations Plan, Appendix 6 attached: Annex A)

Everett Public Schools has the dual responsibility of communicating with staff and with parents. As such, Everett Public Schools currently utilizes the following systems for communicating with staff, students, and families in emergencies:

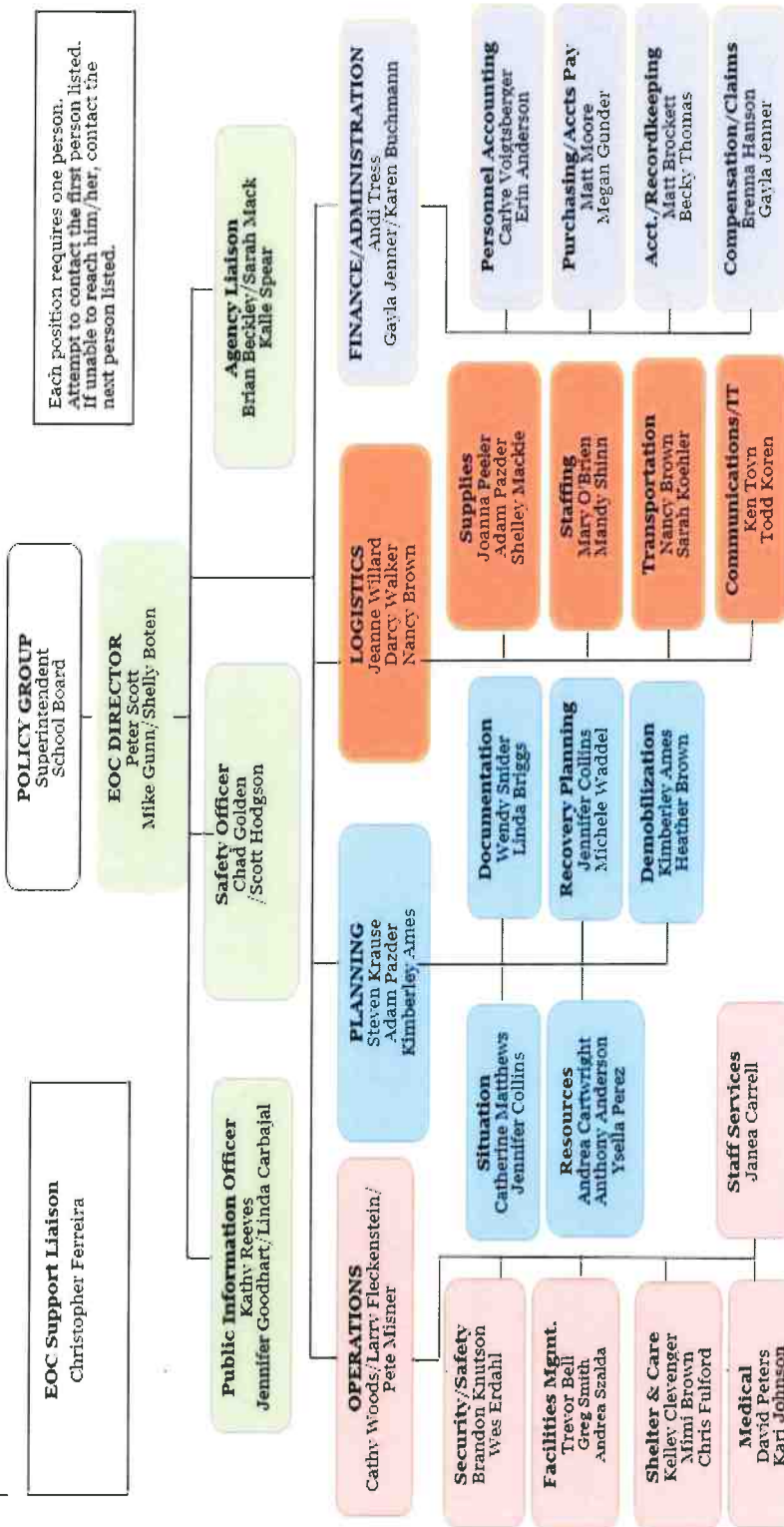
- Phone (Call Center)
- Instant Messaging (i.e., Blackboard Connect, Text Messaging)
- Email
- Everett Public Schools public website
- Emergency Landline Phones
- Mainstream Media Outlets
- Social Media Outlets
- Rave 911

### E. Emergency Access to Information and Systems (See Technology Standard Operating Procedure attached: Annex B)

As access to our school information and systems is essential in an emergency; the Technology Department has developed the "Business Continuity and Disaster Recovery" process. See attached for further information.

## F. Leadership and Alternates:

### Everett Public Schools Central Office Emergency Operations Center Organizational Chart 2023-2024





### G. Devolution (See Resolution and Delegation of Authority attached: Annex C)

Along with the Everett Public Schools structure, a list of those who can make operational decisions in an emergency and in the absence of district leadership has been established under Everett Public Schools Policy 5200 and Procedure 5200P.

### H. Alternate Facilities:

Current Site:	Functions As:	Alternate(s):	Current Function of Alt. Site	Need MOU/MOA?
Community Resource Center	Learning Communications Human Resources Technology Facilities and Planning	Snohomish PUD (Remote: Technology/Communications/Finance/ Curriculum/Facilities and Planning)	Operations	In Progress
Maintenance and Operations Facility	Base of Maintenance and Operations	North Transportation	Transportation and Food Services	NO
CRC and Maintenance	Learning Communications Human Resources Technology Facilities and Planning	Athletics	Athletics	NO

### I. Key Internal Dependencies (Intra-district and among our schools)

The following functions and services have been identified as intra-district dependencies.

	Dependency (Product or Service)	Provided by:	Risks and Mitigating Actions
1.	Finance/HR (Payroll, Student/Staff Records and AP)	Everett PS Technology	Risk: Payroll and purchases could be delayed Mitigation: Cloud and IT server and paper AP/AR/Timesheets
2.	Communications= Technology	Everett PS Technology	Risk: Internet Operability (Phones, Connectivity, etc.) Mitigation: Emer phones, phone tree and news media
3.	Science Resource Center	Everett Public Schools	Risk: Animals Mitigation: Current plan used for power outage
4.	Enrollment information	Individual schools	Risk: Automated reporting system Mitigation: Statewide: OSPI guidelines Local: Paper system developed in collaboration by schools

**J. Key External Dependencies (Products, services, suppliers, and providers outside)**

	<b>Dependency (Product or Service)</b>	<b>Provided by:</b>	<b>Risks and Mitigating Actions</b>
1.	Phone and Internet Services	Ziply (Phones) and K20 Network (Ziply) (*secondary needed)	Mitigation: **Cloud-based in future
2.	Emergency supplies	Snohomish Department of Emergency Management	May be overwhelmed by situation and demand
3.	Facility occupancy clearance	Cities of Everett, Mill Creek and Snohomish County	Condition of area structures and limited responding personnel
4.	Technology hardware	Alcatel-Lucent HP (servers)	Dependency on vendors
5.	Financial services	Bank of America Snohomish County Treasurer	Electronic Fund Transfers Fund allocation
6.	Counseling services	Magellan and other districts	Lack of availability

**K. Important Contacts:**

The following list is a list of critical contacts in case of an emergency:

<b>Name</b>	<b>Phone Numbers</b>
Dr. Ian Saltzman (Superintendent)	561 654.9414
Dr. Peter Scott (Deputy Superintendent)	425 366.0491
Kathy Reeves (Communications)	425 268.5985
Brian Beckley (Technology)	425 870.5677
Andi Tress (Finance)	425 760.1967
Shelley Boten (Academics)	425 785.8220
Chad Golden (Human Resources)	206 910.0320
Mike Gunn (Finance and Planning)	425 367.3631
Greg Smith (Maintenance and Operations)	425 308.4284
Christopher Ferreira (Safety and Security)	425 512.1379

**L. Mitigation Strategies**

Remote Learning procedures
Stock additional technology equipment
Re-institute paper procedures (printing services)
Generator and fuel services
Activate emergency phones

**M. Alternate Education Delivery Systems**

<p><b>Positive Case on School Campus and Quarantine Protocol</b></p>	<p><b>Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students</b></p>
<p><b>Quarantining identified individuals</b></p> <ul style="list-style-type: none"> <li>-Any individual identified to have been in close contact (less than 6 feet for more than 15 cumulative minutes), is asymptomatic and has <i>not</i> been vaccinated will be contacted by phone and directed to self-quarantine for 14 days.</li> <li>-Students seated in class or on the bus in front of, behind, and on the right and left of a student (if closer than 6 feet for more than 15 minutes) who reports a positive diagnosis is asymptomatic and has <i>not</i> been vaccinated will be contacted by phone and directed to self-quarantine for 14 days.</li> </ul>	<p>Teachers will prepare instructional activities for students and distribute materials and/or post student learning activities online. The online materials will be accessible through the teacher's classroom Canvas portal.</p> <p><b>LITS</b> will ensure that all students who are quarantined have an appropriate device and accessible internet (hotspots, etc.).</p> <p><b>Food Services</b> will establish access to meals for students in quarantine.</p> <p><b>Contact Tracing Team</b> will notify families and individuals needing to quarantine.</p> <p><b><u>Transition back to in-person:</u></b></p> <p>When the individual has been cleared of quarantine, they may return to the in-person classroom setting.</p>

M. Alternate Education Delivery Systems (Continued)

<b>Positive Case on School Campus and Quarantine Protocol</b>	<b>Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students</b>
<p><b>Quarantining several classrooms</b></p> <ul style="list-style-type: none"> <li>-Several classrooms could be directed to quarantine if the Snohomish County Health District and the Contact Tracing Team determines that the close contacts are difficult to decipher; or</li> <li>-If the entire class was in close contact to a classmate/classroom teacher who reports a positive diagnosis and the students are unvaccinated (students younger than 12 years of age); or</li> <li>-If the entire class was in close contact to a classmate/classroom teacher who reports a positive diagnosis and the students vaccinated and symptomatic; or</li> <li>-If supervision of students is compromised due to teacher quarantining requirements</li> </ul>	<p><b>Classroom teachers</b> will provide remote instruction through online instruction through teacher's classroom Canvas portal. The quarantined staff member will be delivering instruction through synchronous and asynchronous means.</p> <p><b>LITS</b> will ensure that students in classrooms who are quarantined have appropriate devices and accessible internet (hotspots, etc.).</p> <p><b>Food Services</b> will establish access to meals for students in quarantine.</p> <p><b>Contact Tracing Team</b> will notify families and individuals needing to quarantine.</p> <p><b>Custodial Services</b> will implement the school sanitization plan to reduce risk of contagion.</p> <p><b><u>Transition back to in-person:</u></b></p> <p>When the contact tracing team has determined that the quarantine period has ended, staff and students in the effected classrooms may return to the in-person classroom</p>



## M. Alternate Education Delivery Systems (Continued)

Positive Case on School Campus and Quarantine Protocol	Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students
<p><b>Closing a school</b></p> <ul style="list-style-type: none"> <li>-A school could be directed to close if the Snohomish County Health District determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate in the school, or</li> <li>-Supervision of students is strained due to quarantine requirements.</li> </ul>	<p><b>All Classroom teachers and support staff</b> will provide remote instruction and services through online instruction through Canvas portals. Quarantined staff members will be delivering instruction through synchronous and asynchronous means.</p> <p><b>LITS</b> will ensure that all students in the closed school will have appropriate devices and accessible internet (hotspots, etc.). They will coordinate and organize distribution centers for device pick-up.</p> <p><b>Contact Tracing Team and Communications</b> will notify families of the necessity to close school/campus.</p> <p><b>Food Services</b> will establish access to meals for students in quarantine.</p> <p><b>Custodial Services</b> will implement the school sanitization plan to reduce risk of contagion.</p> <p><b><u>Transition back to in-person:</u></b></p> <p>The <b>Snohomish County Health District</b> determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate in the school has dropped to a level where staff and students in the effected school may return to the in-person classroom setting.</p>

## M. Alternate Education Delivery Systems (Continued)

Positive Case on School Campus and Quarantine Protocol	Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students
<p><b>Closing the district</b></p> <ul style="list-style-type: none"> <li>- An Executive Order of the Governor directs the entire district (all 28 schools) to close; or</li> <li>-If the Snohomish Health District determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate in the school, and directs all 28 schools to close; or</li> <li>-Supervision of students is strained due to quarantine requirements.</li> </ul>	<p><b>All Classroom teachers and support staff</b> will provide remote instruction and services through online instruction through Canvas portals. Quarantined staff members will be delivering instruction through synchronous and asynchronous means.</p> <p><b>LTTS</b> will ensure that all students in the closed school will have appropriate devices and accessible internet (hotspots, etc.). They will coordinate and organize distribution centers for device pick-up.</p> <p><b>Contact Tracing Team and Communications</b> will notify families of the necessity to close school/campus.</p> <p><b>Food Services</b> will establish access to meals for students in quarantine.</p> <p><b>Custodial Services</b> will implement the school sanitization plan to reduce risk of contagion.</p> <p><b><u>Transition back to in-person:</u></b></p> <p>The <b>Governor</b> lifts the Executive Order to close the district or the <b>Snohomish County Health District</b> determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate has dropped to a level where staff and students in the effected school may return to the in-person classroom setting.</p>

## N. Cost-tracking for emergencies.

Processes are outlined in the finance department's "Business Information" manual which can be located here: <https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-385>

## O. Recovery:

The following plan has been developed in the event Everett Public Schools requires a recovery procedure following an emergency:

Issues	Difficulties	Mitigating Actions, Protocols
Transition from remote learning to in-person	Equipment/technology/classroom	Classroom preparation
	Communication to families	Pre-communication development and rollout prior to restart date
	Communication to staff	Pre-communication development and rollout prior to restart date. Meet to discuss challenges and ways to meet them (staff input) Resource allocation
	Transportation	Equipment checks and availability of staff drivers
	Special Education staff and resources	Pre-communication development and rollout prior to restart date. Meet to discuss challenges and ways to meet them (staff input) Resource allocation
	Facilities	Support to all other departments
Transition from remote learning to in-person		

		Re-start of whatever facility maintenance was interrupted Facility systems startup
Transition from remote learning to in-person	Food Service Support	Re-start of food preparation Re-start of food deliveries
Transition from remote learning to in-person	Human resources	Labor relations and working conditions impacts Staffing availability Staff and student wellness
Transition from remote learning to in-person	Finance	Re-start electronic systems and processes Staff availability Staff wellness

**P. Special Considerations for Your District**

The following additional or unique considerations should be considered if Everett Public Schools faces a pandemic or infectious disease outbreak.

<b>Challenges</b>	<b>Strategies/Plans</b>
ESL Student support	Intra-Inter District resource sharing
Child Care	YMCA/Boys and Girls Club/PTA
Additional learning support for students	Utilize staff not assigned to directly teach for academic support
Reimbursement	Detailed inventory logs and collection of applicable paperwork
Mental Health	Magellan Services/Counseling Staff
Food Service Programs	Reinstitute programs used during COVID

**For more detailed information refer to the following Annexes**  
**Annex A - Emergency Operations Plan Appendix 6 “Emergency Communications”**  
**Annex B - Business Continuity and Recovery Disaster Document**  
**Annex C - Everett Public Schools Procedure 5200P**

## Reunification Annex

The reunification process is intended to provide guidance and consistency of practice across the district. District standards greatly aid in the ability of the district, the school and community responders to reunify students, staff and their families following a significant traumatic event. As such, the district has selected Athletics and Everett Memorial Stadium as its reunification site.

<https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-129214/Reunification%20Process%20Manual.pdf>





# Everett Public Schools District Reunification Process Guide





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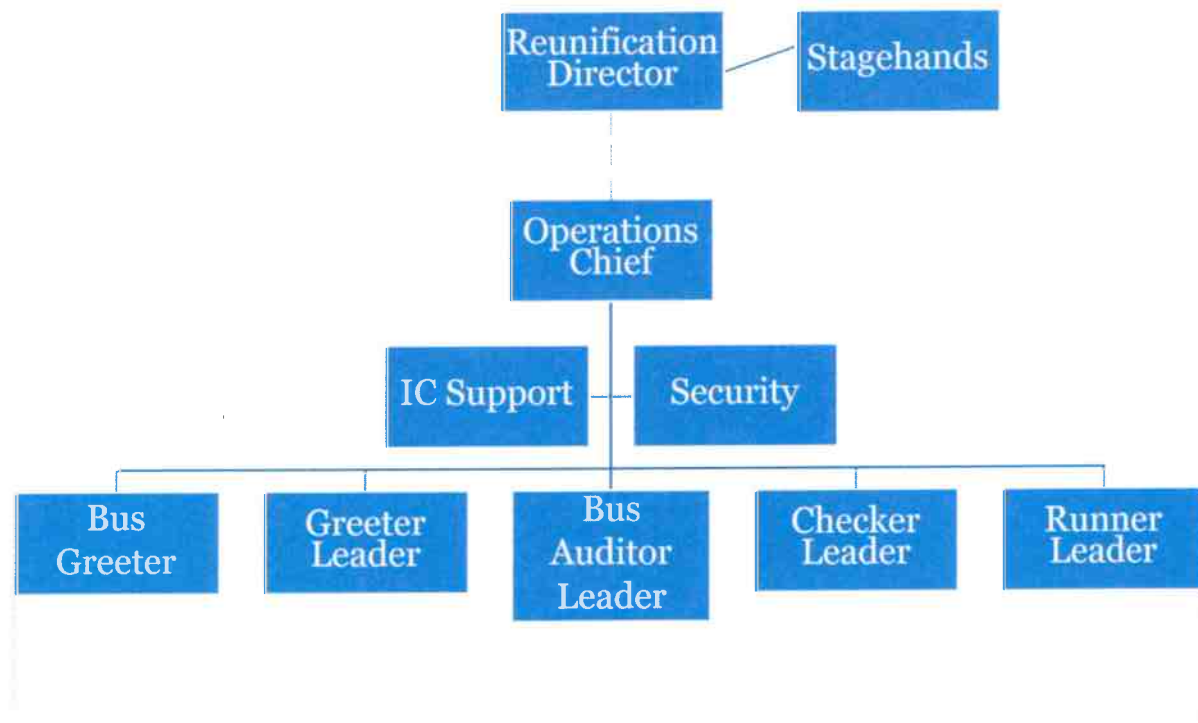
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Acknowledgement: [The “I Love You Guys” Foundation](#)



### **Introduction and Purpose**

The reunification process is intended to provide guidance and consistency of practice across the district. District standards aid in the ability of the district, the school, and community responders to reunify students, staff, and their families following a significant traumatic event. As such, the district has selected Athletics and Everett Memorial Stadium as its reunification site (Appendix A).



## **Definitions: Daily Release, Controlled Release and Reunification**

**The daily release** is the typical procedure to dismiss students. This type of release includes those who walk, utilize bus and/or public transportation, and those who are picked up by parents or guardians.

**Controlled release** usually occurs at a different time than typical daily release. This method is used for instances where school is closed earlier than typical (i.e., weather-related, or hazardous materials incidents). The difference between this method and daily release is typically students are sent home at an unusual time because of an unusual, but not traumatic event. As part of this process, families 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 be returned to parents at an alternative site.

### **SUPERVISION OF STUDENTS AND AREAS**

**Several locations must be supervised to ensure the students are safe and areas are secure.**

1. Do not allow people to enter the locker room hallway from the parking lot. Direct them up the hill to the registration area.
2. After being reunited, direct the families down the stairs to the North exit by the parking lot.
3. Students and staff will use the South restrooms. Direct students to the proper restroom and ensure they behave appropriately. Also, be sure they do not attempt to go to the south parking lot.
4. Ensure that parents/guardians, media, or other public members do not try to enter the stadium. **If they do not have an Everett Public Schools ID badge, they do not belong in this area.**
  - a. Direct students into the stadium to the student seating area.
  - b. Call for assistance for people experiencing an issue.

### **Reunification Activation**

If the district Emergency Operations Center (EOC) is operationalized, the Emergency Operation Center Director will make the reunification decision. Should this not be the case, the decision rests with the Superintendent or designee in consultation with the district's reunification team which can include all or some of the following:

- Deputy Superintendent
- Chief Academic Officer
- Regional Superintendents
- Director Communications
- Director Athletics (Reunification Director)
- Safety and Security Coordinator
- Transportation Director
- Everett Police Department Youth Services Sergeant

The district Reunification Director will coordinate the process at Everett Memorial Stadium including logistical support, setup, and breakdown. Once the decision has been made regarding timing, this plan **must** be adhered to prevent further confusion.

### **Demobilization (Closing Down)**

The district Reunification Director and/or EOC Director (if EOC is activated) will direct reunification demobilization. The Reunification Director will supervise this process including the return of all equipment and unused supplies to Athletics.

As part of this process, all documents (including notes) must be collected and turned in to the Safety Coordinator.

### **The Reunification Process (briefly)**

1. Establish a parent/guardian check-in location (Appendix A)
2. Deliver the students to the student seating area (Appendix C), beyond the vision of parents/guardians.
3. Procedure allows parents/guardians to self-sort during check-in, streamlining the process.
4. The runner team escorts the student(s) and reunites them with their family in the Reunification Area (Station #4).
5. Controlled lines of sight allow for communication and other issues to be managed.
6. Medical or investigative contingencies are expected.

### **Reunification set-up procedure (briefly)**

1. Security posted as soon as available at all major entry points to the Reunification site. (Appendix A).
2. All sections/areas are set up per the example below (Figure 1).
3. Student data binders and student alpha lists (provided by either Pacific Copy & Printing CO. or Evergreen Printing) are delivered to the check-in table. Student(s) information will be organized in multiple binders so that the reunification process is accelerated. Additional binders will be made available depending on the school's size. (Appendix F)
4. **LITS** will create the mini-list and send it via email to the Reunification Director and Operations Chief, they will print the list and disburse it to Bus Auditors (Appendix G).
5. An area should be designated for second language assistance.
6. Deploy signage.
7. Communications equipment turned on, tested, dispersed, etc.



Figure 1. Setup Example



<b>Reunification Incident Team Roles and Responsibilities</b>	
<b>Role</b>	<b>Responsibilities</b>
Reunification Director (Site Incident Commander)	Overall responsibility for the Reunification process, including setup and demobilization.  Yearly inventory of applicable equipment and supplies necessary for the process.
<b>**Logistics**</b>	Detailed organization and implementation of a complex operation
Stagehands	Setup and Breakdown of Reunification Areas Stagehands may be assigned to operations after setup is complete
<b>**Operations**</b>	Establish and manage operational staff
Operations Chief	Responsible for the Reunification Process Help verify the identity of parent/guardian without ID
Security	Secure all access points to the Reunification site
Bus Greeter	Meet buses at the student drop-off area Receive student rosters and send them with Runner to Bus Auditors
Greeters	Help coordinate the parent/guardian lines Explain the process to the parent/guardian Help parent/guardian with completion of Reunification Info Card
Re-Queue Greeter	Manage Re-queue Area
Bus Auditors	Audit student rosters to confirm who has arrived Facilitate the process of parent/guardian to Re-Queue Area
Checkers	Verify ID and custody rights of parent/guardian Direct parent/guardian to Reunification Area
Runners	Gather student rosters and provide them to the Bus Auditor Retrieve and Escort Students Escort parent/guardian Connect student with parent/guardian and explain exit process
Verification Staff	Collect Reunification Card and file them for audit
<b>**Support Services**</b>	Ancillary support functions
Special Services	Help with students receiving special services
Crisis Counselors	Help if needed

Medical	Help health room assistants with student and staff medical needs
---------	--

## **Communications**

### **Parent/Guardian Communication**

Helping parents and guardians understand reunification plans.

- The district's Communications Department will use the communication system to contact families by phone, email, district text messages, and reader boards about the situation and reunification plans. They will also post regular updates on the district website and district social media platforms.
- Share reunification plan reminders with parents each year. This could be:
  - On the first day packets
  - As part of a back-to-school orientation
  - 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/guardians, and staff know when and how to use social media.
  - Share links to the "Social media in emergencies" videos online at  
<https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-10308>

### **Student Communication During Reunification**

- Staff will inform students at various times when it is proper 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 communications will help alleviate both students' and family's anxiety about the situation and help communicate more accurate information about events 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 activate reunification, the Call Center may be activated as well. This will decrease the number of calls coming into the school and/or the CRC Welcome Desk.

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

### **School Staff Responsibilities**

When responding to emergencies, successful operations require a coordinated effort from district personnel. School staff are responsible for ensuring the care, safety, and supervision of all students during emergency response activities. In the event the reunification process is activated, school staff should complete the following procedures:

- Bring the classroom emergency yellow/red backpack which should contain emergency cards, student rosters, and a laminated card with the teacher's name.
- Take attendance using their student rosters while en route to the Reunification site.
  - Students on the roster but not on the bus, should be lined through completely.
  - Students not on the roster but on the bus, should be added to the bottom.
  - On arrival, the completed attendance sheet should be given to the Bus Greeter
- Is responsible for supervising and reassuring students.
- Ensure that students needing to leave the stands for any reason are escorted by Reunification staff.
- Administer first aid as necessary and/or report serious injuries on arrival to Bus Greeter.
- Account for their students at all times; and be alert for latent signs of injury and/or shock in *all* students.

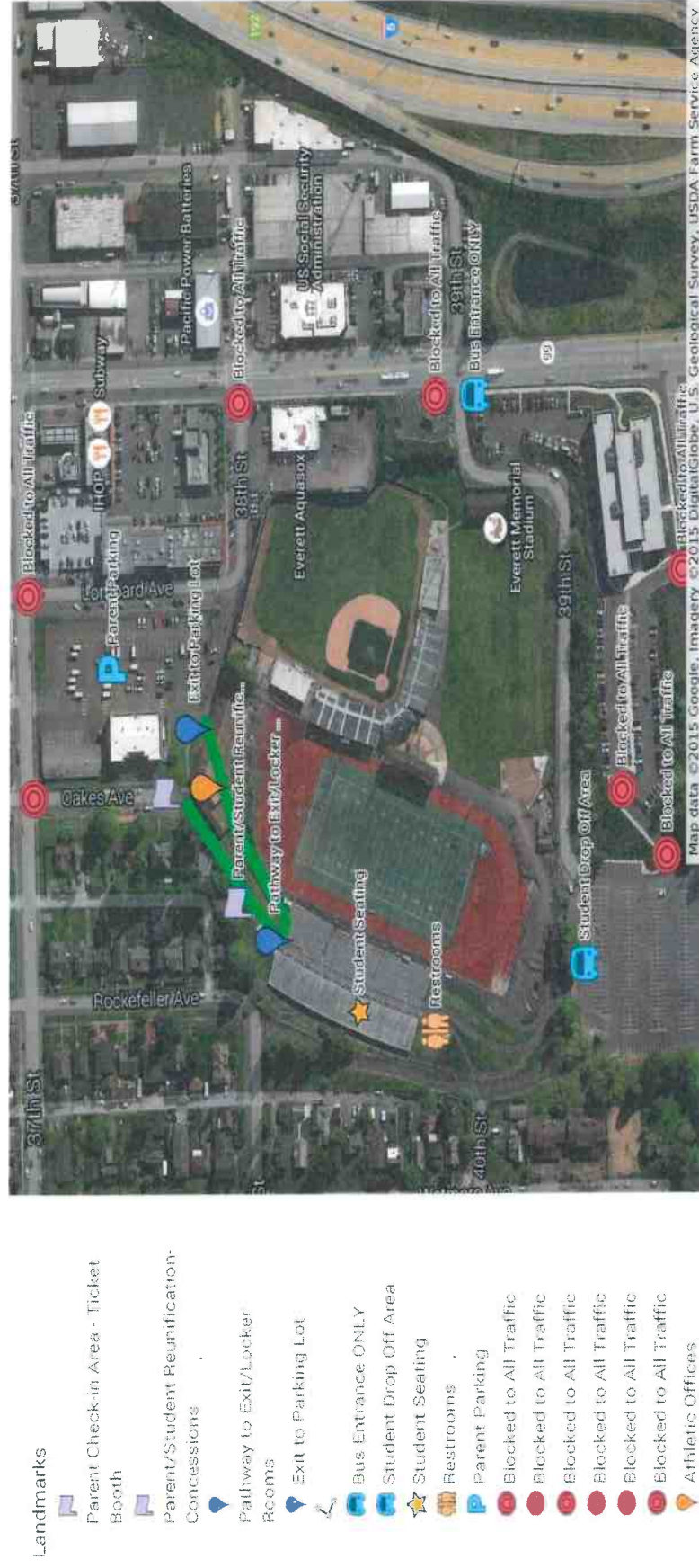
### **Staff Personal Release**

Each staff member in the district should have a personal plan for how they will return home after a major incident. If the site is considered a crime scene, staff should be aware that they may not be able to readily retrieve their belongings and/or their automobile. Considering these possibilities, staff should make contingency plans (**in advance**). If staff members can 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 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.

Staff must personally check out with the Reunification Operations Chief before leaving the reunification location.

# **Appendix A** **Reunification Site Map - Everett Memorial Stadium**



Untitled layer



## Appendix B

# Reunification Site Map - Bus Drop Route



## Appendix C

# Reunification Site Map - Student Seating



**Appendix D – Reunification Information Cards** (this card is meant to be printed front to back on a half sheet of paper. Cards will also be available in Spanish.



## Reuniting with your child after a school evacuation

Info Card  
Side 2

Reuniting students and families safely and as quickly as possible is our shared goal. Please fill out one card for **EACH** child you are reuniting with today.

### Instructions

#### **At Station #1 – Registration Area**

Fill out this card and have a photo ID with you.

#### **At Station #2 – Student Auditor Area**

Present this card, which must be checked against internal records to learn if your student(s) has arrived. **If your student has not arrived, you will be directed to the Re-Queue Area to await their arrival.**

#### **At Station #3 – Check-in Area**

A checker will verify your ID and authority to pick up students.

#### **At Station #4 – Reunification Area**

Present this card and staff will bring your student to you. Once reunited, you will leave the stadium together through a separate exit.



## Reuniting with your child PLEASE PRINT ALL INFO

Info Card  
Side 1

Please fill out one card for **EACH** student you are reuniting with today.

**STUDENT NAME** \_\_\_\_\_

**STUDENT DATE OF BIRTH** \_\_\_\_\_

**NAME OF PERSON PICKING UP STUDENT** \_\_\_\_\_

**RELATIONSHIP TO STUDENT** \_\_\_\_\_ **CELL PHONE ( )** \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_

### **THIS SECTION TO BE COMPLETED BY CHECKERS**

**Photo ID matches name of person picking up student? YES, NO** **INITIAL** \_\_\_\_\_

### **THIS SECTION TO BE COMPLETED BY VERIFICATION STAFF**

**TIME** \_\_\_\_\_ **INITIAL** \_\_\_\_\_

## **Appendix E – Reunification Site Job Duties**

### **OPERATIONS CHIEFS**

Operations Chiefs are responsible for the supervision and management of the Reunification process. The process is split between the Checker and Runner areas with (1) the Operations Chief responsible for the Registration Area (Greeters/Bus Auditor/Checkers) and the other responsible for the Reunification Area (Runners/Verification/Bus Greeter). Upon arrival, the assigned Operations Chiefs will meet and select their areas of responsibility.

#### **Registration Area Operations Chief:**

1. On arrival periodically check radio communications.
2. Prior to start, and periodically thereafter, check in with each section in their assigned area.
3. Vet parents/guardians without photo identification and document as follows:
  - a. Right-hand corner of Registration Information Card
  - b. Print “ID Vetted” and print your name
4. Monitor and support assigned areas as needed.
5. Ensure IC Support staff documents all the above tasks on the Reunification Activity Log.

#### **Reunification Area Operations Chief:**

6. On arrival and periodically check radio communications.
7. Prior to start and periodically thereafter, check in with each section in their assigned area.
8. Manage Student escorts
  - a. Ensure the Runners area has a Reunification Activity Log and staff is assigned to document when students are escorted from the stands for any reason other than for restrooms (Time in/Out, Escort, Student)
  - b. Ensure a Reunification Staff member is assigned to the restrooms and documents students escorted to the restrooms (Time in/Out, Escort, Student)
9. Monitor and support assigned areas as needed.
10. Ensure staff documents all student escorts properly on the Reunification Escort Log.
11. Document radio and area checks on the Reunification Activity Log.



## **STAGEHANDS**

**STAGEHANDS are responsible for the setup and breakdown (Demobilization) of the Reunification Areas and deploying signage. They may be assigned to Operations once setup is complete.**

1. Report to Stagehand Leaders at the Athletics building.
2. Setup Reunification Areas and signage.
3. Report to the Operations Chief once setup is complete.
4. Break down all areas.
5. Report to the Reunification Director for further instructions and sign-out.

## **SECURITY**

**Security will be stationed at all Reunification site access points (Appendix A). Several entrances must be secured to allow only authorized individuals into the reunification site.**

1. District grounds or trades crew will use their vehicles to block CRC and Memorial Stadium entrances at:
  - a. Oakes Avenue and 37<sup>th</sup> (1 or two vehicles)
  - b. Lombard and 38<sup>th</sup> (1 vehicle)
  - c. Broadway and 40<sup>th</sup> (1 vehicle @ CRC North PLOT/1 vehicle South Stadium PLOT)
  - d. CRC PLOT & South PLOT (1 vehicle @ CRC PLOT/1 vehicle South Stadium PLOT)
  - e. North Stadium Exit (1 person)
  - f. Student entrance (South PLOT) (1 person)
  - g. Footpath from PLOT to Athletics (2 people)

## **Appendix E – Reunification Site Job Duties**

### **BUS GREETER**

**The bus greeter will be stationed at the bus drop-off area in the south stadium parking lot (Appendix B). They will set the tone and provide information for the students and staff. Be clear, concise, and reassuring.**

#### **DUTIES:**

1. Get clipboard/pen/paper/radio from reunification command.
2. Notify the Operations Chief when buses arrive and get onto the bus to welcome and reassure students and staff. Then:
  - Obtain the student and staff roster on the bus.
  - Ask teachers to remove their red name cards from their yellow/red backpacks.
  - Once the roster is verified, radio the Operations Chief and give the roster to the Runner who will deliver it to the Bus Auditor.
3. Before allowing staff and students to exit the bus, please explain the process to help them be reunited with their families. Read the following to them for clarification:
  - i. Remain calm.
  - ii. Enter the stadium and continue up the hill to the seating areas (Appendix C).
  - iii. Look for signs showing where you will sit by class or grade.
  - iv. Do not horseplay in the stands.
  - v. Students will always remain in their section and must be accompanied by a runner if they need to leave it for any reason (i.e., medical issue, bathroom, reunification).
  - vi. A runner will come to your teacher when an authorized adult (i.e., parent, guardian, neighbor) arrives and is checked in. The runner will escort you to the Reunification Area (Station #4) to be released to this adult. You may see other adults that you know but you must be released to your parent, guardian, or someone they have authorized. When you are called down, go with the runner, and follow their instructions.

## **Appendix E – Reunification Site Job Duties**

### **GREETER**

**Greeters will be stationed in the Registration Area (Station #1) on Oakes Avenue. The greeter's duty is to help make parents/guardians feel welcome and reassured and provide directions on completing the reunification process as seamlessly as possible. Some parents/guardians may need translation aid, so guide them to appropriate individuals to provide support.**

#### **DUTIES:**

- 1. Become familiar with the reunification information card found at the registration table (Appendix D).**
2. Be prepared to explain the process to the parents/guardians as they arrive or have questions. Keep a card on hand to aid you in guiding parents/guardians.
3. Greet parents/guardians and direct them to the Registration Area (Station #1) and explain a photo ID is required to complete the process.\*
4. Parents/guardians will complete a reunification information card here which will then be taken to each station throughout the process.
5. Greeters should ensure parents/guardians fill in the following sections at a minimum:
  - a. Student name
  - b. Student date of birth
  - c. Name of Person Picking Up Student
  - d. Relationship to Student
  - e. Cellphone Number
  - f. Signature
6. Briefly explain the process to minimize confusion and provide direction. Once they have completed the registration card, they should be directed to enter the Student Audit Area (Station #2) in the proper alphabetical queue line (A-H and I-Z). Greeters should be assigned to the front of each line and release individuals one at a time when directed by the Bus Auditors.

**\* If a Greeter learns a parent does not have a Photo ID available, they should advise a Greeter Leader, who will contact the Operations Chief who will attempt to vet the parent by other means (i.e., review of internal documents, verify several other document types, have them confirm distinct items associated with the student and unlikely to be known by strangers). Once vetted, the Operations Chief will write "ID Vetted" and print their name in the top right-hand corner of the registration card.\***

## **Appendix E – Reunification Site Job Duties**

### **BUS AUDITOR**

**Bus auditors will be stationed in the Student Audit Area (Station #2) on Oakes Avenue between the Registration Area (Station #1) and the Check-in Area (Station #3). The duty of the Bus Auditor is to verify the bus roster against the mini-list and direct parents/guardians to the Re-queue Area (student has not arrived) or Check-in Area (student has arrived).**

#### **DUTIES:**

1. **Become familiar with the reunification information card (Appendix D).**
2. Get clipboard/pen/paper/mobile intercom system/radio from reunification command.
3. As bus rosters are received, highlight students who have arrived on the “Mini-List.”
4. Receive the reunification information card from the parent/guardian and check it against the “Mini list” to learn if the student has arrived:
  - a. If the student **has arrived**, place a checkmark to the left of the highlighted student(s) name which shows both student and parent/guardian are on site. Place a checkmark in the upper left corner of the Registration Card using a unique marker. Return the card to the parent/guardian and direct them to the Check-in Area.
  - b. If the student **has not arrived**, place an asterisk to the right of the unhighlighted student(s) name which shows the student has not arrived and the parent is waiting in the Re-queue Area. The card will be returned to the parent/guardian who will then be directed to the Re-Queue Greeter. The Re-Queue Greeter will explain the process while escorting them to the Re-queue Area.
  - c. Once the student(s) arrive, the Bus Auditor will notify the Re-Queue Greeter who will announce the parent/guardian’s name, let them know that the student(s) has arrived, and direct them to the Check-in Area (Station #3).
  - d. Families who have multiple students have the option of waiting in the Re-queue Area until all of their students have arrived or can choose to pick them up separately as they arrive.

## **Appendix E – Reunification Site Job Duties**

### **RE-QUEUE GREETERS**

**Re-Queue Greeters will be stationed in the Student Audit Area (Station #2) on Oakes Avenue between the Re-Queue and Bus Auditor Table (Station #2). The Re-Queue Greeters must manage the Re-Queue Area in concert with the Bus Auditor(s).**

#### **DUTIES:**

##### **1. Become familiar with the reunification information card (Appendix D).**

- a. If the student **has not arrived**, the Bus Auditor will return the card to the parent/guardian and direct them to the Re-Queue Greeter. The Re-Queue Greeter will explain the process while escorting them to the Re-queue Area. The Re-queue Greeter will continually observe the Re-Queue Area while staying in contact with the Bus Auditors.
- b. Once the student(s) arrive, the Bus Auditor will notify the Re-Queue Greeter who will announce the parent/guardian's name, let them know that the student(s) has arrived, and direct them to the Check-in Area (Station #3).

## **Appendix E – Reunification Site Job Duties**

### **CHECKERS**

**Checkers will be stationed in the Check-in Area (Station #3) on the Oakes Avenue cul-de-sac between the Student Audit Area (Station #2) and the Reunification Area (Station #4). The Checker must verify the individual present is authorized to pick up the student by comparing their ID and the reunification information card against student data sheets.**

#### **DUTIES:**

- 1. Become familiar with the reunification information card (Appendix D).**
2. Familiarize yourself with the student data sheets in a binder in alphabetical order. Pacific Copy or Evergreen Printing will supply the binders. Special arrangements have been made to have expedited printing and delivery. Welcome the parent/guardian as they approach the table.
3. Take the completed card, confirm the checkmark, and that the student's name is highlighted. Then look for the student in the student data binder.
4. Verify that the adult is listed on the student's data sheet and authorized to pick up the student.
5. Request a photo ID to help in confirming their identity. If they do not have a photo ID, an alternative vetting method will be completed at the Registration Area (Station #1) by the Operations Chief. The Operations Chief will write "ID Vetted" and print their name in the top right-hand corner of the registration card.
6. Initial the student sheet in the binder and initial the bottom of the registration Information Card that you verified that the adult could pick up the student
7. Return the card to the parent/guardian and direct them to the Reunification Area (Station #4).

## **Appendix E – Reunification Site Job Duties**

### **RUNNERS**

**Runners will be stationed primarily in the Reunification Area (Station #4) as well as other areas in the stadium. The Runner must work directly with students and parents/guardians to reunite them. Additionally, they could be tasked with delivering bus rosters from Bus Greeters to Bus Auditors and escorting students (i.e., to restrooms, medical and counseling areas and reuniting them with their families). There will be a great deal of walking/jogging/running from the reunification area to the student seating section.**

#### **DUTIES:**

- 1. Become familiar with the reunification information card (Appendix D).**
2. At the reunification area, the Runner Leader(s) should make the following assignments:
  - Two-Person Runner Reunification Team manager (assemble and manage teams)
  - Student announcement runner (announcement of students being reunified)
  - Escort Runner manager (manage and document non-restroom escort details)
  - Start an Activity Log sheet for student escort tracking purposes (turned into Ops Chief at end of shift)
3. The parent/guardian will arrive with their reunification information card and the student's name will be called over the stadium intercom system.
4. One member of the Runner Reunification Team will take the card, retrieve the student from the seating area, and escort them to the north section of the seating area while the other stays with the parent/guardian at the Reunification Table.
5. Runner will provide a reunification card to the verification staff at the reunification table for the student(s) who have been located.
6. Family should then be reunited and directed to the stairs to exit.
7. Runner Reunification Teams should return to the Runner's table and repeat the process.
8. Before students are escorted from student seating to another designated area (i.e., restroom, medical, etc.), it must be documented by a Runner Leader or at the restroom by a runner assigned to that task. The time of departure, runner's name, student's name, and the area they are being escorted to must be documented. When the student returns, a Runner Leader or the restroom staff will also document the time the student returns to the student seating area.
  - a. If a parent arrives while their student is away at another designated area, they should be informed and asked to wait by the Runner's table until the student returns.

## **Appendix E – Reunification Site Job Duties**

### **VERIFICATION STAFF**

**Verification Staff are stationed in the Reunification Area (Station #4). The Verification Staff must help Runners in reuniting parents/guardians and students. They collect the completed reunification information cards and file them for auditing purposes.**

#### **DUTIES:**

- 1. Become familiar with the reunification information card (Appendix D).**
- 2. Do not allow parents/guardians to move past the table until the runner returns to reunite them with their student.**
- 3. When a family is reunified, the Runner should provide you with the Reunification Information Card.**
- 4. Write the release time and initial the bottom of the student information card and file.**

### **MEDICAL**

**The designated nurse will be stationed at the Athletics building. They will provide support to school site staff regarding student or staff medical needs.**

- 1. The nurse will greet the school health room assistant on arrival. The nurse will review with the health room assistant the student's medical needs and individual care plans.**
- 2. The athletic locker rooms are available for medical care and sheltering location.**
- 3. Periodically check in with staff and students.**

### **SPECIAL SERVICES**

**Special Services staff will be stationed at the Athletics building in their pre-designated room(s). They will provide support to school staff by checking in with students periodically and when called upon.**

### **COUNSELORS**

**Counselors will be stationed at the Athletics building in their pre-designated area. They will provide support to school staff by checking in with them periodically and when called upon.**



## **Appendix F – Student Data Binders**

### **Learning and Information Technology Services (LITS) Student Reunification Procedure**

When the district activates the reunification process, the LITS team is responsible for generating lists of students with the most up-to-date student emergency and contact information and printing and assembling student information binders to be used at the stadium.

#### **The sequence of Events and Tasks**

1. Once reunification is activated by the district, the LITS team will be notified to begin running the Cognos report for the affected school(s). The district reunification director or designee will notify the **LITS** team by calling 425-385-4080 and instructing them to begin the process. *If there is no answer at 425-385-4080, then the LITS office staff can connect with a member of the team. The backup extension is 425-385-4200.*
2. One LITS Team member reports immediately to Memorial Stadium with a laptop to support interim student data needs by accessing eSchoolPlus.
3. Generate the two Parent Reunification Cognos Reports in Cognos
  - a. Report Locations:
    - i. \* **DEPARTMENTS > LITS > MISC > PARENT REUNIFICATION**
    - ii. \* **DEPARTMENTS > LITS > MISC > PARENT REUNIFICATION MINI**
4. LITS emails the **PARENT REUNIFICATION MINI** Report to the Reunification Director, Designee, and the LITS team member who reported to Memorial Stadium.
5. LITS transfers the **PARENT REUNIFICATION** Report to Pacific Copy and Printing, and emails Brenda Cook at Pacific Copy and Printing as a secondary notification.
  - a. Secure File Transfer Details
    - i. **Address:**
    - ii. File Transfer Message Details:

**From:** Everett Public Schools Reunification Emergency

**Email Address:** [LITStaff@everettsd.org](mailto:LITStaff@everettsd.org)

**Message:** This is an Emergency Printing Request from Everett Public Schools; we need to start the reunification process immediately.

- b. Email Message Details:

**Email Addresses:** [bc@paccopy.com](mailto:bc@paccopy.com), [su@paccopy.com](mailto:su@paccopy.com), [lh@paccopy.com](mailto:lh@paccopy.com)

**Subject:** Everett Reunification

**Priority:** High

**Message:** Everett Schools has activated our Parent Reunification Process and has transferred a file for emergency printing and delivery.

## **Appendix F – Student Data Binders**

*If there are problems transferring the report to Pacific Copy and Printing, an LITS Team Member will hand-deliver it on a USB device to their location (3502 Broadway, Everett, WA 98201) after sending an email to [bc@paccopy.com](mailto:bc@paccopy.com) and calling the Pacific Copy office at 425.252.5898.*

*The contacts triage at Pacific copy is:*

1. Brenda [bc@paccopy.com](mailto:bc@paccopy.com) Cell: 425-308-2772
2. Susie [su@paccopy.com](mailto:su@paccopy.com) Cell: 206-229-5496
3. Lisa [lh@paccopy.com](mailto:lh@paccopy.com) Cell: 425-344-4357

6. In addition, LITS transfers the **PARENT REUNIFICATION** Report to Evergreen Printing as backup. Pacific Copy is responsible for coordinating with Evergreen Printing if additional support is needed to print all 4 sets of information. If Pacific Copy is completely unavailable, then Evergreen Printing becomes the primary printer. Processes and Procedures are the same as Evergreen printing, using the following details.

*The email messages are the same as those sent to Pacific Copy, but the Subject line differs.*

- a. Secure File Transfer Details (required a Dropbox Account and access to the Everett Public Schools Folder maintained by Evergreen Printing)

- i. **Address:** <https://goo.gl/CV1wGb>

- b. Email Message Details:

**Email Address:** [evergreeneverett@aol.com](mailto:evergreeneverett@aol.com) or [www.EpandG.com](http://www.EpandG.com) (Secure customer login)

**Login:** Everett Public Schools (not case sensitive)

**Password:** EverettSchools1 (this is case sensitive, no spaces)

**Subject Lines:**

**Pacific Copy Unavailable:** Everett Reunification – PRIMARY  
OR

**Evergreen Printing Coordinating:** Everett Reunification – BACKUP

- c. Phone Contact Details:

**Phone:** 425.338.2900

7. Pacific Copy and Printing prints the **PARENT REUNIFICATION** Report with the following specifications: *(Step 7 is the Responsibility of Evergreen Printing if Pacific Copy and Print is unavailable, and they receive an email with the **PRIMARY** designation.)*

Four Copies of the report are to be printed greyscale, single-sided, three-hole punched, and placed into binders alphabetically.

- a. The Alpha Groupings for Output are:
  - i. A-F
  - ii. G-L
  - iii. M-R
  - iv. S-Z

Appendix F – Student Data Binders

Multiple binders may be required to accommodate the alpha groupings within each set. As soon as the first set is complete, deliver to Everett Memorial Stadium (3802 Broadway, Everett, WA 98201. Present the laminated reunification card to the police to be admitted. Take the binders to the **Check-In Area** (Station#3) if the Check-In Area (Station #3) is not ready, the binders can be dropped off at Athletics.

Coordinate any need for printing and delivery support with Evergreen Printing.

Deliver all additional sets of binders together when all are complete. Once the printing is completed, delete the data files containing student information.

Sample Report Output

Student Reunification Info Sheet

Emerson Elementary

4:05 PM May 5, 2011

Student Name: Sample.Student  
Student ID: 123456  
Gender: M  
Birthdate: 01/01/1900

Home School: Emerson Elementary  
Grade: KK

Today's Attendance  
Parent Connection

Contacts:

Parents	Parents Name - all Contacts	Phone	Work	Mobile
Sample, Parent1	Sample			(425)555-1212
Sample, Parent2	Sample			(206)555-1212

Emergency

Sample, Aunt1	Aunt			(425)555-1212
Sample, Grandfather	Grandfather	(425)555-1212	(425)555-1212	
Sample, Grandmother	Grandmother			

Normal Transportation to Home: Bus



## Appendix G - Reunification Mini List

### Sample Report Output (redacted)

102123	Periods Absent: 12				HM Jackson High School
Guardians				Medical Issues	
1			(425)		
2	M		(408)		
325901	Periods Absent:				HM Jackson High School
Guardians				Medical Issues	
2	F		(858)		
1	M		(858)		
101552	Periods Absent:				HM Jackson High School
Guardians				Medical Issues	
2	M		(206)		
1	F		(425)		
329450	Periods Absent:				HM Jackson High School
Guardians				Medical Issues	
1	M		(856)		
2	F		(856)		
206944	Periods Absent:				HM Jackson High School
Guardians				Medical Issues	
1	M		(206)		
2	F		(206)		
101689	Periods Absent:				HM Jackson High School
Guardians				Medical Issues	
1	F	(425)		(425)	Epinephrine Auto Injector - 22.23 EpiPen carried by student. 911 must be called if used. This medication must be brought on ALL field trips.  Life Threatening - 22.23 Life threatening Allergy to Tree Nuts only ( Cashews, Pistachio & hazelnuts). Emergency medications located in Health Room, follow ECP.
2	M	(425)		(425)	

## **Appendix H – Optimal Reunification Setup and Staffing**

### **Station 1: REGISTRATION AREA**

- **Greeter Table**

Tables	Staff	Canopies	Location
2	4	2	Entrance on Oakes on 37 <sup>th</sup> Ave

### **Station 2: STUDENT AUDIT AREA**

- Bus Auditor Table
- Alpha Grouping (A – H) (I – Z)

Tables	Staff	Canopies	Location
2	4	2	South of the greeter table, middle of the cul-de-sac

- Re-queue Area

Tables	Staff	Canopies	Location
0	1	3	Grass & Sidewalk in front of Longfellow building

### **Station 3: CHECK-IN AREA**

- Check-in Table
- Alpha Grouping (A-F) (G-L) (M-R) (S-Z)

Tables	Staff	Canopies	Location
6	12	4	End of cul-de-sac in front of curb

### **Station 4: REUNIFICATION AREA**

- Runners Table

Tables	Staff	Canopies	Location
2	3	2	Inside the North Gate Entrance

- Reunification Table

Tables	Staff	Canopies	Location
1	1	1	North Grandstand Stairs

## **Appendix I – Activation of Reunification for Mukilteo School District**

*When the Mukilteo School District activates their reunification process, and intends to use the Everett Memorial Stadium Reunification site, they will notify Everett Public Schools (EPS) as soon as possible, and in the following order\*:*

- *EPS Safety Coordinator*
  - *Christopher Ferreira*

<i>Office:</i>	<i>425 385.5214</i>
<i>Cellphone:</i>	<i>425 308.7430</i>
- *EPS Reunification Director*
  - *Dani Mundell*

<i>Office:</i>	<i>425 385.4269</i>
<i>Cellphone:</i>	<i>206 755.9464</i>
- *EPS Deputy Superintendent*
  - *Peter Scott*

<i>Office:</i>	<i>425 385.4017</i>
<i>Cellphone:</i>	<i>425 309.0026</i>
- *EPS Communications*
  - *Kathy Reeves*

<i>Office:</i>	<i>425 385.4040</i>
<i>Cellphone:</i>	<i>425 319.4143</i>

**\* Note: Once contact is made with an EPS member on this list, the notification requirement is met, and no further notifications are required. In the event of a Mukilteo School District activation, only EPS Stagehands and Security personnel are required. EPS Security personnel will remain in place until they are relieved by Mukilteo SD personnel.**

## Appendix J – Activity Logs

[illegible]

## Appendix J – Activity Logs

[illegible]



## 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