

SILVER LAKE ELEMENTARY

Emergency Operations Plan

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Silver Lake Elementary Emergency Operations Plan (SLE EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Silver

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

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

B. Scope of the Plan

The SLE 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

Silver Lake Elementary's current enrollment is approximately 588 students located in 18 buildings on campus—Buildings A, B, C and Portables 1-10 and 12- 15. These students are supported by a committed staff consisting of:

- 38 Teachers and specialists
- 2 Administrators
- 2 Office/support staff
- 14 Paraeducators
- 3 Cafeteria staff
- 2 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

Silver Lake Elementary 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,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/ physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 80; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted on page 88. 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* page 89. Staff members that have been trained and assigned to assist the special needs population during drills exercises, and incidents are listed.

2. Building Information

Silver Lake Elementary is located on an 11.09-acre lot and includes 18 buildings, (Buildings A, B, and Portables 1-15). All classes take place in all of these buildings except Portable 11, which is a bathroom portable.

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

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

Site hazard – Underground gas lines run from the Bothell-Everett Hwy to Building B and from Building B to the Main Building.

Regional hazards – Christian Faith Center, Fred Meyer, Arbor Place Assisted Living Center, Bothell-Everett Hwy, Jackson High School, Heatherwood Middle School and SR96.

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. Silver Lake Elementary 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. Silver Lake Elementary is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, Silver Lake Elementary 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. Silver Lake Elementary 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. Silver Lake Elementary 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 Silver Lake Elementary to deviate from the plan if certain assumptions prove not to be true during operations. The SLE EOP assumes:

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

- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the SLE 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 Silver Lake Elementary that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Silver Lake Elementary can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

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

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web

based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.

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

B. Implementation of the Incident Command System (ICS)

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

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

C. Initial Response

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

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

D. Notification Procedures

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

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

- When an emergency occurs, the principal/administrator will determine with their building teams and the regional deputy/assistant superintendent, the significance of the site emergency, the level of intervention that is needed, and the level of services and resources needed to manage the incident. In many cases school staff may well be able to handle the situation or may need additional assistance.

- The site team may need to draw on the resources from other sites within their regions. Additional staff needed to handle the site emergency may be requested through the regional deputy/assistant superintendent.
- When the emergency is significant, the principal/administrator will inform their regional deputy/assistant superintendent who will inform the superintendent/designee who informs the school board.
- Communications will be notified by the regional deputy/assistant superintendent. When it appears the media will be involved, Communications will be involved in making a determination as to the best method of handling the public communication.

E. Training and Exercising the Plan

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

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

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

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

F. Emergencies Occurring During Summer or Other School Breaks

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

1. Notify the appropriate regional deputy/assistant superintendent. Disseminate information to SLE EOP Team members and request a meeting of all available members.
2. Identify staff/students most likely to be affected by the emergency. Keep the list and

recheck it when school reconvenes.

3. Consult with the District Response Team.
4. Notify staff or families of students identified in #2 and recommend community resources for support.
5. Notify general faculty/staff by letter or telephone with appropriate information.
6. Schedule a staff meeting for an update the week before students return to school.
7. Be alert for repercussions among students and staff. When school reconvenes, check core group friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

B. Coordination with Policy/Coordination Group

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

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

The Silver Lake Elementary Principal and Incident Commander will keep the Policy/Coordination Group informed.

C. District Emergency Operations Plan (EOP)

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

D. Source and Use of Resources

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

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

V. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

B. Reports

1. Initial Emergency Report

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

Post. 2. Situation Report

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

C. Records

1. Recordkeeping for Emergency Operations

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

2. Activity Logs

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

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

Evacuations.

- Casualties.
- Containment or termination of the incident.

3. Incident Costs

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

4. Emergency or Disaster Costs

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

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

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

D. Preservation of Records

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

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

E. Consumer Protection

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

F. Post-Incident and Exercise Review

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

VI. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

A. Approval and Dissemination of the Plan

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

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

B. Plan Review and Updates

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

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

VII. 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

Evacuation Annex

Evacuation Procedures

The Incident Commander Shall:

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

Office, HRA and Custodial Staff Shall:

1. Check for students in the restrooms, gym, commons and nurse's station in administrative areas on their way to the designated evacuation area.
2. Evacuate with two-way radios, cell phones and emergency backpack to the safe dispersal area.
3. HRA is to evacuate with medications and an AED. If HRA is absent, Administrative Para Keagle is backup.
4. Office assistant will work with runners to account for students. Runners will collect attendance sheets and have teachers turn their signs to green once given the okay by the office assistant.
5. The office assistant will inform building administrator(s) of any missing persons. Classes that are with specialist teachers will exit with specialist, who will bring the class to the homeroom teacher's assigned area. Classroom teachers will meet their class at their line.

Itinerant Staff Shall:

1. Secure their work areas from immediate hazards (i.e., powering down, closing valves, etc.).
2. Evacuate to the designated evacuation area checking for students in the restrooms, gym, and common areas upon exiting.
3. Provide assistance as assigned by the principal or his/her designee.

General Education Teachers Shall:

1. Check to see if the primary evacuation route is safe and clear (see map). If primary route is not accessible, use the secondary route.
2. If you are trapped in the room, flip your red/green window sign to red to alert EMS personnel that you need assistance.
 - a. Red ~ Urgent, injuries need immediate assistance.
 - b. Green ~ Everyone evacuated.

3. Collect all students and Teacher Response supplies (keys, cell phone, backpack) expeditiously from the classroom and bathrooms. Evacuate in an orderly fashion to the designated evacuation area checking for students as you exit.
4. C-Building- Teachers in C12, C13 and C16 make sure anyone in C14 is aware as there is no intercom.
5. Upon arrival at the designated evacuation area (field see map), line up the students facing away from the building and perform a roll call. If all students are physically present in the line, hold up your green sign, fill out your attendance (all here) and hold attendance sheet up for the runner. If students are physically missing (including absent), hold up your red sign, fill out your attendance and hold attendance sheet up for runner. Stay on red until runner advises to go to green. Have students remain silent.
6. Convey the results of the roll call and report the names and likely locations of any missing individuals to the designated runner.
7. Supervise students during the emergency evacuation procedure.
8. Have all volunteers report to the office assistant once on the field.
9. Wait for the signal to return to the classroom, or further instructions for campus dismissal.
10. Upon hearing the all clear signal, teachers and students may return to the building at a Level 1.
11. Non-special-needs teachers shall aid in the evacuation of visitors and students who are temporarily mobility-impaired (i.e., on crutches, etc.).

Special-Needs Teachers Shall:

1. Check to see if the primary evacuation route is safe and clear. If primary route is not accessible, use the secondary route.
2. Collect all students expeditiously from the classroom and restrooms.
3. If you are trapped in the room, flip your red/green window sign to red to alert EMS personnel that you need assistance.
4. Assign evacuation assistant duties to para educators and other trained staff members for the students under their supervision. The special-needs teacher shall ensure that two adults shall be assigned to each mobility-impaired student.
5. Evacuate in an orderly fashion to the designated evacuation area checking for students upon exiting.
6. Upon arrival at the assembly point, return students to their classroom teachers. 7. Help supervise students during the emergency evacuation procedure. 8. Wait for the signal to return to the classroom, or further instructions for campus dismissal.

Para Educators and Trained Staff Shall:

1. Provide assistance as instructed by the administration, office staff or primary and secondary special needs teachers.
2. When assigned to the first floor, wheel special-needs students in wheelchairs to the evacuation area.
3. When assigned to the second floor, assist in carrying students in wheelchairs down the stairs to the dispersal area. If needed, two adult assistants may be assigned for one wheelchair

bound student.

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4. Provide assistance to non-mobility impaired special-needs students by being a “buddy.” This activity requires holding the hand of the individual and guiding them down the stairs. These students are not mobility impaired and only need a firm hand to lead them.
5. Runners and all para-educators will report directly to the office assistant once on the field. Runners are the math specialist, literacy specialist, EL coach, and additional para-educators as needed.

Students Shall:

1. Follow instructions of teachers and support staff during emergencies and exit at a Level o voice.
2. When willing and physically able, be assigned to assist special-needs students during evacuation. Duties may include:
 - a. Act as a “buddy” to assist non-mobility impaired students to safe dispersal area.
 - b. Assist temporarily mobility impaired students on crutches as described in the following section.
3. Students who are not with their homeroom class (small group, Success Time, Walk-to-Read, LAP, EL, Resource Room, OT/PT, and SLP) will return to their classroom teacher once at the line-up area.
4. Students who are in the health room will remain with the health room assistant.

Mobility-Impaired Visitors

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

Evacuation Annex

Fire and Fire Drills

In the Event of a Fire

- Give the fire alarm signal (one long continuous signal).
- Call and report the fire (911).
- Follow primary evacuation routes unless blocked by smoke or fire. Know alternative routes.

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

Principal/Administrator Responsibilities

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

Fire Drills

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

Authority to Call Drills

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

Purpose of Fire Drills

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

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

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

Frequency of Fire Drills in Schools

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

Evacuation Annex

Warning Signals ~ Fire Drills

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

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

Principal/Administrator Responsibilities

- Be in complete charge of all matters pertaining to organizing and conducting fire drills in the building, and shall be responsible for the efficiency of the drill and all corrective actions or punishments taken for violation of the rules and regulations.
- Be thoroughly familiar with the fire alarm system, all fire fighting equipment, all means of egress, and any special features of the building that might prove dangerous to human life (storerooms, lunchrooms, attic spaces, ventilators, etc.), or where fire may spread quickly.
- Be responsible for notifying custodians, engineers, and lunchroom staff that in case of an actual fire, the ventilating systems, the oil burners, gas meters, ovens, etc. are to be shut off.

- Appoint all subordinate officers (see below) and instruct them in the general plan of the drills and details of their specific duties, such as instruction regarding:
 - ✓ How to send an alarm to the fire department (including how the fire alarm system operates ~ both electrical and emergency).
 - ✓ How to use all in-school firefighting equipment.
 - ✓ The importance of quick action to send in a fire alarm signal, and to vacate the building ~ even if in-school firefighting equipment is in use.
- Appoint subordinate officers:
 - ✓ Searchers ~ These are teachers assigned to inspect sections of the buildings to make sure that everyone is out. Closets, lavatories, teachers' rooms and all other places frequented by students or teachers must be checked. Searchers shall rejoin their classes as soon as the inspection is completed. At SLE, all staff should sweep the building as they exit to ensure no students are left behind.
 - ✓ Traffic Guards ~ These are students appointed by the Incident Commander to open doors, assist in traffic control and maintain order.
 - ✓ Safety Coordinator ~ In case of actual fire, during the absence of the Incident Commander, it must be clearly understood by the entire staff which person shall be in charge.

Teachers/Staff Responsibilities

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

Evacuation Annex

During Fire Drills

- Teachers shall lead students to the designated exit.
- Teachers should be the last ones out of the classroom. All staff should sweep the building as they leave, ensuring no students are left behind.
- If you are trapped in the room, flip your red/green window sign to red to alert EMS personnel that you need assistance.
 - Red ~ Urgent, injuries need immediate assistance.
 - Green ~ Everyone evacuated.
- Students shall walk briskly (no running), with arm's length spacing, and without talking, laughing or breaking from the ranks. (No student may leave the line.)
- Students not in the classroom shall join the line of the first group of students met. (The student must not return to the classroom.) Upon reaching the designated evacuation spot, students should be taken to their class line if possible.
- Teachers shall check roll when assigned area is reached. Upon arrival at the assembly point, line up the students facing away from the building and perform a roll call. If all students are physically present in the line, hold up your green sign, fill out your attendance (all

here) and hold attendance sheet up for the runner. If students are physically missing (including absent), hold up your red sign, fill out your attendance and hold attendance sheet up for runner. Stay on red until runner advises to go to green.

- Teachers shall not leave the students gathered at a designated area unless someone is placed in charge.
- Teachers shall notify the Incident Commander if any student is missing. •

The principal shall initiate a search for any missing students.

- Office manager will account for all employees. Reading specialist will be the backup if office manager is absent. Reading specialist will also be the backup if the office assistant is absent as the office manager will then account for students.
- All volunteers will report to the office assistant once on the field.

After a Fire Drill

- The Incident Commander shall give the all clear signal (a short steady signal). •

Teachers shall lead the students back into the classroom. Level 1 voice. •

Teachers shall check the roll.

- Students shall not loiter in the halls.
- Teachers shall notify the Incident Commander if any student is missing. •

The Incident Commander shall initiate a search for any missing students.

After a FALSE ALARM, Principal/Administrator Responsibilities

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

Evacuation Annex

Drills on Request

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

Lockdown Annex

Lockdown Procedures

Carry your keys at all times. Use lockdown magnet and keep door locked during business hours. Staff lounge and workroom are to be locked at all times and magnet used. If your door is not conducive to the magnet then confirm Allen wrench key is attached to your door closer. Allen Wrench keys are on all exterior doors.

The Site Administrator Shall:

1. Advise recess and lunch paras on Channel 1 and 2 of lockdown.
2. Call the designated executive director.

3. Coordinate the securing of all doors and school access points.
4. Recall all students and staff to interior spaces if safe to do so (or direct to alternate location).
5. Obtain an accurate head count of all staff and students from office manager and office assistant.
6. Identify missing individuals and their likely locations. Sweep halls and non-classroom areas of students.
7. Provide details to the police when they arrive on the scene.
8. Coordinate with Law Enforcement until the emergency is over.
9. Give "All Clear" signal when safety of the school has been assured.
10. Document in Rapid Responder.

Office Personnel:

1. Office Manager or Office Assistant will lock the front doors and any doors in A-Building if custodian is not available. They will also close blinds.
2. Notify area director.
3. Monitor radio and main phone lines (do not use radios in the event of a bomb threat).
4. Review SLE.LockDown Folder taking attendance.

Custodial Staff Shall:

1. Lock all outside doors (Custodian and office staff in A-Building; Classroom teachers in B Building, C-Building and Portables).
2. Report to the command center or contact office for instructions in person or by telephone.

Itinerant Staff:

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

Teachers Shall:

1. Contact the main office to report any perceived danger or utilize RAVE. 2. Round up all students directly outside classroom and check nearby bathrooms. **Lockdown Annex**
3. Lock door, close outside blinds. Interior blinds must also be closed.
4. Teachers shall maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - a. Full lockdown students shall be instructed to get under desks and away from windows.
 - b. Modified lockdown students may function in classrooms but may not leave the building under any circumstances. Do not go to specialists or lunch during a lockdown. If students are with a specialist or at lunch already, they should remain there unless administration directs them otherwise.

5. Custodians, administrators, gym teacher, cafeteria personnel will lock all other exterior doors in Building A and pull down the blinds.
6. In Building B exterior doors, to include covering windows, will be locked by:
 - a. North door - teachers in B11& B11A. Backup if there are guest teachers in these rooms will be B12, B14 and B13.
 - b. Center door – teacher in B17. Backup if there is a guest teacher in this room will be B16 and B19.
 - c. South door-teacher in B25. Backup if there is a guest teacher in this room will be B23 and B24.

Also B22, does not have an intercom. B23 and B24 are primary. Keep in mind it is critical these doors are locked and ultimately everyone's responsibility to check and lock them. If the blinds are closed you know they are locked.

7. In Building C exterior north door, to include covering windows, will be locked by C11. Backup if there is a guest teacher in this room will be C12, C13. Keep in mind it is critical these doors are locked and everyone should check them. If the blinds are closed you know they are locked.
8. C-Building- Teachers in C12, C13 and C16 make sure Anne Beach, in C14, are aware of any incidents as there is no intercom in their room.
9. Staff members in the portables are to remain with their students in the portables unless the office directs them otherwise.
10. Any classes outside at PE or recess, will report to the gym or cafeteria. If unsafe to enter the building, any classes outside will be walked off campus to the park on 21st Avenue or Cedar Park Christian School.
11. Any classes at arrival or dismissal, will report to the nearest classroom. If unsafe to enter the building, any classes outside will be walked off campus to the park on 21st Avenue or Cedar Park Christian School.
12. In the lunchroom, custodian lunch personnel or music teacher to lock exterior doors.
13. Do not use the telephone system to request information (follow protocols for email).
14. Communicate known threats to office by email or radio if possible and directly to 911 by telephone if possible (e.g., "intruder north hall").
15. Follow procedures to account for all students and staff using the emergency staff list. Send results to SLE.Lockdown@everettsd.org using your email account. Office staff will access the SLE.LockDown folder and verify location and safety of all students and staff. Email protocol below:
 - If you and all the students assigned to you at that time are present and safe, write in the SUBJECT LINE "All OK". You do not need to write a message.

- If you are a specialist teacher and have a class of students who are all present and safe, write in the SUBJECT LINE the name of the classroom teacher and “All OK” (e.g., All OK).
- If you have extra students, volunteers or staff who come in from the hall, etc., write in the SUBJECT LINE “Please read” and list the names of the staff, students and their teachers (e.g., Jorge, Andersson)
- If you have no students at that time, write in the SUBJECT LINE your name OK (e.g., Moore OK).
- If you are missing some students who are assigned to you or have students who are hurt, write in the SUBJECT LINE “Please read”. In the message, write the names of students missing and where you think they are, or the names of students who are hurt.
- If you do not have access to email, account for the students you have with you, and call 6900.
- Do not call 911 unless you have students who are injured or have information about the intruder. We need to leave the lines open.
- Do not use the phone or the intercom unless there is a need (for example the two above bullets). The noise could give away your location

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

Office, Educational Assistants and Other Staff Shall:

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

All Staff and Students Shall:

1. Refrain from using remote controls, telephones, or radios during lockdown unless assigned by the Site IC or designee.
2. Go immediately to a Class I Lockdown (get under desks, lie on the floor and get away from windows and doors) if gunshots are heard.
3. **CAUTION:** If the fire alarm is activated during a lockdown, staff and students shall not evacuate unless evidence of fire (i.e., smoke, flames) is seen or smelled. (This may be a ploy to get students out in the open and make them vulnerable to assault.)

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4. If students and staff are on the playground or on an athletic field during lockdown:
 - a. If the intruder is on the playground or athletic field, staff and students shall be instructed to go to the cafeteria or gym.
 - b. If the intruder is in the building, staff and students shall be directed to an alternative Parent/Student Reunion point.
5. If students are on a bus, they should drop and lie flat on the bus floor.

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

Shelter-in-Place Annex

Administrative Procedures

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

PREPARATION
<p>Staff and students receive annual training in “shelter-in-place” procedures. “Shelter-in-Place” drills occur at least once annually. Inventory classroom emergency equipment. Assess classrooms and offices to determine which spaces are appropriate for sheltering use. Identify alternate locations for students and staff in portables and gymnasiums. Prepare written/pictorial instructions for shutting down heating and ventilation systems. Train appropriate staff to shut down heating and ventilation systems. Develop emergency communication protocols (especially use of email) and notification to outlying areas.</p> <p><input type="checkbox"/> Determine a protocol for limiting student/staff cell phone use.</p>
RESPONSE
<p>Main office receives directive to “shelter-in-place”. May come from District office or emergency agency. Administrator or designee closes the school, activates emergency plan, and assumes Incident Command role. COMMUNICATE “SHELTER-IN-PLACE” STATUS: (notify remote buildings and outlying areas)</p> <p>“SHELTER IN PLACE. THIS IS NOT A DRILL” “STAFF AND STUDENTS PLEASE MOVE TO YOUR SHELTER AREAS.” ASSIGN RESPONSIBILITIES TO OTHERS: (administrator remains in command center.) LOCK all outside doors. Assign monitors. NOTIFY area director. SWEEP halls and non-classroom areas of students; move to nearest shelter room. TURN OFF heating and ventilation systems, seal make-up air systems. MONITOR RADIO AND MAIN PHONE LINE. REPORT progress to district office. ASSESS NEEDS AND PROVIDE CARE: Contact each room to determine needs for first aid or other care. WAIT FOR INSTRUCTIONS OR INFORMATION: If instructed by officials, seal rooms as directed. Update staff and students as information is received. Work with the district Public Information Officer on a Connect-ED call to parents. GIVE “ALL CLEAR” SIGNAL when safety of the environment has been assured. Direct staff and students to exit the building.</p> <p><input type="checkbox"/> Once building is clear, direct maintenance staff to re-start HVAC systems.</p>
RECOVERY
<p><input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible.</p>

Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.

COMMUNICATE STATUS:

Notify district office of any problems.

Email staff an overview of the situation to minimize misinformation.

Work with the district Public Information Officer to prepare a brief written communication to parents explaining the situation.

Debrief and evaluate with key staff, including First Responders.

DOCUMENT and REPORT:

Prepare a report that documents events, response, and results of the “shelter-in-place” directive. Revise response procedures as necessary. Enter action in Rapid Responder.

Shelter-in-Place Annex

Classroom/Office Procedures

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

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

RECOVERY

- ☐ Assess the need for aftercare or counseling by students in your care.
- ☐ Contact front office with names/numbers of students who may need counseling or aftercare.

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- ☐ **RESUME NORMAL OPERATIONS** as soon as possible.
- ☐ Communicate only confirmed information to students (expect an e-mail from administrators.)
- ☐ Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle.
- ☐ Inventory and re-stock emergency supplies as needed.

Shelter-in-Place Annex

Maintenance/Custodial Procedures

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

PREPARATION

Review “shelter-in-place” procedures at least annually with all maintenance staff; post instructions in work areas.
Explain to employees the reasons for “shelter-in-place.”
Inventory emergency equipment, including plastic and tape to seal rooms, doors, and HVAC systems; prepare pre-cut plastic sheets or prepare other means to seal HVAC systems. Assess the ability to shut off and seal HVAC systems and other exposures to the outside environment.
Advise administration of needed equipment, supplies or maintenance.

☐ Assist in the assessment to determine which spaces are appropriate for sheltering use.

RESPONSE

<p>RESPOND TO LOCKDOWN ALERT: “<i>SHELTER IN PLACE. THIS IS NOT A DRILL.</i>” CLOSE AND LOCK all outside doors and windows.</p> <p>SHUT DOWN all HVAC systems and SEAL air intakes and exhausts.</p> <p>TURN OFF any classroom heating or ventilation; cover air vents with plastic.</p> <p>SEAL all exterior building openings which allow air intrusion.</p> <p>ASSIST teachers and administrators with sealing remainder of building.</p> <p>ASSESS SITUATION:</p> <p>Inventory any major air intrusions and report to Incident Command.</p> <p>Communicate other problems to Incident Command.</p> <p>Document your actions, including times HVAC was shut down.</p> <p>CARE FOR THE STAFF or STUDENTS IN YOUR SUPERVISION:</p> <p>Provide first aid if needed. Calm and re-assure upset staff or students. Use supplies in your emergency kit as needed or necessary.</p> <p>REASSESS SITUATION AND WAIT FOR INSTRUCTIONS:</p> <p>Reassess building sealing efforts and report problems to Incident Command.</p> <p>Reseal doors and windows with plastic and tape if instructed to do so.</p> <p>Monitor radio or email for communications.</p> <p>WAIT FOR “ALL CLEAR” SIGNAL or communications from command post or responders. Follow any instructions on exiting or ventilating the building.</p>
<p style="text-align: center;">RECOVERY</p>
<p>Assess the need for aftercare or counseling by students in your care.</p> <p>Contact front office with names/numbers of students who may need counseling or aftercare. RESUME NORMAL OPERATIONS as soon as possible.</p> <p>Communicate only confirmed information to students (expect an e-mail from administrators.) DOCUMENT and REPORT:</p> <p>Provide feedback to administration to improve planning/response cycle.</p> <p>Participate in debriefing sessions.</p> <p><input type="checkbox"/> Inventory and re-stock emergency supplies as needed.</p>

Accounting for All Persons Annex

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

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

- How staff will determine who is in attendance at the assembly area.
- What to do when a student, staff member, or guest cannot be located.
- How staff will report to the assembly supervisor.
- How and when students will be dismissed or released

Communications and Warning Annex

Communications and Warning Annex

Procedure for Reporting Emergencies

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

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

Everett Public Schools District Reunification Process

Introduction and Purpose

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

Definitions: Daily Release, Controlled Release and Reunification

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

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

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

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

Reunification Activation

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

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

The district's reunification team members include:

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

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

The Reunification Process in a Nutshell

1. Establish a parent check-in location (Appendix A)
2. Deliver the students to the student staging area (Appendix C), beyond the field of vision of parents/guardians. "Greeters" direct parents/guardians to the parent check-in location, and help them understand the process.
3. Parents/guardians complete a reunification information card (Appendix D).
4. Procedure allows parents/guardians to self-sort during check-in, streamlining the process.
5. Runner retrieves student from the student staging area.

Controlled lines of sight allow for communication and other issues to be handled with diminished drama or anxiety.

Medical or investigative contingencies are anticipated.

Reunification Incident Team

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

*Subset of the district EOC

Roles and Responsibilities

Role	Responsibilities
Incident Commander	Defining and coordinating the objective of accountable, easy, reunification of students with parents
Public Information Officer	Communicating with parents and press, if appropriate Coordinating use of mass call or text messages and social media
Safety Officer	General site observation and safety concern remedy
Liaison Officer	Communicating with fire, medical or law enforcement
Operations	Establish and manage operational staff

Greeters	Help coordinate the parent lines Tell parents about the process. Help verify identity of parents without ID
Checkers	Verify ID and custody rights of parents/guardians Direct parents to reunification location
Runners	Take bottom of reunification card to student staging area, retrieve student and bring to reunification area
Crisis Counselors	Standby unless needed
Stage Hands	Initial setup of the check-in area, the signage, student staging area Stage hands may be assigned to operations as the setup is completed

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

Reunification Annex

Communications

Parent/Guardian Communication

Helping parents and guardians understand reunification plans

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

Student Communication during Reunification

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

Second Language Communication

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

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

Call Center Activation

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

- They need assistance;
- They have information; or
- They wish to volunteer to help others.

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

School/Staff Responsibilities

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

- Bringing the classroom emergency backpack with emergency cards and student rosters; •

Supervising and reassuring students;

- Administering first aid as necessary or reporting serious injuries;
- Keeping a record of the location of all students at all times; and
- Being alert for latent signs of injury/shock in *all* students.

Staff Personal Release

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

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

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

APPENDICES

Appendix A

Continuity of Operations (COOP) Annex

Plan how to ensure that 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.

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

- How the COOP annex will be designed so that it can be activated at any time and sustained for up to 30 days.
- How the COOP annex will set priorities for re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- How the COOP annex will ensure students receive applicable related services in the event of a prolonged closure.

School Emergency Food Usage Plan

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

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

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

Important Information:

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

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

Use first: refrigerated food

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

Use third: food stored at room temperature

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

How to ration the food on hand?

1. Count the students and adults that you are caring for.
2. Count the protein, carbohydrate, fruit and vegetable and fluid servings in the refrigerator, freezer and storeroom and record the quantities on the attached School Emergency Food Usage Plan.
3. Compare the number of protein, carbohydrate, fruit and vegetable and fluid servings with the total number of students and adults that you are caring for to determine how you must ration the supplies.

Kitchen Backpack:

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

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

Protein	Where is it stored?	Unit	Serving size	Servings per unit	Inventory	Total Servings Available
				A	B	A x B = C
Cheese	Refrigerator/ freezer	Pounds	1 ounce	16	Lb	1.
Yogurt	Refrigerator	Cartons	4 ounces	1	Carton	2.
Lunch meat	Refrigerator/ freezer	Pounds	1 ounce	16	Lb	3.
Precooked meat (beef, chicken, fish) Use only if the box	Freezer	Pounds	½ patty	10	Lb	4.

says PRECOOK ED						
Entrees (pizza, quesadilla, corndog, etc.)	Freezer	Each	1/2 entree	2	Entree	5.
Nuts, seeds, trail mix	Storeroom	Pounds	1 ounce	16	Lb	6.
Peanut butter	Storeroom	#10 can	2 TBL	100	Can	7.

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COOP Annex

Beans (Pinto, kidney black beans refried, baked)	Storeroom	#10 can	1/4 cup	30	Can	8.
Tuna	Storeroom	66 oz can	1 oz	50	Can	9.
					Sum of 1-9	

Carbo hydrate	Where is it stored?	Unit	Servi ng size	Servin gs per unit	Inventory	Total Servin gs Availab le
				A	B	A x B = C
Tortilla	Refrigerato r/ freezer	Package	1 tortilla	Varies	Pkg	1.
Breadsticks	Freezer	Each	1/2 stick	1	Each	2.
Bread, pizza crust	Storeroo m/ freezer	Loaf/ crust	Slice	20	Loaf	3.
Buns, rolls	Storeroo m/	Dozen	1/2 bun	24	Dozen	4.

	freezer					
Cereal, cold	Storeroom	Bowl	1 bowl	1	Bowl	5.
Crackers	Storeroom	Pound	1 ounce	16	Lb	6.
Tortilla Chips	Storeroom	Pound	1 ounce	16	Lb	7.
Waffles, pancakes	Freezer	Each	1 each	1	Each	8.
					Sum of 1-8	

Fruits & Vegetables	Where is it stored?	Unit	Serv ing size	Servin gs per unit	Inventory	Total Servin gs Availab le
				A	B	A x B = C
Fresh Fruit	Refrigerato r	Pieces	1/2 piece	2	Pcs	1.
Fresh Vegetables	Refrigerato r	Pounds	1/4 cup	12	Lb	2.
Canned Fruit (drain and save juice)	Storeroom	Cans	1/4 cup	35	Can	3.
Canned Vegetables	Storeroom	Cans	1/4 cup	35	Can	4.
Fruit Leather	Storeroom	Each	1 pkg	1	Pkg	5.
Dried Fruit	Storeroom	Pound	2 TBL	25	Lb	6.
					Sum of 1-6	

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

Paper and Plastic Supplies

Recovery Annex

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

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

- **Academic recovery**

- When the school should be closed and reopened, and who has the authority to do so.
- What temporary space(s) the school may use if school buildings cannot be immediately reopened.
- How to provide alternate educational programming in the event that students cannot physically reconvene.

- **Physical recovery**

- How to document school assets, including physically accessible facilities, in case of damage.
- Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes.
- How the school will work with utility and insurance companies before an emergency to support a quicker recovery.

- **Fiscal recovery**

- How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).
- How staff will receive timely and factual information regarding returning to work.
- What sources the school may access for emergency relief funding.

- **Psychological and emotional recovery**

- Who will serve as the team leader.
- Where counseling and [psychological first aid](#) will be provided.
- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide [psychological first aid](#) (if trained), and identify students and staff who may need immediate crisis counseling.
- Who will provide trained counselors.
- How to address the immediate, short-, and long-term counseling needs of students, staff, and families.
- How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.
- How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future.
- How the [Public Health, Medical, and Mental Health Annex](#) will inform the actions and plans of the Recovery Annex

Public Health, Medical, and Mental Health Annex

Plan the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery Annex.

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

- What the role of staff members is in providing first aid during an emergency.
- Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
- Which staff have relevant training or experience, such as in first aid or CPR.
- How the school will secure a sufficient number of counselors in the event of an emergency.
- How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.
- How the school will support the needs of students identified by the threat assessment team.

Security Annex

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

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

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

CPTED Principles

Natural Surveillance Arranging physical features to maximize visibility.

Natural access control

symbolic barriers.

Territoriality
reinforcement

Clearly delineating space, expressing pride and ownership, and creating a welcoming environment.

Management and maintenance

Ensuring building services function properly

Guiding people with signage, well-marked

and safely, and the exterior is properly

entrances and exits, and landscaping while

maintained and organized with landscaping

limiting access to certain areas by using real or

and plantings maintained and trimmed.

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

Earthquake Annex

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

Staff and students shall:

Stay calm; your students are depending on you!

1. If in a building:

- a. DROP, COVER AND HOLD. Face away from windows, and try to avoid glass and falling objects, move away from under suspended light fixtures. Get under desks, chairs or tables.
- b. After the earthquake stops, teachers shall make a quick assessment of the class and post on the doors, one of two communications cards kept on their exterior window:
 - i. Red ~ Urgent, injuries need immediate assistance.
 - ii. Green ~ Everyone evacuated.
- c. If students or staff are injured, the teacher shall hand off his/her class to his/her "buddy

teacher” for evacuation and stay behind to render assistance.

- d. The “buddy teacher” shall evacuate and request aid for those left behind.
- e. Follow evacuation procedures and attendance protocol. Use student release forms if parents show up and insist on taking students. Turn in student release forms with attendance.
- f. Allow students to text parents that they are safe.
- g. The building assessment team shall check the building and evaluate if continued evacuation is warranted, or if re-occupancy may occur and report back to the site IC.

2. If outside on school grounds:

- a. The teacher, or other person in authority, shall instruct students to DROP. The safest place is in the open. Stay there until the earthquake is over. Move away from buildings, trees, and exposed wires.
- b. Remain in the open until a member of the building assessment team or runner advises that it is okay to enter the building. If possible go to the designated evacuation spot (field-see map).

3. On school bus (regular routes, field trips, etc.)

- a. Students shall follow the directions of the bus driver. The bus driver is legally responsible for the welfare of student riders.
- b. Driver is to contact district transportation for instructions.

School administrative procedures:

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

Severe Weather Annex

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

Procedure

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

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

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

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

Early Closures

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

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

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

Release of Students when Normal Operations are Interrupted

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

Retaining Students at School

- At the normal release time, the superintendent or his/her designee in consultation with site leaders, appropriate district departments and the County Office of Emergency Preparedness (if needed) will re-evaluate conditions and determine if students can be released and/or transported.
- Schools will have plans for adequate student supervision when students cannot be released at the normal time.
- Staff may be required to remain in emergencies when student supervision is necessary.
- Non-school administrators will be expected to assist schools in student supervision during such conditions.

- The Director of Communications or his/her designee will notify area broadcast media of the interruption of normal operations and student release procedures.
- Once a major emergency has been identified and announced to the public, parents, guardians or other authorized persons may pick up students before normal release time. Only those persons specifically identified on student records will be allowed to take students from school. School staff will keep records of all students who leave and to whom they were released.
- Decisions about after school activities will, when possible, be made by 1:00 p.m. on the day of the school delay or closure. The decision will be made by the Superintendent in consultation with the Executive Director of Facilities and Operations.

Natural Disaster Annex

Incident Flow for Natural Disaster

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

1. **Classroom Teachers** comprise the **Student Care Team** and will stay with their students at all times following the established plan to evacuate building when instructed to do so. Absolute silence is required. Attendance will be taken and submitted. Use student release forms if parents show up and insist on taking students. Turn in student release forms with attendance.
2. **The Security/Safety Search & Rescue** 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 Donna Morris, Mica Harasek, or Heather Harris at the command post.
4. If students are unaccounted for, information will be gathered as to where they were last seen.
5. **Logistics Personnel** Amy Beagle, Laura Strasser and all kitchen staff will oversee the distribution of supplies as directed by Kristy Wood. Kristy Wood, Amy Beagle, Laura Strasser, all kitchen staff will assist in handing out supplies.
6. **Rescue Team** members will retrieve their gear from the LIST SCHOOL SPECIFIC and look for missing students.
7. The **Medical Team** will retrieve their supplies from the health room and establish a medical post in the health room or gym depending on needs. The school nurse or HRA Barb Olson 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 on the north side of the field area.

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** – TBD -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 **Liaison Officer** Lori Shuffelen-Lipp.
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. Available staff should report to the command post for assignment by Theresa Campbell, Larissa Fuller, or Lori Shuffelen-Lipp.

Bomb Threat Annex

Introduction

Guidelines for managing bomb threat emergencies at Everett Public Schools.

1. Provide initial training to all school administrators, secretaries, teachers and building staff on the proper use of your building's bomb threat emergency procedures. Training should include threat assessment for school administrators and search technique for those personnel who will assist with the cursory search.
2. Annually provide refresher-training exercises for appropriate personnel.
3. Keep the Call Taker's Checklist readily available for each school building staff member or others who have responsibility for taking in-coming telephone calls.
4. Keep your Bomb Threat Emergency Procedures readily available for each school administrator to use in case of a bomb threat emergency.
5. Ensure your building's public-address system is operating properly and can be heard by all occupants.
6. Establish alternate sites for shelter and evacuation. Pay particular attention to evacuation procedures for limited ability students.
7. In event of evacuation, building administrator notifies staff of evacuation route dictated by known or suspected location of a device. (Do not use fire alarm, cell phones or radios to notify. These devices may activate a device. Notify staff via phone system, hardwired PA system or messenger.)

Responsibilities

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

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

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

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

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

Call Taker's Actions

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

CALL TAKER'S CHECKLIST FOR BOMB THREAT

1. PHONE INFORMATION

On the Display: Caller's Number (unless

blocked)_____ (Time: _____ Day:

_____ Date: _____) Call Taker's Extension

Number:_____ Name:

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

2. THE THREAT

Exact wording of the "threat":

b. Where is the bomb right now? c.

What does the bomb look like? d.

What kind of bomb is it?

e. What will cause the bomb to explode?

f. Did you place the bomb? Yes/No g.

What is your name?

Address

Phone Number

Sex of caller _____ Age _____ Race _____

QUESTIONS TO ASK

a. When is bomb going to explode?

3. BACKGROUND SOUNDS: CALLER'S VOICE: ☐ Street noises ☐ House noise ☐ Calm ☐ Laughing ☐ Clear ☐ Crockery/dishes ☐ Lisp ☐ Disguised ☐ Motors ☐ Static ☐ Angry ☐ Crying ☐ Voices ☐ Office equipment ☐ Raspy ☐ Accented ☐ Music ☐ Factory equipment ☐ Excited ☐ Normal ☐ Animals ☐ Airplanes ☐ Deep ☐ Deep breathing ☐ Local ☐ Long distance ☐ Slow ☐ Distinct ☐ Booth ☐ PA system ☐ Nasal ☐ Loud ☐ Cell phone ☐ Other (list below) ☐ Stuttered ☐ Swearing ☐ Familiar? If familiar, who did it sound like?

4. THREAT LANGUAGE:

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

Message read by threat maker

REMARKS:

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

_____ Call Information Systems & Technology at Ext. 4200

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

THREAT ASSESSMENT CHECKLIST

LOW LEVEL THREAT

Cursory search and evacuation are unlikely.

_____ Threat is vague and indirect.

_____ Information contained is inconsistent, implausible or lacks detail.

_____ Threat lacks realism.

_____ Content of the threat suggests person is unlikely to carry it out.

MEDIUM LEVEL THREAT

Cursory search should be considered, base evacuation decision on search results. _____ Threat is more direct and concrete than a low-level threat.

_____ Wording in the threat suggests that the caller has given some thought as to how the act will be carried out.

_____ There may be a general indication of the possible place and time (though this still is short of a detailed plan).

_____ There is no strong indication that the caller has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility.

_____ There may be a specific statement seeking to convey that the threat is not empty: "I'm serious" or "I really mean this!"

HIGH LEVEL THREAT

Cursory search and evacuation should be seriously considered.

_____ Threat is direct, specific and plausible.

_____ Threat suggests concrete steps have been taken toward carrying it out, (i.e.: statements indicating the caller has acquired or practiced with a weapon or has had a victim under surveillance).

_____ Call from a third party reporting the incident.

_____ A suspicious item or device has been discovered on school grounds.

Cursory Search Guidelines

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

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

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

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

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

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

Caution

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

Chemical Spill/Gas Leak Annex

Chemical Spill

Staff Procedures

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

Custodial Procedures

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

School Administrative Procedures

1. If spill is too large for staff to handle, call 911 for Hazardous Materials Spill Team. 2. If

students or staff are injured send health room documentation with victim to the hospital. 3. If chemical spill is severe, initiate building evacuation.
4. Contact District Office and file report.

Gas Leak

Staff Procedures

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

School Administrative Procedures

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

Custodial Procedures

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

Incident Command System Annex

Incident Command for Silver Lake Elementary

Theresa Campbell/Principal
Larissa Fuller/Assistant Principal
Safety Officer
Heather Baker

PIO

Liaison
Officer: Lori
Shuffelen-Lipp

Operations
Taryn Lofgren

Medical Branch
Morgue
Deb Frolander

Security/Safety
**Search &
Rescue** Cody
Palmer
Debbie Eiler
P.E. Teacher
Jill Miller

Student Care
All Classroom
Teachers Megan Fields
Gwyn Boyer
Carrie Surowiec
Logistics
Kristy Wood

**Staffing/
Communication**
s Kathie Van Fleet
Emma Cleland
Planning
Cerra Sand

**Situation
Analysis**
Riley Anderson

Medical Team
Nurse
Barb Olson
Lisa Brager
Tara Trees
P.E. Teacher-2

Supplies
Ambrin Murad
Lorraine
Kenderdine All
Kitchen Staff

Documentation
Anastasia Bekris

Student Release

ICS Job Responsibilities

Incident Commander – School Command Post

RESPONSIBILITIES:	<p>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</p> <p>Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.</p>
START-UP ACTIONS:	<p>Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet). Assess the type and scope of emergency. Determine the threat to human life and structures. Implement the emergency plan and hazard-specific procedures. Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. Activate functions and assign positions as needed. Fill in the Incident Assignments form. Appoint a backup or alternate Incident Commander (as described in the emergency plan).</p>
ONGOING OPERATIONAL DUTIES:	<p><input type="checkbox"/> Continue to monitor and assess the total school situation: • View the site map periodically for search and rescue progress and damage assessment information. • Check with chiefs for periodic updates. • Reassign personnel as needed. Report to the regional deputy/assistant superintendent on the status of students, staff, and facility, as needed (Site Status Report). Develop and communicate revised incident action plans as needed.</p> <p><input type="checkbox"/> Begin student release when appropriate.</p> <p>NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the principal/superintendent, except at the request of parent/guardian.</p> <p>Authorize the release of information. Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. Plan regular breaks for all staff and volunteers. Take care of your caregivers! Release teachers as appropriate and per school guidelines. (By law, during a disaster, teachers become disaster workers.) Remain on and in charge of your campus until redirected or released by the superintendent.</p>

Incident Command System Annex**Incident Commander – School Command Post (Continued)**

CLOSING DOWN:	<p>Authorize deactivation of sections when they are no longer required. At the direction of the principal/superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action.</p> <p>Ensure that any open actions not yet completed will be taken care of after deactivation.</p> <p>Ensure the return of all equipment and reusable supplies to Logistics. Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit. Announce the termination of the emergency and proceed with recovery operations if necessary.</p>
COMMAND POST EQUIPMENT/SUPPLIES:	<ul style="list-style-type: none"> <input type="checkbox"/> Campus map <input type="checkbox"/> LED Flashlight <input type="checkbox"/> Master keys <input type="checkbox"/> Staff and student rosters <input type="checkbox"/> Disaster response forms <input type="checkbox"/> Emergency plan <input type="checkbox"/> Duplicate rosters (two sets) <input type="checkbox"/> Tables and chairs (if Command Post is outdoors) <input type="checkbox"/> Vests (if available) <input type="checkbox"/> Job description clipboards <input type="checkbox"/> Command Post tray (pens, etc.) <input type="checkbox"/> School district radio <input type="checkbox"/> Campus two-way radios <input type="checkbox"/> AM/FM/ NOAA Weather Alert Radio (batteries) <input type="checkbox"/> Bullhorn

Safety Officer

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

	<ul style="list-style-type: none"> • Action taken. • Decision justification and documentation. • Requests filled.
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Safety Officer (continued)

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

Public Information Officer (PIO)

PERSONNEL:	Available staff with assistance from available volunteers
POLICY:	<p>The public has the right and need to know important information related to an emergency/disaster at the school site <i>as soon as it is available.</i></p> <p>The PIO acts as the official spokesperson for the school site in an emergency situation.</p> <p>News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).</p> <p>Information released must be consistent, accurate, and timely.</p>

START-UP ACTIONS:	<p>Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.</p> <p>Identify yourself as the PIO (by vest, visor, sign, etc.)</p> <p>Consult with the district PIO to coordinate information release. Assess the situation and obtain a statement from the Incident Commander. Tape-record the statement if possible.</p> <p>Advise arriving media that the site is preparing a press release and the approximate time of its issue.</p> <p>Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.</p>
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Public Information Officer (PIO) (Continued)

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

Incident Command System Annex

Liaison Officer

RESPONSIBILITIES:	<p>The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.</p>
START-UP ACTIONS:	<p>Check in with the Incident Commander for a situation briefing. Determine your personal operating location and set it up as necessary.</p> <p>Obtain the necessary equipment and supplies from Logistics. Put on a position identifier, such as a vest, if available.</p> <p>Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.</p>
OPERATIONAL DUTIES:	<p>Brief agency representatives on the current situation, priorities, and incident action plan.</p> <p>Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans.</p> <p>Provide periodic update briefings to agency representatives as necessary.</p>

CLOSING DOWN:	<p>At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.</p> <p>Return equipment and reusable supplies to Logistics.</p> <p>Close out all logs. Provide logs and other relevant documents to the Documentation Unit.</p>
EQUIPMENT/ SUPPLIES:	<p>Vest or position identifier, if available</p> <p>Two-way radio, if available</p> <p>LED Flashlight</p> <p><input type="checkbox"/> Clipboard, paper, pens</p>

Operations Section Chief

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

Incident Command System Annex

Operations Section Chief (continued)

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

Site Facility Check/Security

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

Site Facility Check/Security (continued)

OPERATIONAL DUTIES:	<p>As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.</p> <p>Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> <p>Lock gates and major external doors. Locate, control and extinguish small fires as necessary. Check gas meter and, if gas is leaking, shut down the gas supply. Shut down electricity only if building has clear structural damage or advised to do so by Command Post. Post yellow caution tape around damaged or hazardous areas. Verify that the campus is “locked down.” Advise the Command Post of all actions taken for proper logging. Check entire campus for safety hazards and damage. No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety. Route fire, rescue, and police, as appropriate.</p> <p><input type="checkbox"/> Direct all requests for information to the PIO</p>
CLOSING DOWN:	<p>Return equipment and reusable supplies to Logistics. When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</p>
EQUIPMENT/ SUPPLIES:	<p>Vest, hard hat, work gloves, and whistle. LED Flashlight NOAA Weather Radio Campus two-way radio, master keys, and clipboard with job description. Bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools—for gas and water (crescent wrench)</p>

Search and Rescue Team

SAFETY RULES:	<p>Use the buddy system. Assign a minimum of 2 persons to each team.</p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<p>Obtain all necessary equipment from Emergency Storage Container. Obtain a briefing from Operations Chief of situations requiring response. Assign teams based on available manpower, minimum 2 persons per team.</p>

Search and Rescue Team (continued)

OPERATIONAL DUTIES:	<p>Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.</p> <p>Record names and assignments before deploying teams.</p> <p>Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.</p> <p>Remain at the Command Post in radio contact with S&R Teams. Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.</p> <p>If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team. Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.</p> <p><input type="checkbox"/> Keep radio communication brief and simple. No codes.</p> <p>+ Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p>
CLOSING DOWN:	<p>Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment. <input type="checkbox"/> Provide maps and logs to the Documentation Unit.</p>
EQUIPMENT/ SUPPLIES:	<p>Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack. LED Flashlight</p> <p>NOAA Weather Radio</p> <p>Campus two-way radio and clipboard with job description and map indicating the search plan.</p> <p>Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.</p>

Medical Team Leader

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

<p>OPERATIONAL DUTIES/START-UP ACTIONS:</p>	<p>Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.</p> <p>Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.</p> <p>Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area. Assess available inventory of supplies and equipment.</p> <p>Review safety procedures and assignments with personnel. Establish a point of entry (“triage”) into the treatment area. Establish “immediate” and “delayed” treatment areas.</p> <p>Set up a separate psychological first aid area if staff levels are sufficient.</p> <p>Oversee the assessment, care, and treatment of patients.</p> <p>Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.</p> <p>Make sure that accurate records are kept.</p> <p>Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.</p> <p>If needed, request additional personnel from Logistics.</p> <p>Brief newly assigned personnel.</p> <p>Report deaths immediately to the Operations Section Chief. Keep the Operations Section Chief informed of the overall status. Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.</p> <p>Stay alert for communicable diseases and isolate appropriately.</p> <p>Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).</p>
<p>CLOSING DOWN:</p>	<p>At the Incident Commander’s direction, release medical staff no longer needed. Direct staff members to sign out through timekeeping. Return equipment and reusable supplies to Logistics. When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.</p>

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

Medical Team

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

Medical Team (continued)

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

PERSONNEL:	To be assigned by the Operations Section Chief if needed.
START-UP ACTIONS:	<p>Check with the Operations Section Chief for direction.</p> <p><input type="checkbox"/> If directed, set up a morgue area. Verify:</p> <ul style="list-style-type: none"> • Tile, concrete, or other cool floor surface • Accessible to Coroner's vehicle • Remote from the assembly area • Security: Keep unauthorized persons out of the morgue. • Maintain a respectful attitude.
OPERATIONAL DUTIES:	<p>After pronouncement or determination of death:</p> <p><i>Confirm that the person is actually dead. Remember, you do not have the authority to pronounce a person dead. This must be done by the Coroner or other medical authority.</i></p> <p><i>Do not</i> move the body until directed by the Command Post. <i>Do not</i> remove any personal effects from the body. Personal effects must remain with the body <i>at all times.</i></p> <p>As soon as possible, <i>notify the Operations Section Chief</i>, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner. Keep accurate records and make them available to law enforcement and/or the Coroner when requested.</p> <p><input type="checkbox"/> Write the following information on two tags:</p> <ul style="list-style-type: none"> • Date and time found. • Exact location where found. • Name of decedent if known. • If identified—how, when, by whom. • Name of person filling out tag. <p>Attach one tag to body.</p> <p>Place any additional personal belongings found in a</p>

	separate container and label as above. Do not attach to the body—store separately near the body.
CLOSING DOWN:	<p>After all bodies have been picked up, close down the Morgue. Return equipment and unused supplies to Logistics.</p> <p>Clean up the area. Dispose of hazardous waste safely.</p> <p><input type="checkbox"/> Complete all paperwork and turn in to the Documentation Unit.</p>
EQUIPMENT/ SUPPLIES:	<p>Tags</p> <p>LED Flashlight</p> <p>NOAA Weather Radio</p> <p>Pens/pencils</p> <p>Plastic trash bags</p> <p>Duct tape</p> <p>Vicks VapoRub (to assist with odor)</p> <p>Plastic tarps</p> <p>Stapler</p> <p><input type="checkbox"/> 2" cloth tape</p>

Student Care

PERSONNEL:	Classroom teachers, substitute teachers, and staff as assigned.
RESPONSIBILITIES:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
START-UP ACTIONS:	<p>Wear an identification vest, if available.</p> <p>Take a job description clipboard and radio.</p> <p>Check with the Operations Section Chief for situation briefing. Make personnel assignments as needed.</p> <p><input type="checkbox"/> If evacuating:</p> <ul style="list-style-type: none"> • Verify that the assembly area and routes to it are safe. • Count or observe the classrooms as they exit, to make sure that all classes evacuate. • Initiate the set-up of portable toilet facilities and hand-washing stations.
OPERATIONAL DUTIES:	<p>Monitor the safety and well-being of the students and staff in the assembly area.</p> <p>Administer minor first aid as needed.</p> <p>Support the Student Release process by releasing students with the appropriate paperwork.</p> <p>When necessary, provide water and food to students and staff.</p> <p>Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. Make arrangements to provide shelter for students and staff. Arrange activities and keep students reassured.</p> <p>Update records of the number of students and staff in the</p>

	<p>assembly area (or in the buildings).</p> <p><input type="checkbox"/> Direct all requests for information to the PIO.</p>
CLOSING DOWN:	<p>Return equipment and reusable supplies to Logistics. When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</p>
EQUIPMENT/ SUPPLIES:	<p>Vest LED Flashlight NOAA Weather Radio Clipboard with job description Ground cover, tarps First aid kit Student activities: books, games, coloring books, etc. Form: Student accounting; Notice of First Aid Care Campus two-way radio</p> <p><input type="checkbox"/> Water, food, sanitation supplies</p>