

2023-2024 Staff Handbook



Theresa Campbell, Principal

**Dr. Jalene Finley, Assistant
Principal**

Silver Lake Elementary School

12815 Bothell Everett Highway

Everett, WA 98208

(425)385-6900

School Website: <https://www.everettsd.org/silverlake>

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District Policies and Procedures:

Mission Statement:

Silver Lake Elementary School, in partnership with families and community, is dedicated to preparing each student for academic, social, and personal success through individualized, relevant, rigorous, aligned, and engaging instruction through the lens of equity.

Staff Norms

- Stay Engaged
- Speak Your Truth
- Allow & Experience Discomfort
- Take Risks
- Listen for Understanding
- Expect and Accept Non-closure

Attendance

Instructions for Attendance and Attendance Folders: (as written on the inside flap of folders)

- These folders have pockets for you to send up any correspondence from parents that need to come to the office. Example: Paper attendance (when necessary), Early dismissal instructions so that the office can help usher students to the office as requested by parents in a timely fashion, Boxtops, Yearbook orders, etc.
- The class folder is brought up to the office by 9:30am by a student.
- Please record attendance by 9:30am online each morning. If students arrive in your classroom after you have completed and saved attendance, they must have been issued a “late arrival” slip by the office. If a student arrives and does not have a slip, please send them back to the office in order for us to record their attendance correctly. *This will keep a call from going home letting a parent know their student was marked absent.*
- **First bell: 9:10 Second bell: 9:15**
- Classroom teachers should pick up students at designated areas at the 9:10 bell.
- See district attendance policy 3122/3122P for additional information in the policy section.

Food Request Procedure

Anytime you want to purchase food for a meeting the following procedures needs to be followed in order to ensure reimbursement or payment (either via invoice or P-Card):

- Before meeting
 - Submit a **Food Request Approval** form to the area Assistant Superintendent via school Office Manager.
 - Ensure you create an Agenda for your meeting.
 - Ensure you create a Sign-In Sheet for your attendees.
- After meeting
 - Turn in **Reimbursement Form**, if necessary, and/or all receipts to the school Office Manager
 - Turn in Meeting Agenda and Sign-In Sheet from meeting to school Office Manager.

- Office Manager will submit the forms to Principal for Initials and then to Assistant Superintendent for final approval.

Harassment, Intimidation or Bullying Reporting

Harassment, Intimidation or Bullying (HIB) Incident Reporting Forms: Everett Public Schools maintains a safe, respectful and secure learning environment for all students that is free from harassment, intimidation and bullying. Everett Public Schools core values include our commitment to value differences among people and treat one another respectfully. In accordance with Washington state [RCW 28A.300.285](#), harassment, intimidation and bullying of students by other students, by staff members, by volunteers, by parents or by guardians is prohibited.

Everett Public Schools will abide by district policy 3204 and procedure 3204P. If a student has experienced harassment, intimidation or bullying, it should be reported to school counselors, school teachers or administrators by the targeted student, his/her friends, family, and/or witnesses. School administrators will intervene.

To report unresolved, severe or persistent harassment, reporters may also contact the administrator at the targeted student's school or the district Compliance Officer, and utilize the Safe Schools Alert reporting website. This site allows one to report all safety concerns via web, text, or phone. You may go onto the Everett Public Schools for an electronic form or you may also use the paper version of the HIB reporting form.

Inter-district Mail



District Envelopes (see white label in photo above) are in the drawer below the "silver box" located in the central region of the employee mailboxes across from the adult restrooms in Building A.

Fill out the front of the envelope with the department you are sending to. Seal it and drop it in the "silver box." The district mail courier comes to us between 8:30 a.m. and 8:45 a.m. every day.

Question: "What if I have personal mail that I want to send out via United States Postal Service (I already put a stamp on it)?"

Answer: Drop it in the "silver box".

Question: "I need to mail something for the school (IEP, attendance letter, pen pal letters from our class ...) - what do I do?"

Answer: Either get the address stamp for the school from the office staff or write the school's address in the return address area and write #10 next to it (make it noticeable). Then, drop it in the "silver box".

Report it! Tip Line

Everett Public Schools Safety Tip Line

Students, parents or other community members who have a concern about safety in Everett Public Schools or know something about a possible threat to safety, are urged to call or text the safety tip line at, **855-637-2095**. Or you can email us a tip or enter a tip online (see addresses below). Those who report can choose to remain anonymous while providing information that might protect our students.

3 easy ways

Text or call



855-637-2095



1350@alert1.us

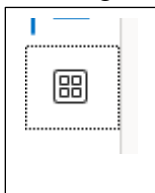


http://1350.alert1.us

District Information / Safety tip line <http://www.everettsd.org/Page/4646>

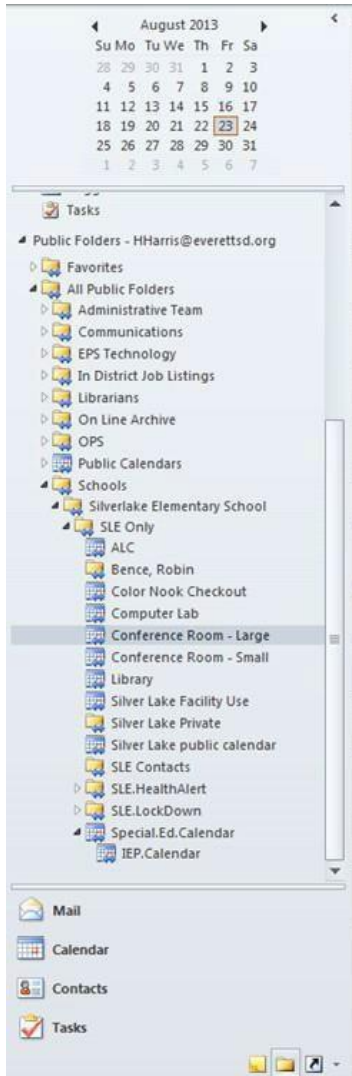
Reserve SLE Conference Room

To reserve a conference room please access the Outlook “Conference Room-Large” calendar to schedule your meeting



Look for this symbol or 3 dots in your outlook. Click on folder and follow the remaining steps. You can save the conference room calendar in your favorites.

- Public Folders
- All Public Folders
- Schools
- Silver Lake Elementary
- SLE Only
- Conference Room



Use the Outlook Public Folder access area in Outlook so that you can see when the rooms are available and reserve your own times.

[**SLE Staff Directory**](#)

Student Cumulative Files

Location: Health Room

Contact: Office Assistant, Officer Manager, & Health Room Assistant (in this order)

Student CUM files are kept in the health room drawers by grade level, alphabetical by last name.

If you need to view or check out a file, you must do the following:

1. Get the key from the office staff.
2. Find the CUM file you are looking for (in the health room file cabinets right inside the door to the right).
3. If you are only viewing the file, please *immediately* return the folder to the hanging folder in the drawer - this hanging folder SHALL NEVER be empty. 3.a. When done, please lock the cabinet and return the keys to the office staff.
4. If you are checking out the folder, please take an "OUT" card, fill in location (your name) and name of file (student name) and place "OUT" in the hanging folder to hold the CUM file place until you return it. The hanging folder SHALL NEVER be empty. 4.a. When done, please lock the cabinet and return the keys to the office staff.

5. Once you are done with a checked out CUM file, get the cabinet keys from the office staff, return the CUM file to the appropriate hanging folder, remove the OUT card, cross out your line item and return to the top of the file cabinet for the next person's use. Don't forget to return the cabinet keys to the office staff.

If you have any questions about this procedure, please ask the friendly office staff for a quick tutorial. Thank you.

Student Supervision

Silver Lake Elementary Supervision Schedule 2023-24 (See Master Schedule/Paras)

Volunteers

All volunteers must be approved by the district before they can help in classrooms.

To apply as a volunteer:

- Go to Everett Public Schools Webpage
- Click Community Tab
- Click "Volunteer"
- Click "Apply Online" button
- Application processing can take up to 2 weeks

To check if a volunteer is approved:

- See Office Assistant

Whom Do I ask?

Topic	Person
504 Plans	Carrie Surowiec
Absences (Employees)	Lori Shuffelen-Lipp or Sub Desk 4111
Assemblies	Theresa Campbell or Jalene Finley
Attendance (Students)	Nam Chin or Carrie Surowiec
BECCA	Nam Chin or Carrie Surowiec
Bell Schedule	Lori Shuffelen-Lipp
Budget	Theresa Campbell or Lori Shuffelen-Lipp
Building Maintenance	Cody Palmer, Lori Shuffelen-Lipp, or Theresa Campbell
Busses/Transportation	Lori Shuffelen-Lipp or Nam Chin
Calendar Items	Theresa Campbell or Lori Shuffelen-Lipp
Chromebook Use	Jalene Finley
Conference Room	Lori Shuffelen-Lipp or Nam Chin
Copiers	Office Staff
Conflict Mediation	Theresa Campbell
Counseling	Carrie Surowiec
Cum Files	Nam Chi
Discipline Referral Input	Jalene Finley, James Allred, or Carrie Surowiec
ML	Adrian Galvan
Emergency Procedures	Jalene Finley or Veronica Benitez
Employee Evaluations & Supervision	Theresa Campbell and Jalene Finley
E-schools Data and Student Schedules	Lori Shuffelen-Lipp
Fax Machine Use (how to)	Lori Shuffelen-Lipp or Nam Chin
Facilities Use	Nam Chin

Field Trips	Lori Shuffelen-Lipp and Veronica Benitez
Fifth Grade Patrols	Ira Galang or Tara Trees
Fines/Fees	Lori Shuffelen-Lipp
Food Services	Ann Stafford
Free Backpacks	Carrie Surowiec, Lori Shuffelen-Lipp or Nam Chin
Free/Reduced Lunches	Ann Stafford
Grading	Theresa Campbell
Grants	Theresa Campbell and Jalene Finley

Health Room	Veronica Benitez
Homework Requests	Nam Chin or Lori Shuffelen-Lipp
Inter-district Mail	Office Staff
KIT Program	Carrie Surowiec
Keys and Locks	Lori Shuffelen-Lipp
LAP Program	Theresa Campbell, Kenny Short
Library	Cerra Sand
Newsletter (school)	Theresa Campbell or Lori Shuffelen-Lipp
OT/PT	Jennie Bevan
Popcorn Fridays	Carrie Surowiec
Professional Development	Theresa Campbell and Jalene Finley
Progress Reports (Report Cards)	Theresa Campbell or Nam Chin
Purchasing	Theresa Campbell or Lori Shuffelen-Lipp
PTA	Email SLEPtapresident1@gmail.com
Registration of Students	Lori Shuffelen-Lipp or Nam Chin
Reimbursements	Lori Shuffelen-Lipp
Safety Committee	Jalene Finley
SIT/MTSS (Student Improvement Team)	Carrie Surowiec
SIP (School Improvement Plan)	Theresa Campbell
Special Services	Robin Arnold
Speech	Anne Beach
Spirit Wear	PTA
Student Placement	Theresa Campbell or Lori Shuffelen-Lipp
Substitutes	Lori Shuffelen-Lipp
Summer School	Jalene Finley
Supplies and Office Equipment	Office Staff
Time Sheets	Theresa Campbell or Lori Shuffelen-Lipp
Translators	Adrian Galvan
Travel	Theresa Campbell or Lori Shuffelen-Lipp
Variances	Theresa Campbell or Lori Shuffelen-Lipp
Volunteers	Nam Chin
WaKIDS (All Day Kindergarten)	Theresa Campbell or Any Kindergarten Teacher
Watch D.O.G.S.	Carrie Surowiec
Website	Nam Chin
Yearbook	PTA
Yellow Safety Backpacks	Jalene Finley or Veronica Benitez

2023-2024 Student Calendar

School Year: September 6, 2023 - June 20, 2024



Key Dates

2023 2024

JULY				
MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY				
MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY				
MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

SEPTEMBER				
MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH				
MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER				
MON	TUE	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL				
MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

NOVEMBER				
MON	TUE	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY				
MON	TUE	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

DECEMBER				
MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE				
MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21*
24	25	26	27	28

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Holiday/Break

Sep 4, 2023	Labor Day
Nov 10, 2023	Veterans Day
Nov 22-24, 2023	Thanksgiving Break, including Native American Heritage Day
Dec 18-29, 2023	Winter Break
Jan 1, 2024	New Year's Day
Jan 15, 2024	Martin Luther King, Jr. Day
Feb 19-20, 2024	Mid-winter break, including President's Day
Apr 1-5, 2024	Spring Break
May 27, 2024	Memorial Day
Jun 19, 2024	Juneteenth

Early Release Day (2 1/2 hours)

Nov 3, 2023	ONLY for elementary/middle schools, full day for high schools
Nov 13-17, 2023	ONLY for elementary/middle schools, full day for high schools
Dec 15, 2023	All students
Mar 22, 2024	ONLY for elementary schools, full day middle/high schools
Mar 25-29, 2024	ONLY for elementary schools, full day middle/high schools
Jun 14, 2024	All students
Jun 20, 2024	Last day of school; early release for all students

Teacher Work Day

Aug 30-31, 2023	
Sep 5, 2023	No school
Oct 13, 2023	No school
Feb 2, 2024	No school

Major Milestone

Sep 6, 2023	First day of school for students
Sep 11, 2023	First day of school for kindergarten and developmental kindergarten
Feb 5, 2024	2nd semester begins
Jun 13, 2024	Sequoia HS graduation (6 p.m.)
Jun 15, 2024	Cascade HS graduation (11 a.m.)
Jun 15, 2024	HM Jackson HS graduation (3 p.m.)
Jun 15, 2024	Everett HS graduation (7 p.m.)
Jun 21, 2024+	*Potential inclement weather make-up days

(LIF) Learning Improvement Friday

Sep 8, 2023 thru	All students released 75 minutes early
Jun 7, 2024	(unless otherwise noted)

Board approved March 14, 2023

Community Partners

PTA

President: Ashley, sleptapresident1@gmail.com

Vice President: Noelle, slevicepresident@gmail.com

Treasurer: Kelly, sletreasurer@gmail.com

Secretary: TBD, slesecretary@gmail.com

Natural Leaders

Adrian Galvan: agalvan@everettsd.org

Diana Martin: dmartin@everettsd.org

Watch D.O.G.S. (Dads of Great Students)

Carrie Surowiec: csurowiec@everettsd.org

School Closures and Late Start

Emergency Closures and Late Start Information

How to find emergency school schedule information (usually available by 5:30am):

- www.FlashAlert.org You can subscribe to receive notices at the same time those notices are sent to media outlets, or you can bookmark this site to check for a listing of regional school emergency schedule information.
- Media news reports (Media gets information from www.FlashAlert.org)
- Everett Public Schools website
- Everett Public Schools information line at 425-385-4636
- Blackboard Connect* calls made to school families beginning at 5:45am
- Please be sure your contact information is up to date at your school.
- Everett Public Schools social media Facebook and Twitter pages
- Silver Lake Elementary school social media Twitter page
- Program impact chart outlines how various school programs and activities are impacted when school is cancelled or starts late.

“No announcement” means schools have normal schedules. Except in extreme situations when verified information is available more than 24 hours in advance, each emergency school schedule announcement is made on a day-by-day basis. Emergency school schedule announcements are sent to the media as early as possible in the morning. Blackboard Connect calls to families are sent beginning at 5:45am.

School Bus Snow Routes

School drop off and pick up spots may change during emergency situations. If your child rides a bus to school, please become familiar with snow route information on the website.

Emergency Early Dismissal

Emergency conditions during the school day could require schools to close early and release students before the end of the normal school day. This happens rarely and is used only as a “last resort”. In these rare circumstances, families are notified of an early dismissal by the same methods listed above for emergency school schedule notifications. If school is dismissed early, authorized persons (identified on the school emergency form) may pick up students. School staff will remain at school until all students have left.

Family Emergency Plans

Questions to consider as you make emergency plans and some emergency website resources:

- What is the best route to and from home if your child cannot be dropped off at the normal bus stop? (What is the “snow route” for our school bus?)
- Where should your child go if they need help?
- Who would care for your child if you were not able to come home in an emergency?
- Is there someone your child could call to calm fears?
- How will you communicate with family members if power or telephone service is interrupted?

- Where do you keep emergency supplies, including a battery-operated radio?

Emergency Contacts

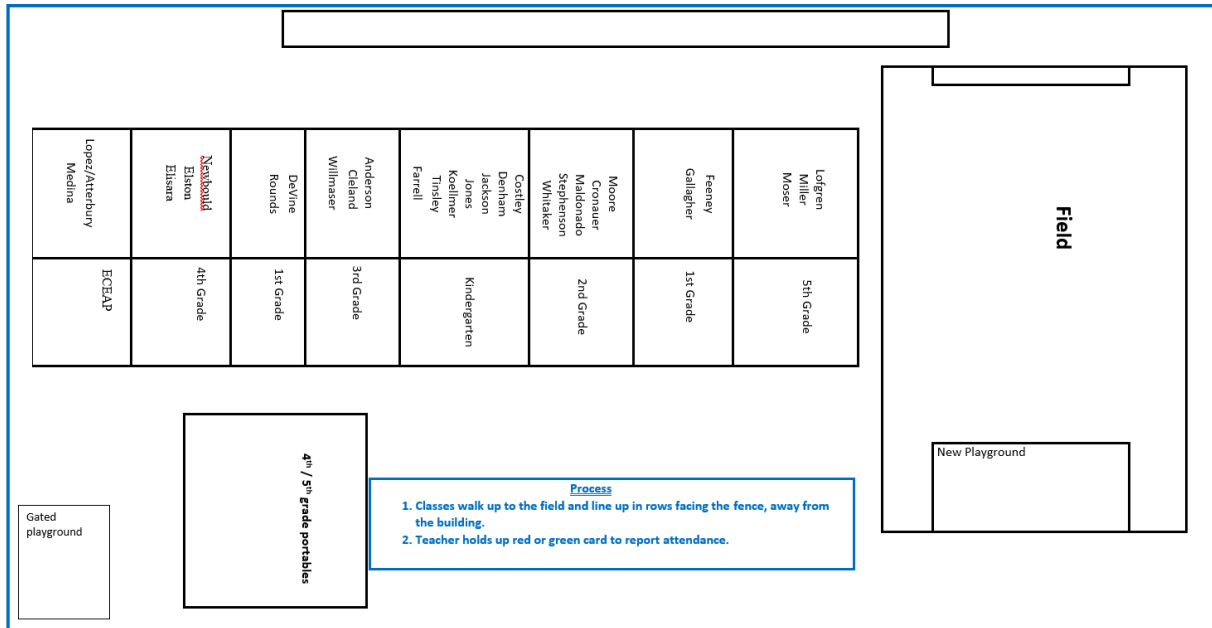
Each school year parents are asked to update student enrollment information. Your student enrollment information form includes contacts used in emergencies or if a child becomes ill at school. Please call your school if your phone number or emergency contact information changes at any time during the school year. This is the contact information used by the Everett Public Schools automated phone system in emergencies and to share important school information with families.

From <<http://www.everettsd.org/Page/4692>>

Emergency Line Up

Silver Lake Elementary

Field Line Up Plan



Helpful Staff Documents/Links

<https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-1673>

On the Job Injuries

Employee Accidents and Injuries - File a Claim

The Everett School Board recognizes that safety and health standards should be incorporated into all aspects of the operations of the District. Your safety is important to us. If you are injured at work, you are required to submit an Accident/Incident Report whether you seek medical care or not. You must report your accident/injury to your supervisor, the Human Resources Department and [Puget Sound Workers' Compensation Trust](#) immediately. [The Puget Sound Workers' Compensation Trust](#) is the third-party administrator managing the District's employee Accident/Incident Reports and work injury claims.

<https://www.everettsd.org/Page/14939>

Help Desk on the Web

<https://everettsd.service-now.com/home.do?>

Help Desk and Field Technicians - Overview of Support

The singular goal of the Everett Public Schools is to enhance the learning environment for students. Our goal and technology support is to provide the tools and system to support the

technology initiatives in the classroom. This entails desktop computer support, network oriented support, and customer support.

Support Staff

We currently have 3 full time Help Desk Staff and 3 full time Field Technicians. There are usually 1 or 2 Help Desk staff members on the phones at one time during the day. When not on the phones, they are busy working on open work orders and the never-ending work of system account maintenance. The main focus of a Field Technician is to service work orders that the Help Desk can't solve from the CRC. Unfortunately, due to lack of staffing, Field Technicians are often called upon to assist with technology deployments; central office tech support for meetings; and other district needs that are unforeseen but interrupt their ability to service work orders as quickly as we would like. We thank you for your patience and we continue in our attempts to expand our support staff.

Support Hours

The Information System team guarantees service during regular business hours.

Help Desk Hours: 7:00 am to 4:00 pm each weekday. If they don't answer immediately, stay on the line and you will be answered in the order your call was received. There are currently no scheduled service options outside of these times.

Customer Service

What is excellent customer service? What does it look like? What doesn't look like? Specific definitions of customer service are critical to building an excellent customer support structure. Please use the information on this website to understand how we are able to provide excellence in support. When a service request is sent, how do we set a priority and service timeline? Check the Tech Work Order Priorities link above to see we set priorities for support requests.

<https://www.everettsd.org/Page/9571>

How to Make Copies

Your district ID is your copy code, minus the first digit.

Example: My ID number is 01234 = my copy code is 1234

If your code does not work, please see the Office Manager.

How to Scan to Email from the Copier

NOT ALREADY IN MACHINE ADDRESS BOOK

Enter your account ID using keypad

Press "Login" on screen OR small "Enter" button on keypad Press "Send" button (circled in red on keypad)

Press "Address Book" button on top right portion of screen

Press Address Book drop-down (multiple arrows pointing down) at top of screen

Select "Ext Address Book" button

Press

"Family Name" button

Enter Family (a.k.a.

Last) Name

Press OK

Press OK

Press button next to name to "check mark" your desired destination(s)

Press OK

Press Start (Green "GO" button on keypad)

ALREADY IN MACHINE ADDRESS BOOK

Enter your account ID using keypad

Press “Login” on screen OR small “Enter” button on keypad
Press “Send” button (circled in red on keypad)
Press “Address Book” button on top right portion of screen
Scroll & Press button next to name to “check mark” your desired destination(s)
Press OK
Press OK
Press button next to name to “check mark” your desired destination(s)
Press OK
Press Start (Green “GO” button)

Technology Moves

What is the proper procedure for technology moves? First off, these directions only apply to technology with a district tag (click here to see tag sample). The tag means it is part of our inventory systems and needs to be tracked to room location. If the tag number is less than 99000, the technology is too old to be maintained and is destined for surplus.

With that said, there are really two types of moves, room to room within a school site or moving technology offsite (surplus or to another site). Here are the steps for both:

Technology moving room-to-room within same site:

Just create a HelpDesk web work order with

- 1) tag numbers of computers
- 2) original room and
- 3) new room.

The Technician will enter the new information in IFAS and then schedule a time to come in a connect in the new room.

Please remember that the site needs to move computers to new rooms next to power and data.

Our 3 field technicians simply don’t have time to move equipment throughout the district. The technicians are the only ones connecting to the network.

Technology being moved to surplus or another site:

The process is outlined on our department website <http://www.everettsd.org/Page/4717>

Detailed Process for Surplus and Site-to-Site Moves (for technology items with asset tags)

The Business Manual (SECTION 6.05 – MOVING OF CENTRAL INVENTORY/PROPERTY TRANSACTION FORM) outlines the process for moving items with Asset Tags. In order make the process as smooth as possible, we have outlined the process to surplus old equipment. The one addition we make to the Business Manual is the use of electronic PTFs.

Part 1: School Office Staff

1. Office manager collects information for computers surplus and creates MS word (digital) PTF
(No hand created / converted to PDF. They can’t be scanned). No equipment is moved until the technician verifies the condition.
2. Office manager creates an IT Work Order (Help Desk Web) for technician to check out computers with electronic PTF attached to IT Work Order (Help Desk Web).

Part 2: IT Technician

3. Technician adds IT WO # to the PTF prints a hard copy of PTF then verifies computer condition.
4. Technician gives initialed PTF back to Office manager verifying surplus condition of computers.

Part 3: School Office and Building Staff

5. Office manager works with the building administrator to decide who moves surplus computers to central location for pickup. Make sure a copy of PTF is placed on equipment identifying it for maintenance pickup
6. PTF Copies are sent to Purchasing

- Office manager sends the MS Word (digital) copy of PTF (not a PDF copy) as email attachment to Patti Loewen in Purchasing. The work order number from Help Desk web is used as principal signature.
- Office manager sends the signed hard copy of PTF via in-district mail to Patti Loewen in Purchasing.

Part 4: Purchasing and Maintenance

7. Purchasing will remove the asset item from the district asset list and number the PTF. They will send the numbered PTF to maintenance (via email).
8. Maintenance will create a School Dude Work Order and pick up the items on the numbered PTF.

Walkie Talkie Protocol

1. **Use radio only for necessary communication.** Anything that can be done off the airwaves should be done off the airwaves.
2. **Listen to hear if airwaves are clear before speaking.** This avoids cutting off others and having to repeat.
3. **Hold microphone button down momentarily before speaking.** It takes a split second to key the radio for transmission, so waiting will increase the chance that the other party clearly hears the request.
4. **Make contact with your intended partner prior to delivering the message.** For example, first transmit “Heather to Elizabeth”. Wait for Elizabeth to respond and then deliver your message. This avoids having to repeat your message.
5. **Keep transmissions as brief as possible.**
6. **Sign off after transmission is completely addressed.** You can use “over” or “thank you” or “roger” depending on your preference or circumstance. This allows knowledge that message was received and transmissions are complete.
7. **Keep off airwaves until emergencies are finished.** Radio users should monitor the airwaves, be aware of emergencies and stay offline until the situation is resolved.
8. **Keep transmissions professional.** Remember that anyone can hear you. Quite often, that “anyone” is a parent standing next to Elizabeth, or Sally (Assistant Superintendent) is sitting with Heather. Stick to just the facts, without transmitting inappropriate or personal data. If you are a radio carrier and you’re not participating in a situation, such as a medical emergency, it’s ok and appropriate if you need to turn the radio down, but not off, in front of parents or guests.

Transportation

School Bus Schedules and Snow Routes <https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-153>

Staff Workroom

PLEASE REMEMBER TO:

- Throw trash away
- Throw your cutting scraps away or put them in the scrap bin
- Take your originals
- Clear paper jams
- Keep things tidy for the next person



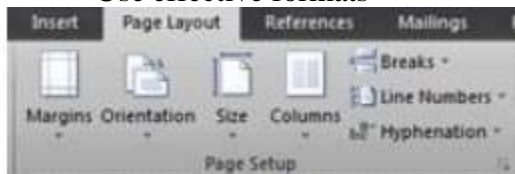
Thank you for leaving the workroom the way you found it.

Paper Conservation Tips

- Print double-sided documents



- Use effective formats



- When researching, don't print things from websites. Make a note of the site's address and information and move on.
- To conserve paper when you do print - use:
 - smaller fonts
 - reduced margin sizes
- Use print preview - make sure that everything will come out as you want it to. This can reduce reprints due to formatting that is off or inconsistent.
- Cancel mistakes - cancel any document sent to print in error. Some of the longer errors can be costly, and even the smaller 2- to 3-page errors can add up.
- Store information electronically - instead of printing everything to file in a cabinet, make folders on your desktop or PDA and save your information there. It will trim your clutter and conserve paper.
- Print only a final product
 - When a document needs more touch-ups or revisions, keep them on the computer.
 - This is helpful for students who have 20 plus pages to turn in at the end of a semester.

Safety and Emergency Procedures

Emergency Procedures

Evacuation Maps
Evacuation Procedure
Relocation Procedure
Earthquake Procedures
Full Lockdown Procedures (with lock-down folder procedures)
Modified Lockdown Procedures
Shelter in Place Procedures

Incident Command System

Incident Command Chart
Student/Parent Reunification Plan
Command Section: Incident Commander
Command Section: Safety Officer
Command Section: Public Information Officer
Command Section: Liaison Officer
Operations Section: Operations Section Chief
Operations Section: Site Facility Check/Security
Operations Section: Search and Rescue
Operations Section: Medical Team
Operations Section: Student Release
Logistics Section: Logistics Section Ch
Logistics Section: Supplies/Facilities
Logistics Section: Staffing
Logistics Section: Communications
Finance & Administration Section: Finance & Administration Section Chief

District Reunification Process

Process
Memorial Stadium Reunification Site/Appendix A,B,C,D
Alternative Location Reunification Layout/Appendix D
Appendix A-F

[illegible]

Evacuation Procedure (Administrative, Classroom/Office, and Custodial)

- Building administrator initiates evacuation procedures. Follow all radio procedures.
- Evacuation routes may be specified according to the type of emergency. The routes may need to change for safety reasons.
 - **Bombs:** 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.)
 - **Fire:** Bell will ring continuously. Follow primary routes unless blocked by smoke or fire. Know the alternate route.
 - **Chemical spill:** Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Immediately exit in an orderly manner at Level 0 via the evacuation route indicated on the evacuation map.
- Teachers take class rosters, keys, and yellow backpack.
- Leave classroom doors as they are when leaving (locked, unlocked, propped open, closed), except during a fire. Then close doors behind you.
- If you are trapped in a room, flip your red/green window sign to red to alert EMS personnel that you need assistance.
- Teachers should be the last ones out of the classroom and should sweep hallways and bathrooms as they exit the building, ensuring that no students are left behind, and proceed to assigned area on the field.
- All staff should sweep buildings as they leave, ensuring no students are left behind.
- All para-educators will report to the office manager for further directions.
- Line-up in the area assigned on the evacuation map. All students, staff and volunteers should face away from the school.
- When outside the building, teachers account for all students by taking attendance. Any student that is not physically in line should be marked absent. Administration will cross-reference to ensure that we can account for each student.
- Office manager will account for all employees. Reading specialist will be the backup if office manager is absent.
- Office assistant will work with runners to account for students. Runners will report directly to office assistant who will then inform building administrator of any missing persons. Runners are the math specialist, librarian and additional para-educators as needed.

- Classes that are with specialist teachers will exit with specialist who will bring the class to the homeroom teacher's assigned area.
- 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.
- Students who are in the health room will remain with the health room assistant.
- Upon hearing the all clear signal, teachers and students may return to the building at a Level 1.

RELOCATION

- Building administrator determines whether students and staff should evacuate to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class enroute to the relocation center and take attendance upon arriving at the center.
- Use student release forms provided by the district for students picked up from a relocation center.
- Allow students to text parents that they are safe.
- Building administrator will notify superintendent's office and district public information office of relocation center address.

RELOCATION CENTERS

List the primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center:

Silver Lake Field
12815 Bothell Everett Hwy

Secondary Relocation Centers:

Cedar Park Christian School
13000 21st Dr SE, Everett, WA 98208 (425) 337-6992 and/or Park on 21st Avenue



Earthquake Procedure (Administrative, Classroom/Office, and Custodial)

Before:

- Keep the classroom emergency backpack in a safe, accessible place, near an exit.
- Practice with class in different locations and scenarios.
- Go over cell phone expectations with students.
- Know where the gas shut off valve is located at your school.

During:

- Teacher says to the students, "Drop, cover and hold!"
- Everyone drops, covers and holds. Hold onto furniture legs if furniture moves. If outside, move away from buildings, wires and large trees.
- Teachers should demonstrate leadership by firmly giving directions and encouragement (i.e. hold on, stay under your desk) over the noise of the earthquake. Most earthquakes last about 30 seconds. A very large earthquake might last several minutes.
- Individual students in transition, going from one location to another, should try to find the nearest adult/classroom.
- **Remain calm. Remain where you are:**
 - **If inside:**
 - Stay inside, move away from windows, shelves or heavy objects and furniture that may fall. Take cover under a desk, table or strong corner in classroom. If possible, move away from glass windows.
 - In a hallway where no cover is available move to an interior wall and sit with back to the wall, place head close to knees, cover the sides of your head with elbows and clasp hands firmly behind your neck.
 - In the library or reading lab, immediately move away from bookshelves as books and shelves may fall.
 - Stay clear of hazardous chemicals that may spill like custodial items, kitchen items or classroom science materials.
 - **If outside:**
 - Move to an open space away from buildings, trees and overhead power lines. Lie down or crouch low to the ground, as the ground may remain unsteady. Be aware of your surroundings.
 - Playground supervisors will direct lines of students to the field by grade level during recess (Preschool-5).
- **Calmly prepare for aftershocks:**
 - Stay away from windows, large bookshelves, trees, wires or other structural hazards.

- All staff that is not currently with students should report to the incident commander/administrator in charge in the field area once it safe to evacuate, quickly sweeping the building as you exit.

Earthquake Procedure (Administrative, Classroom/Office, and Custodial)

After:

- Once shaking stops evacuate if you are able to, but use best judgment, taking yellow backpacks with emergency folder outside with you. Current health alerts (teacher responsibility) and a current class list (Office Assistant's responsibility to provide updated copies to teachers) should be in your backpack.
- If you are assigned a portable radio, take it with you, if possible, and follow radio protocol.
- HRA, or office staff assigned by HRA, will take all student medication out to field area.
- If students or staff are injured, the teacher shall hand his/her class off to another staff member for evacuation and the teacher shall stay behind to render assistance to injured party.
- Switch red/green room signs in windows to red, if needed, to assist search and rescue in locating the injured/missing.
- Use evacuation routes, if safe and clear, using your best judgment.
- ALL staff should sweep building as they exit.
- Evacuate to assigned location on field, see evacuation map. Use your best judgment making sure location is safe.
- Account for all students and hold up red/green sign for runners, Taryn Lofgren and Cerra Sand.
- Allow students to text parents that they are safe.
- Persons needing medical assistance will be taken to first aid area established by HRA or someone assigned by the incident commander/administrator in charge.
- Once you exit the building, do not reenter unless an all clear announcement is given.
- Incident commander/administrator in charge will designate custodian or another staff member to check utilities for disruption/damage (gas, water, sewer). Gas will be turned off **if** needed.
- Incident commander/administrator in charge in conjunction with emergency personnel will determine if it is safe for a rescue team to go into the building and search for any missing persons.
- Students will stay with teachers until it is determined they may be released to parents or given an all clear to return inside is given. This is determined by the incident commander/administrator in charge in conjunction with emergency personnel.
- Listen to KIRO 710 AM for information on surrounding area.
- Determine status of emergency supplies and equipment.

Full Lockdown Procedures (Administrative, Classroom/Office, and Custodial)

Administrative Procedures

Lockdown is initiated to isolate students and staff from immediate dangers, which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity.

PREPARATION	
<input type="checkbox"/>	Staff and students receive annual training in lockdown procedures.
<input type="checkbox"/>	Lockdown drills occur at least once annually.
<input type="checkbox"/>	Prepare school maps (for distribution to responders).
<input type="checkbox"/>	Inventory classroom emergency equipment, prepare window blackout materials.
<input type="checkbox"/>	Develop emergency communication protocols (especially use of email) and notification to outlying areas.
<input type="checkbox"/>	Determine a protocol for limiting student/staff cell phone use.
RESPONSE	
<input type="checkbox"/>	Main office receives information on potential immediate danger.
<input type="checkbox"/>	Administrator or designee makes decision to lock down school, activates emergency plan and assumes Incident Command role.
<input type="checkbox"/>	COMMUNICATE LOCKDOWN STATUS: (notify remote buildings and outlying areas).
<i>“OUR SCHOOL IS IN FULL LOCKDOWN.” (repeat)</i>	
<input type="checkbox"/>	Rapidly assess the need for police or other assistance. Call 911 and use RAVE911 if needed.
<input type="checkbox"/>	Office Assistant, Office Manager, Assistant Principal or Principal will call 911 immediately. They will also turn the key to release the holds on the interior hallway doors.
<input type="checkbox"/>	Office Manager or Office Assistant will lock the front doors.
<input type="checkbox"/>	ASSIGN RESPONSIBILITIES TO OTHERS (administrator remains in command center).
<input type="checkbox"/>	LOCK all outside doors (Custodian and office staff in A-Building, Classroom teachers in B-Building, C-Building and Portables).
<input type="checkbox"/>	RECALL all students and staff to interior spaces <u>IF SAFE TO DO SO</u> (or direct to alternate location).
<input type="checkbox"/>	SWEEP HALLS AND NON-CLASSROOM AREAS of students. LOCK INTERIOR DOORS.
<input type="checkbox"/>	NOTIFY area director.
<input type="checkbox"/>	MONITOR RADIO AND MAIN PHONE LINE (<u>do not</u> use radios in the event of a bomb threat).
<input type="checkbox"/>	WAIT FOR LAW ENFORCEMENT if they have been requested (hand off command to senior officer).
<input type="checkbox"/>	ASSESS SITUATION:
<input type="checkbox"/>	Security or law enforcement determines nature/seriousness of threat (distribute maps).
<input type="checkbox"/>	Review SLE.LockDown Folder.
<input type="checkbox"/>	RESPOND to the threat or stand by for police response.
<input type="checkbox"/>	GIVE “ALL CLEAR” SIGNAL when safety of the school has been assured.
RECOVERY	
<input type="checkbox"/>	RESUME NORMAL OPERATIONS as soon as possible.
<input type="checkbox"/>	Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.
<input type="checkbox"/>	COMMUNICATE STATUS:

- ☐ Notify district office when lockdown is terminated.
- ☐ Email staff an overview of the situation to minimize misinformation.
- ☐ Work with the district Public Information Officer to prepare a brief communication to parents explaining the situation.
- ☐ Consider a press release if event has drawn or may draw media attention.
- ☐ Debrief and evaluate with key staff, including first responders.
- ☐ **DOCUMENT and REPORT:**
 - ☐ Prepare a report that documents the events, response, and results of the lockdown directive. Revise response procedures as necessary.
 - ☐ Enter action in Rapid Responder.

Full Lockdown Procedures (Administrative, Classroom/Office, and Custodial)

Classroom Procedures

Lockdown is initiated to isolate students and staff from immediate dangers, which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity.

PREPARATION	
<input type="checkbox"/>	Review lockdown procedures at least annually with your students; post lockdown instructions.
<input type="checkbox"/>	Inventory classroom emergency equipment, advise administration of needed equipment or supplies.
<input type="checkbox"/>	Prepare window blackout materials (for windows without blinds).
<input type="checkbox"/>	Carry your keys at all times. Allen Wrench keys are on all exterior doors.
RESPONSE	
<input type="checkbox"/>	Contact the main office to report any perceived danger.
<input type="checkbox"/>	Each staff member needs to have their room key at all times, including guest teachers, to secure their doors.
<input type="checkbox"/>	Administrators or law enforcement will make the decision to lock down the school.
<input type="checkbox"/>	Custodians and office personnel will lock front exterior office doors.
<input type="checkbox"/>	Teachers will lock all exterior doors in Buildings B and C and in portables.
<input type="checkbox"/>	RESPOND TO LOCKDOWN ALERT:
	<i>“OUR SCHOOL IS IN FULL LOCKDOWN.”</i>
<input type="checkbox"/>	RETURN TO BUILDING from any outdoor areas <u>IF SAFE TO DO SO</u> (or take students to nearest alternate locations).
<input type="checkbox"/>	Staff members in the portables are to remain with their students in the portables unless the office directs them otherwise.
<input type="checkbox"/>	Any classes outside at PE or recess, or at arrival or dismissal, will report to the nearest classroom.
<input type="checkbox"/>	If unsafe to enter the building , any classes outside will be walked off campus to the park on 21 st Avenue or Cedar Park Christian School.
<input type="checkbox"/>	In the lunchroom, custodian lunch personnel or music teacher to lock exterior doors.
<input type="checkbox"/>	SWEEP any students in the hallway into your room.
<input type="checkbox"/>	LOCK all doors (lock exterior doors near your room).
<input type="checkbox"/>	CLOSE windows and blinds, COVER exposed windows.
<input type="checkbox"/>	Turn off lights.
<input type="checkbox"/>	Instruct students to stay calm, stay quiet, stay low, and stay out of sight.
<input type="checkbox"/>	Do not open your door or exterior doors for any reason until an “all clear” is received.
<input type="checkbox"/>	Do not use the telephone system to request information (follow protocols for email).
<input type="checkbox"/>	COMMUNICATE KNOWN THREATS to office by email or radio if possible and directly to 911 by telephone if possible (e.g., “intruder north hall”).
<input type="checkbox"/>	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.
<input type="checkbox"/>	ASSESS SITUATION:
<input type="checkbox"/>	Inventory any injuries or other problems (panic, medical emergencies, intruders).

- ☐ Take a complete written roll of all students in your classroom.
- ☐ Communicate status, problems or needs to the main office.
- ☐ **CARE FOR THE STUDENTS IN YOUR SUPERVISION**
 - ☐ **Provide first aid. Calm and re-assure upset students.**
- ☐ Use supplies in your emergency kit as needed or necessary.
- ☐ Remain silent if possible.
- ☐ **WAIT FOR INSTRUCTIONS:**
 - ☐ Monitor email for updates from administration.
- ☐ **WAIT FOR "ALL CLEAR" SIGNAL** or communications from command post or responders. Do not open exterior doors or look out windows until "All Clear" is communicated (responders will have keys).

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

LOCKDOWN EMAIL

- ☐ 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.

Full Lockdown Procedures (Administrative, Classroom/Office, and Custodial)

Custodial Procedures

Lockdown is initiated to isolate students and staff from immediate dangers, which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity.

PREPARATION	
<input type="checkbox"/>	Review lockdown procedures at least annually with all maintenance staff; post instructions in work areas.
<input type="checkbox"/>	Assess assignment of exterior door and master keys, assign keys to teachers/staff as necessary.
<input type="checkbox"/>	Have extra master keys available for law enforcement use.
<input type="checkbox"/>	Prepare window blackout materials (for windows without blinds), or install blinds on exterior windows.
<input type="checkbox"/>	Carry a radio or cell phone at all times.
<input type="checkbox"/>	Establish a system of interoperable communications with law enforcement.
<input type="checkbox"/>	Carry your keys at all times.
RESPONSE	
<input type="checkbox"/>	Contact the main office to report any perceived danger.
<input type="checkbox"/>	Administrators or law enforcement will make the decision to lock down the school.
<input type="checkbox"/>	Custodians will lock exterior doors in A Building, minus office area.
<input type="checkbox"/>	RESPOND TO LOCKDOWN ALERT:
	<i>"OUR SCHOOL IS IN FULL LOCKDOWN."</i>
<input type="checkbox"/>	RETURN TO BUILDING from any outside areas <u>IF SAFE TO DO SO</u> (or go to assigned alternate location).
<input type="checkbox"/>	DIRECT any students in hallways to return to nearest staffed room.
<input type="checkbox"/>	LOCK all doors, starting with <u>exterior</u> doors.
<input type="checkbox"/>	Day custodian will lock the exterior doors in A Building
<input type="checkbox"/>	CLOSE windows and blinds, COVER exposed windows.
<input type="checkbox"/>	Turn off lights.
<input type="checkbox"/>	Report to the command center or contact office for instructions.
<input type="checkbox"/>	Do not open doors for any reason until an "all clear" is received.
<input type="checkbox"/>	Do not use the telephone system to request information (follow protocols for email).
<input type="checkbox"/>	COMMUNICATE KNOWN THREATS to office by email or radio (e.g., "intruder north hall")
<input type="checkbox"/>	ASSESS SITUATION:
<input type="checkbox"/>	COMMUNICATE KNOWN THREATS to Incident Command.
<input type="checkbox"/>	Inventory any injuries or other problems (panic, medical emergencies, intruders)
<input type="checkbox"/>	Distribute keys to responding law enforcement officers.
<input type="checkbox"/>	CARE FOR THE STUDENTS IN YOUR SUPERVISION:
<input type="checkbox"/>	Calm and re-assure upset staff or students.
<input type="checkbox"/>	Use emergency supplies as needed or necessary.
<input type="checkbox"/>	WAIT FOR "ALL CLEAR" SIGNAL or communications from command post or responders. Do not open door or look out windows until "All Clear" is communicated.
RECOVERY	
<input type="checkbox"/>	Contact the front office with names/numbers of students/staff that may need aftercare or counseling.
<input type="checkbox"/>	RESUME NORMAL OPERATIONS as soon as possible.
<input type="checkbox"/>	Communicate only confirmed information to students (expect an email from administrators).
<input type="checkbox"/>	DOCUMENT and REPORT:
<input type="checkbox"/>	Provide feedback to administration to improve planning/response cycle.
<input type="checkbox"/>	Participate in debriefing sessions.
<input type="checkbox"/>	Inventory and re-stock emergency supplies as needed.
<input type="checkbox"/>	Secure master keys.

Modified Lockdown Procedures (Administrative, Classroom/Office, and Custodial)

Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school. Modified lockdown is typically used when events in the vicinity of the school may pose a threat.

PREPARATION	
<input type="checkbox"/>	Review lockdown procedures at least annually with your students; post lockdown instructions.
<input type="checkbox"/>	Inventory classroom emergency equipment, advise administration of needed equipment or supplies.
<input type="checkbox"/>	Prepare window blackout materials (for windows without blinds).
<input type="checkbox"/>	Carry your keys at all times.
RESPONSE	
<input type="checkbox"/>	Contact the main office to report any perceived danger.
<input type="checkbox"/>	Administrators or designee will make the decision to lock down the school.
<input type="checkbox"/>	Office personnel will lock front exterior office doors.
<input type="checkbox"/>	Teachers will lock the exterior door to Buildings B and C and portables.
<input type="checkbox"/>	RESPOND TO LOCKDOWN ALERT:
	<i>"OUR SCHOOL IS IN MODIFIED LOCKDOWN."</i>
<input type="checkbox"/>	RETURN TO BUILDING from any outside areas IF SAFE TO DO SO (or take students to assigned alternate locations as described in the Full Lockdown procedures).
<input type="checkbox"/>	DIRECT all students in hallways to return to their assigned room.
<input type="checkbox"/>	Staff members and students in the portables are to remain in the portables until further notice from the office.
<input type="checkbox"/>	Any classes outside at PE or recess will report to the nearest classroom, gymnasium or lunchroom. <input type="checkbox"/> LOCK all <u>exterior</u> doors (lock exterior doors near your room).
<input type="checkbox"/>	CLOSE windows and blinds, COVER exposed windows
<input type="checkbox"/>	Reassure students by keeping calm and continuing allowed activities. Follow instructions from main office regarding protocols/allowable activities.
<input type="checkbox"/>	SUPERVISE student movements between rooms, limit other hall traffic. Students and staff are not to move between the building and the portables or the kindergarten annex.
<input type="checkbox"/>	Classes may move to specialist classes, lunch, etc. WITHIN THE BUILDING once office advises all students are accounted for.
<input type="checkbox"/>	If we are in modified lockdown at the time when students would go out to recess, remain in your classroom.
<input type="checkbox"/>	Do not open exterior doors for any reason until an "all clear" is received.
<input type="checkbox"/>	Do not use the telephone system to request information (follow protocols to email SLE.Lockdown@everettsd.org as described in the Full Lockdown procedures).
<input type="checkbox"/>	COMMUNICATE KNOWN THREATS to office.
<input type="checkbox"/>	ASSESS SITUATION:
<input type="checkbox"/>	Inventory problems (panic, medical emergencies, intruders).
<input type="checkbox"/>	Take a complete written roll of all students in your classroom.
<input type="checkbox"/>	Communicate status, problems or needs to the main office.
<input type="checkbox"/>	CARE FOR THE STUDENTS IN YOUR SUPERVISION:
<input type="checkbox"/>	Calm and re-assure upset students.
<input type="checkbox"/>	Use supplies in your emergency kit as needed or necessary.
<input type="checkbox"/>	Continue with normal learning activities as much as possible to reduce anxiety.

Modified Lockdown Procedures (Administrative, Classroom/Office, and Custodial)

Administrative Procedures

Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school. Modified lockdown is typically used when events in the vicinity of the school may pose a threat.

PREPARATION
<input type="checkbox"/> Staff and students receive annual training in modified lockdown procedures. <input type="checkbox"/> Modified lockdown drills occur at least once annually. <input type="checkbox"/> Inventory classroom emergency equipment. <input type="checkbox"/> Develop emergency communication protocols (especially use of email) and notification to outlying areas. <input type="checkbox"/> Determine a protocol for limiting student/staff cell phone use.
RESPONSE
<input type="checkbox"/> Main office receives information on potential threat in vicinity of school. <input type="checkbox"/> Administrator or designee makes decision to lock down school, activates emergency plan and assumes Incident Command role. <input type="checkbox"/> COMMUNICATE LOCKDOWN STATUS: (notify remote buildings and outlying areas). <p style="text-align: center;"><i>"OUR SCHOOL IS IN <u>MODIFIED</u> LOCKDOWN."</i> (repeat)</p> <input type="checkbox"/> Rapidly assess the need for police or other assistance. <input type="checkbox"/> ASSIGN RESPONSIBILITIES TO OTHERS (administrator remains in command center). <ul style="list-style-type: none"> <input type="checkbox"/> LOCK all outside doors. Assign monitors. <input type="checkbox"/> NOTIFY area director. <input type="checkbox"/> CALL 911 and request assistance <u>if necessary</u>. <input type="checkbox"/> MONITOR RADIO AND MAIN PHONE LINE (<u>do not</u> use radios in the event of a bomb threat). <input type="checkbox"/> COMMUNICATE PROTOCOL TO SCHOOL: <ul style="list-style-type: none"> <input type="checkbox"/> NO MOVEMENT of students between buildings. <input type="checkbox"/> RECALL STUDENTS FROM OUTSIDE AREAS IF SAFE TO DO SO (or direct to alternate location). <input type="checkbox"/> NORMAL OR MODIFIED ACTIVITY may be permitted inside the school building. <input type="checkbox"/> RESTRICT ENTRY to known persons. <input type="checkbox"/> ADJUST PROTOCOL to the level of perceived threat. <input type="checkbox"/> COMMUNICATE APPROPRIATE INFORMATION TO STAFF THROUGH E-MAIL <input type="checkbox"/> RE-ASSESS SITUATION PERIODICALLY. <input type="checkbox"/> GIVE "ALL CLEAR" SIGNAL when safety of the school has been assured.
RECOVERY
<input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible. <input type="checkbox"/> Assess the need for aftercare, counseling or Critical Incident Stress Debriefing. <input type="checkbox"/> COMMUNICATE STATUS: <ul style="list-style-type: none"> <input type="checkbox"/> Notify district office when lockdown is terminated. <input type="checkbox"/> Email staff an overview of the situation to minimize misinformation. <input type="checkbox"/> Work with district Public Information Officer to prepare a brief communication to parents explaining the situation. <input type="checkbox"/> Consider a press release if event has drawn or may draw media attention. <input type="checkbox"/> Debrief and evaluate with key staff, including First Responders. <input type="checkbox"/> DOCUMENT and REPORT: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare a report that documents events, response, and results of the modified lockdown directive. Revise response procedures as necessary. <input type="checkbox"/> Enter action in Rapid Responder.

- ☐ **WAIT FOR INSTRUCTIONS:**
 - ☐ Monitor email for updates from administration.
- ☐ **WAIT FOR "ALL CLEAR" SIGNAL** or communications from command post or responders. Do not open exterior doors or look out windows until "All Clear" is communicated.

RECOVERY

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

Modified Lockdown Procedures (Administrative, Classroom/Office, and Custodial)

Custodial Procedures

Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school. Modified lockdown is typically used when events in the vicinity of the school may pose a threat.

PREPARATION

- ☐ Review modified lockdown procedures at least annually with all maintenance staff; post instructions in work areas.
- ☐ Assess assignment of exterior door and master keys, assign keys to teachers/staff as necessary.
- ☐ Have extra master keys available for law enforcement use.
- ☐ Carry a radio or cell phone at all times.
- ☐ Carry your keys at all times. Allen wrench keys are located on all exterior doors.

RESPONSE

- ☐ Contact the main office to report any perceived danger.
- ☐ Administrators or designee will make the decision to lock down the school.
- ☐ Custodians will lock exterior doors in A Building.
- ☐ **RESPOND TO LOCKDOWN ALERT:**

"OUR SCHOOL IS IN MODIFIED LOCKDOWN."

 - ☐ **RETURN TO BUILDING** from any outside areas **IF SAFE TO DO SO** (or go to assigned alternate location).
 - ☐ **DIRECT** all students in hallways to return to their assigned room.
 - ☐ **LOCK** all exterior doors.
 - ☐ **CLOSE** windows and blinds, **COVER** exposed windows.
 - ☐ Report to or contact command post for additional instructions.
 - ☐ Do not open exterior doors for any reason until an "all clear" is received.
 - ☐ Do not use the telephone system to request information (follow protocols for email).
- ☐ **ASSESS SITUATION:**

- ☐ **RESUME NORMAL OPERATIONS** as soon as possible.
- ☐ 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.

<input type="checkbox"/> COMMUNICATE KNOWN THREATS to Incident Command. <input type="checkbox"/> CARE FOR THE STAFF or STUDENTS IN YOUR SUPERVISION: <input type="checkbox"/> Calm and re-assure upset staff or students. <input type="checkbox"/> Use emergency supplies as needed or necessary. <input type="checkbox"/> WAIT FOR "ALL CLEAR" SIGNAL or communications from command post or responders. Do not open exterior doors or look out windows until "All Clear" is communicated.
RECOVERY
<input type="checkbox"/> Contact front office with names/numbers of students who may need aftercare or counseling. <input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible. <input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators). <input type="checkbox"/> DOCUMENT and REPORT: <input type="checkbox"/> Provide feedback to administration to improve planning/response cycle. <input type="checkbox"/> Participate in debriefing sessions. <input type="checkbox"/> Inventory and re-stock emergency supplies as needed.

Shelter-in-Place Procedures (Administrative, Classroom/Office, and Custodial)

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
<input type="checkbox"/> Staff and students receive annual training in "shelter-in-place" procedures. <input type="checkbox"/> "Shelter-in-Place" drills occur at least once annually. <input type="checkbox"/> Inventory classroom emergency equipment. <input type="checkbox"/> Assess classrooms and offices to determine which spaces are appropriate for sheltering use. <input type="checkbox"/> Identify alternate locations for students and staff in portables and gymnasiums. <input type="checkbox"/> Prepare written/pictorial instructions for shutting down heating and ventilation systems. <input type="checkbox"/> Train appropriate staff to shut down heating and ventilation systems. <input type="checkbox"/> Develop emergency communication protocols (especially use of email) and notification to outlying areas. <input type="checkbox"/> Determine a protocol for limiting student/staff cell phone use.
RESPONSE
<input type="checkbox"/> Main office receives directive to "shelter-in-place". May come from District office or emergency agency. <input type="checkbox"/> Administrator or designee closes the school, activates emergency plan, and assumes Incident Command role. <input type="checkbox"/> COMMUNICATE "SHELTER-IN-PLACE" STATUS: (notify remote buildings and outlying areas)
"SHELTER IN PLACE."

“STAFF AND STUDENTS PLEASE IMPLEMENT SHELTER IN PLACE PROCEDURES.”

- ☐ **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. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
 - ☐ **TURN OFF** heating and ventilation systems. Block doorway gaps with coats, etc.
 - ☐ **MONITOR RADIO AND MAIN PHONE LINE.**
- ☐ **REPORT** progress to district office.
- ☐ If visitors are in the building, provide for their safety by asking them to stay.
- ☐ Have at least one telephone line under the school's listed telephone number in one of the shelter rooms available for a designated person to answer the calls of concerned parents. If time permits, and if it is not possible for a person to monitor the telephone, activate the school voicemail or an automated attendant. Indicate that the school is closed and that students and staff are remaining in the building until authorities say it is safe to leave.
- ☐ **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.
 - ☐ Once building is clear, direct maintenance staff to re-start HVAC systems.

RECOVERY

Shelter-in-Place Procedures (Administrative, Classroom/Office, and Custodial)

Classroom 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 your students; post sheltering guidelines.
- ☐ Explain to students the reasons for "shelter-in-place"—answer questions and re-assure students
- ☐ Inventory classroom emergency equipment; advise administration of needed equipment or supplies.

RESPONSE

- ☐ **BECOME FAMILIAR WITH CAMPUS LOCATIONS.**
- ☐ **IDENTIFY SHELTER SPACES.**
- ☐ **RESPOND TO ALERT: "SHELTER IN PLACE."**
- ☐ **MOVE** to your assigned shelter location with your students. Staff and students must stay in current classrooms or locations except as listed below.
- ☐ **Staff and students from Portables**
- ☐ Staff in the portables must remain with their students in their designated classrooms in the main building (Rooms 178, 218, and gym) unless directed otherwise by the office.
- ☐ **SWEEP** any students in the hallway into your shelter room.
- ☐ Students outside at recess must move into the gym.
- ☐ **Have all shelter rooms closed. Lock all windows, exterior doors and any other openings to the outside.**
- ☐ If told there is danger of explosion, make sure window shades, blinds or curtains are closed.
 - ☐ **LOCK** all exterior doors (lock exterior doors near your room).
 - ☐ **CLOSE** windows.
 - ☐ **COVER** doorway gaps with coats, etc.
 - ☐ Instruct students to stay calm. Share developmentally appropriate information.
 - ☐ Do not use the telephone system to request information (follow protocols for email).
- ☐ **ASSESS SITUATION:**
 - ☐ Inventory any injuries or other problems (panic, medical emergencies).
 - ☐ Communicate problems to main office.
 - ☐ Take a complete written roll of all students in your classroom. (One teacher or staff member in each room should write down the names of everyone in the room and use the **e-mail lockdown folder** to report who is in the room).
- ☐ **CARE FOR THE STUDENTS IN YOUR SUPERVISION:**
 - ☐ **Provide first aid if needed. Calm and re-assure upset students.**
 - ☐ Use supplies in your emergency kit as needed or necessary.
 - ☐ Continue with normal learning activities as possible; occupy students with activities, music, reading, etc. to reduce anxiety.
- ☐ **WAIT FOR INSTRUCTIONS:**
 - ☐ Monitor email for updates from administration.
- ☐ **WAIT FOR "ALL CLEAR" SIGNAL** or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

RECOVERY	
<input type="checkbox"/>	Assess the need for aftercare or counseling by students in your care.
<input type="checkbox"/>	Contact front office with names/numbers of students who may need counseling or aftercare.
<input type="checkbox"/>	RESUME NORMAL OPERATIONS as soon as possible.
<input type="checkbox"/>	Communicate only confirmed information to students (expect an e-mail from administrators).
<input type="checkbox"/>	Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle.
<input type="checkbox"/>	Inventory and re-stock emergency supplies as needed.
Special Shelter-in-Place Notes	
<input type="checkbox"/>	Avoid overcrowding by pre-selecting several interior rooms with the fewest number of windows or vents. The appropriate location depends entirely on the emergency situation. If a chemical has been released, you should take shelter in a room above ground level, because some chemicals are heavier than air and may seep below ground. On the other hand, if there are radioactive particles in the air, you should choose a centrally located room or basement. Knowing what to do under specific circumstances is an important part of being prepared.
<input type="checkbox"/>	The room should have ten square feet of floor space per person in order to provide sufficient air to prevent carbon dioxide buildup for five hours. In this room, you should store scissors, plastic sheeting pre-cut to fit over any windows or vents and rolls of duct tape to secure the plastic. Access to a water supply is desirable.
<input type="checkbox"/>	The rooms should have adequate space for everyone to be able to sit, including an estimated number of visitors. Large storage closets, utility rooms, pantries, break rooms, copy and conference rooms without exterior windows would work well. Access to bathrooms is a plus. It is ideal to have hard-wired telephones in rooms you select; use cordless phones (but not cell phones-the system may be overloaded in an emergency), if necessary. The rooms should be equipped with a disaster supplies kit.

Shelter-in-Place Procedures (Administrative, Classroom/Office, and Custodial)

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	
<input type="checkbox"/>	Review "shelter-in-place" procedures at least annually with all maintenance staff; post instructions in work areas.
<input type="checkbox"/>	Explain to employees the reasons for "shelter-in-place."
<input type="checkbox"/>	Inventory emergency equipment. Practice shutting off and sealing HVAC systems and other exposures to the outside environment. Advise administration of needed equipment, supplies or maintenance.
<input type="checkbox"/>	Assist in the assessment to determine which spaces are appropriate for sheltering use.
RESPONSE	
<input type="checkbox"/>	RESPOND TO LOCKDOWN ALERT: "SHELTER IN PLACE."
<input type="checkbox"/>	CLOSE AND LOCK all outside doors and windows.
<input type="checkbox"/>	SHUT DOWN all HVAC systems and SEAL air intakes and exhausts.
<input type="checkbox"/>	TURN OFF any classroom heating or ventilation; cover air vents with plastic.
<input type="checkbox"/>	SEAL all exterior building openings which allow air intrusion.
<input type="checkbox"/>	ASSIST teachers and administrators with sealing remainder of building.
<input type="checkbox"/>	ASSESS SITUATION:
<input type="checkbox"/>	Inventory any major air intrusions and report to Incident Command.
<input type="checkbox"/>	Communicate other problems to Incident Command.
<input type="checkbox"/>	Document your actions, including times HVAC was shut down.
<input type="checkbox"/>	CARE FOR THE STAFF or STUDENTS IN YOUR SUPERVISION:
<input type="checkbox"/>	Provide first aid if needed. Calm and re-assure upset staff or students.
<input type="checkbox"/>	Use supplies in your emergency kit as needed or necessary.
<input type="checkbox"/>	RE-ASSESS SITUATION AND WAIT FOR INSTRUCTIONS:
<input type="checkbox"/>	Re-assess building sealing efforts and report problems to Incident Command.
<input type="checkbox"/>	Re-seal doors and windows with plastic and tape if instructed to do so.
<input type="checkbox"/>	Monitor radio or email for communications.
<input type="checkbox"/>	WAIT FOR "ALL CLEAR" SIGNAL or communications from command post or responders. Follow any instructions on exiting or ventilating the building.
RECOVERY	
<input type="checkbox"/>	Assess the need for aftercare or counseling by students in your care.
<input type="checkbox"/>	Contact front office with names/numbers of students who may need counseling or aftercare.
<input type="checkbox"/>	RESUME NORMAL OPERATIONS as soon as possible.
<input type="checkbox"/>	Communicate only confirmed information to students (expect an e-mail from administrators).
<input type="checkbox"/>	DOCUMENT and REPORT:
<input type="checkbox"/>	Provide feedback to administration to improve planning/response cycle.
<input type="checkbox"/>	Participate in debriefing sessions.
<input type="checkbox"/>	Inventory and re-stock emergency supplies as needed.