

Cascade H.S. Emergency Procedures 2016-2017

Table of Contents

This section is an overview of situations that could require an evacuation of students. The purpose is to familiarize staff with general procedures. Should the situation change to a prolonged incident or one that requires students to be released to a parent we will deploy our Incident Command Plan and appropriate Emergency Teams beginning on page 9.

<u>Earthquake, Fire & Evacuation Procedures</u>	<u>2</u>
<u>Fire/Evacuation Campus Locations</u>	<u>3</u>
<u>Lockdown Procedures</u>	<u>4</u>
<u>Shelter in Place (Hazardous Materials) Procedures</u>	<u>6</u>

Cascade HS Incident Command System

<u>Incident Command Chart</u>	<u>9</u>
<u>Overview of Emergency Personnel Assignments</u>	<u>10</u>
<u>Incident Flow for Natural Disaster</u>	<u>11</u>
<u>Incident Commander</u>	<u>12</u>
<u>Safety Officer</u>	<u>14</u>
<u>Public Information Officer</u>	<u>15</u>
<u>Liaison Officer</u>	<u>17</u>
<u>Operations Section Chief</u>	<u>18</u>
<u>Site Facility Check / Security / Sweep Team</u>	<u>19</u>
<u>Search and Rescue</u>	<u>20</u>
<u>Medical Team</u>	<u>21</u>
<u>Student Release & Form</u>	<u>24</u>
<u>Logistics and Documentation Sections</u>	<u>29</u>
<u>Planning / Admin Section – Time Keeping & Purchases</u>	<u>30</u>

Guidelines for Other Emergencies

<u>Blood and Body Fluid Exposure</u>	<u>31</u>
<u>Bomb Threat</u>	<u>32</u>
<u>Crisis Intervention</u>	<u>33</u>
<u>Fights</u>	<u>34</u>
<u>Gas Leak, Medical Emergencies & Suicidal Threats</u>	<u>34</u>
<u>Emergency Phone Numbers</u>	<u>36</u>
<u>Emergency Bag Contents & Staff Clipboard Procedures</u>	<u>38</u>
<u>Site Fire/Evacuation & Utility Shut Off Maps</u>	<u>Appendix</u>

Earthquake, Fire & Evacuation Procedures

Earthquake Procedures

Classroom Procedures

1. Stay calm; your students are depending on you! Instruct your students to:
2. Drop to their knees with their backs towards any windows.
3. Clasp their hands behind their neck and cover their heads.
4. Get under a desk or table if possible.
5. *If directed to evacuate, follow the evacuation plan as detailed on pages 2 & 3.*

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.

Fire & Evacuation Procedures

Teachers will lead students to their designated sport field or parking lot location using the evacuation route map as detailed on their red emergency clipboard along with their emergency backpack and roll sheets. (A detailed copy of each evacuation map by building begins on page 43 of this document.)

Always assemble with your current period class

In all circumstances students will assemble with their current class period at their designated evacuation location. If we have an alarm in the middle of a period, teachers will walk their class to their designated evacuation locations on the sports fields or the main parking lot. Teachers will then take attendance using the roll sheets on their red clipboards. If students are missing or injured they will raise their red clipboards to signal there is a problem. Once all buildings have been evacuated, the *Facility Check/Sweep Team* will address any red clipboards first, relay instructions to incident command regarding any injured student and then collect attendance sheets from each teacher and return them to the *Student Release Team*.

Lunch or Passing Time

In the event that an alarm sounds during passing time, lunch, or any time that students are not with a teacher, they are to leave through the nearest exit and proceed to their evacuation location with the teacher from the class they had just previously attended. If an alarm sounds during lunch, students will evacuate to their fourth period teacher location.

During an Alarm

- Teachers will bring their emergency backpacks, clipboards and roll sheets.
- Make sure no one is left in the classroom, turn lights off, and close the door (leave unlocked).
- Teachers are to lead their classes to their designated evacuation location quickly. The *Facility Check/Sweep Team* will come and collect the attendance records and assist with urgent needs.
- If you have an urgent need you will hold up the red clipboard.
- Students are to remain quiet during entire event.

Parent / Child Reunification Process (if necessary)

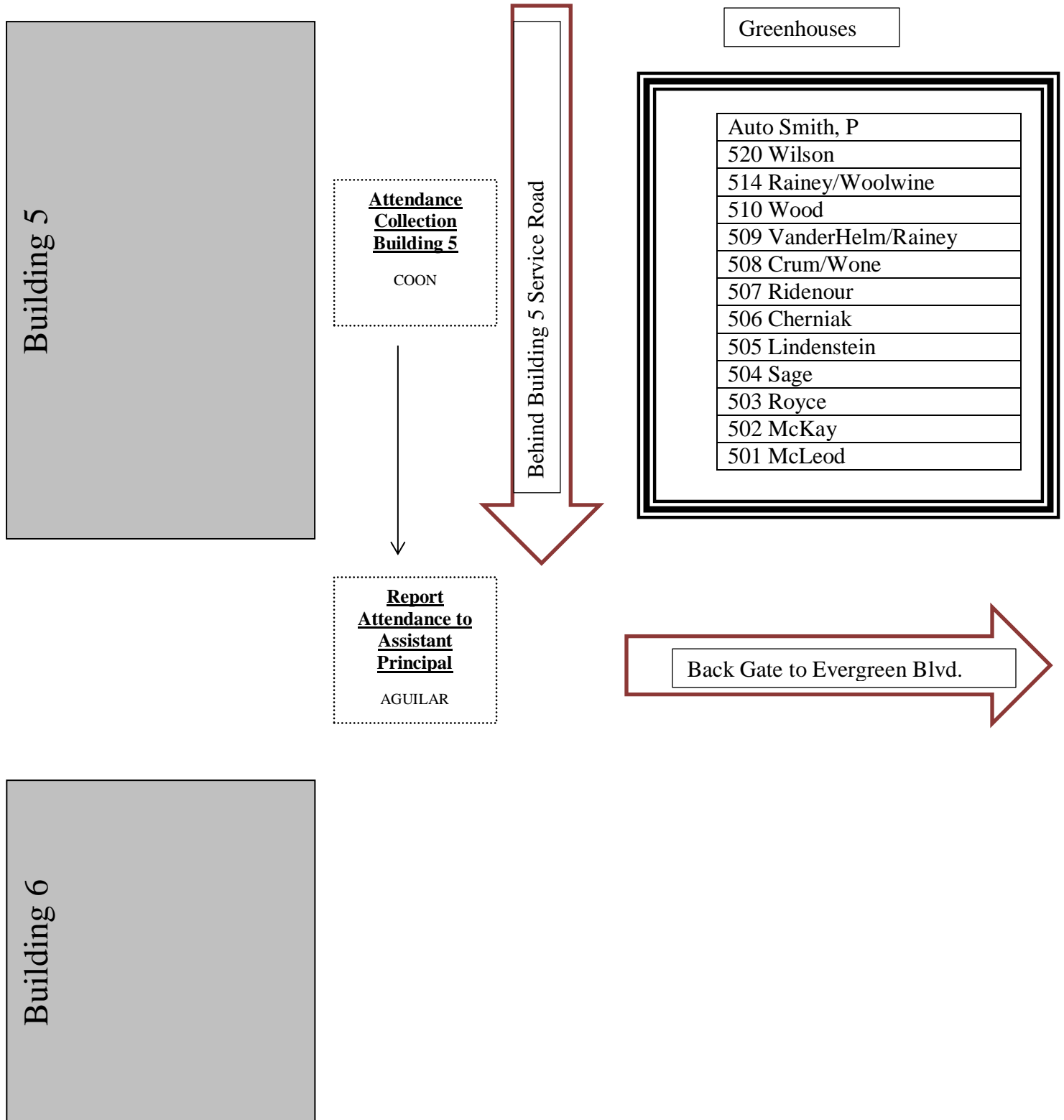
If it is not safe to reenter the building students will be walked to the Evergreen MS gym exiting out the North gate onto Bruin Blvd. Students should be kept in single file lines with their current period class. (Police will shut down streets to allow for a safe crossing) The Parent / Child Reunification Team will handle reconnecting families -- See page 24-28 for more details.

Special Considerations – Disabled Students

Students in this category could be in various locations throughout the building. Contact Deb Frickey (their evacuation is in the main parking lot) to determine if students are accounted for. If not they will have last known locations.

Cascade High School

Emergency Evacuation Plan 2016-17



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Cascade High School

Emergency Evacuation Plan 2016-17

Buildings 6 & 7 (PE)

CHS Gymnasium

Flagpole
WOODS
HEISER
OFFICE STAFF
GUESTS
STUDENTS IN
OFFICE

Tennis
Courts

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

**Attendance
Collection
Building 2**

DEVELDER

**Attendance
Collection
Building 6**

WADE

**Report
Attendance to
Assistant
Principals**

BENNETT

**Attendance
Collection
Building 6**

KLECKLEY

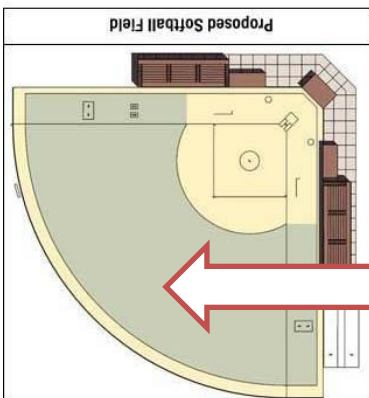
**Attendance
Collection
Building GYM**

KING

PE/Gym
classes line up
in Baseball
Outfield

GOAL
209 Erickson/Bowers
211 Mcmenamy
212 Walker
213 Neu
214 Cappello
215 Staley
217 Marshall
601 Hurtig
602 Hunter
603 Weber/Clark
604 Roberts, D
606 Loucks
607 Taylor
608 Worthington
609 Gomes
610 Asaif
611 Sieh
612 Rickard
613 Crews
614 Cane
615 Wilson, K
617 Webster
618 Wilson, M
619 Kefalas
620 Kelsey/Clark
621 McPherson
622 Nyberg
623 Unruh
627 Stockdale
629 Woods
630 Bowers/Clark
631 Nelson
632 Verver

G 10 20 30 40 50 40 30 20 10 G

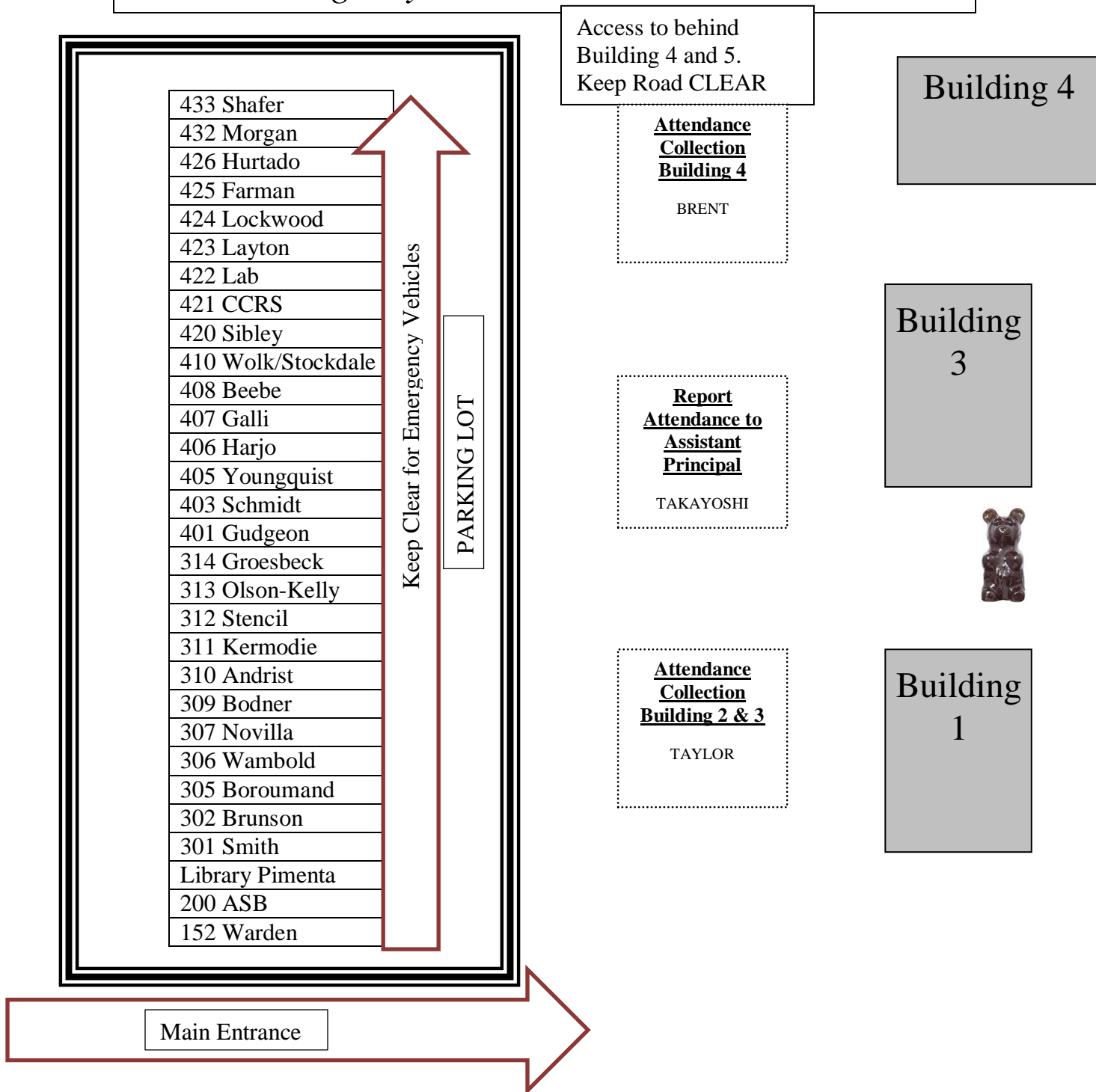


Bruin Blvd

Updated 6 Sept 2016

Cascade High School

Emergency Evacuation Plan 2016-17



Lockdown Procedures

Lockdown

1. If we have a threat on campus, our objective is to isolate the intruder by forcing him into the common areas where he can be dealt with. If a lockdown is announced act quickly and follow all procedures.
2. Modified Lockdown: If we have a threat off campus we will go to a *modified lockdown*. In a modified lockdown instruction may continue in the classroom. In this case an administrator would use the PA system and simply give you instructions such as, “due to a threat off campus we are going to a modified lockdown.”
 - a. Window blinds will be closed but teaching will continue.
 - b. No one will leave the building or go outside for any reason.”
 - c. The administrator will determine if classes will rotate with the bell or if other modifications are needed. Staff members should be assigned to cover all exits preventing anyone from leaving the building.

Lockdown Announcement

- Any staff member who observes someone **DISPLAYING A FIREARM** or holding a **KNIFE** in a threatening manner should immediately call 9-1-1. Whether district phone, personal cell phone, or RAVE Panic App, contact 9-1-1 first. If a lockdown announcement has not been made by the office while on the phone with 9-1-1, the staff member is authorized to make the following announcement. **“Your attention please! Staff, please begin lockdown procedures.” Dial *0207 then 5000 to access the intercom.** (Make the announcement twice to make sure everyone has heard it) After making the announcement, call the school office at ext. 6001 and give additional details (if the line is busy try calling 6018, 6010 or 6004). The office staff will inform the SRO and administrators.

Classrooms Instructions

1. Get your students attention and give these calm, clear instructions. At this point designated staff in each building will use their crash bar key to lock the nearby exit doors.
2. Have students get down on the floor and move away from doors and windows.
3. Go to your classroom door, tell students in the hall to get into the nearest classroom and lock your door.
4. Turn off all lights and cover all windows, including the window in your door
5. Once the lockdown is in place, do not open the door for anyone
6. If a fire alarm goes off, do not open the door or leave the room. Only leave the room if smoke or fire imposes eminent, life threatening danger.
7. Do not use your classroom phone to call out. Do not call the office or 911 to ask why there is a lockdown.
8. Open your Outlook e-mail. Select “New” message and in the “TO” line type CHS.LockDown@everettsd.org Then using the subject line only you will report your status in a brief format: Example: “Room 103, 28 students, ok” and send the message. If you have vital information, then state “Please Read” in the subject line.
9. Students will want to use their cell phones to contact their parents. Instruct the class all at once to text this message: “We are in a lockdown; I am safe and in a secure room. I will send you another text when the principal e-mails an update on the school’s status.”
10. A Lockdown will only end when you receive an “all clear” e-mail in Outlook from the Communication Center. This will be followed up by an “all clear” signal on the loudspeaker from Principal Woods or Wendy Heiser.

Communication Center

- The Communication Center will be in the Treasurer’s office, ext. 6020. It will be operated by **Cathy Woods & Wendy Heiser**. If the Treasurer’s office is not available the Communication Center will be moved to the Principal’s office and conference room in the main office, Bldg. 1. Refer to page 5 for a specific list of staff duties during a Lockdown.
- Wendy Heiser will be tracking all e-mails in the Lockdown Folder and make calls to classrooms having substitute teachers.

- As needed the Communication Center will send messages for staff with updated information. A message from the Communication Center will say in the subject line **“For All Staff.”**

Gym Class

- All students inside Building 7 will be secured in the locker room. Classes outside for PE **do not come back into the building.** Take the most direct route to Evergreen M.S. gym. Police will be notified to block the streets for a safe crossing. Once in the gym, group them with their teacher. This will assist in the reunification/release process. (See pg. 24-28 for the Reunification Plan).

Passing Time

- **Teachers** will go into the halls and begin flagging any and all students into their rooms. Then follow all Lockdown instructions for classrooms.

Cafeteria During Lunch

1. **Staff** in the lounge (during lunch) will proceed to the cafeteria to assist with students.
2. **All Lunch Staff** in the cafeteria will direct students to the band/choir rooms and the Library.
3. **Chris Crockett** will notify outside P.E. classes that there is a Lockdown and have them evacuated to the Evergreen MS Gym.
4. **Lunch staff outside** will direct students that are outside during lunch to the nearest safe building.

Parent / Child Reunification

1. When it is safe or necessary to evacuate all or a portion of the building students will be taken by bus to Everett Memorial Stadium. See pages 24 - 28 for more instructions concerning the reunification process.

Specific Duty Assignments

- **Cathy Woods** – will bring her school radio and team-up with the school resource officer in the Communication Center.
- **Chris Crockett/Security** – will advise gym teachers of the lockdown and assist them.
- **Wendy Heiser** – will bring her radio and a list of subs in the building to the Communication Center.
- **Debbie Mehaffey** - will lock the Counseling Center exterior door shut.
- **Rhonda Covert** – will lock the main office front doors and post the lockdown sign on the doors for visitors. Rhonda will then go to the Career Center.
- **All other staff will seek cover and lock into the nearest safe room.**

Office Staff Responsibilities

Office staff members not already assigned another duty are tasked with the following:

1. All students and visitors in building 1 will be escorted to the Career Center.
2. Trish Roberts or Rhonda Covert will take charge of that room and follow classroom lockdown procedures.
3. Upon completion of assignment, staff members in Bldg. 1 will gather in the Career Center.

Shelter in Place Procedures

Administrative Procedures

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

PREPARATION
<ul style="list-style-type: none"> <input type="checkbox"/> Staff and students receive annual training in “shelter-in-place” procedures. <input type="checkbox"/> “Shelter-in-Place” drills occur at least once annually. <input type="checkbox"/> Inventory classroom emergency equipment. <input type="checkbox"/> Assess classrooms and offices to determine which spaces are appropriate for sheltering use. <input type="checkbox"/> Identify alternate locations for students and staff in portables and gymnasiums. <input type="checkbox"/> Prepare written/pictorial instructions for shutting down heating and ventilation systems. <input type="checkbox"/> Train appropriate staff to shut down heating and ventilation systems. <input type="checkbox"/> Develop emergency communication protocols (especially use of email) and notification to outlying areas. <input type="checkbox"/> Determine a protocol for limiting student/staff cell phone use.
RESPONSE
<ul style="list-style-type: none"> <input type="checkbox"/> Main office receives directive to “shelter-in-place”. May come from District office or emergency agency. <input type="checkbox"/> Administrator or designee closes the school, activates emergency plan, and assumes Incident Command role. <input type="checkbox"/> COMMUNICATE “SHELTER-IN-PLACE” STATUS: (notify remote buildings and outlying areas) <p style="text-align: center; margin: 10px 0;"> <i>“SHELTER IN PLACE. THIS IS NOT A DRILL”</i> <i>“STAFF AND STUDENTS PLEASE MOVE TO YOUR SHELTER AREAS.”</i> </p> <ul style="list-style-type: none"> <input type="checkbox"/> ASSIGN RESPONSIBILITIES TO OTHERS: (administrator remains in command center.) <ul style="list-style-type: none"> <input type="checkbox"/> LOCK all outside doors. Assign monitors. <input type="checkbox"/> NOTIFY area director. <input type="checkbox"/> SWEEP halls and non-classroom areas of students; move to nearest shelter room. <input type="checkbox"/> TURN OFF heating and ventilation systems, seal make-up air systems. <input type="checkbox"/> MONITOR RADIO AND MAIN PHONE LINE. <input type="checkbox"/> REPORT progress to district office. <input type="checkbox"/> ASSESS NEEDS AND PROVIDE CARE: <ul style="list-style-type: none"> <input type="checkbox"/> Contact each room to determine needs for first aid or other care. <input type="checkbox"/> WAIT FOR INSTRUCTIONS OR INFORMATION: <ul style="list-style-type: none"> <input type="checkbox"/> If instructed by officials, seal rooms as directed. <input type="checkbox"/> Update staff and students as information is received. <input type="checkbox"/> Work with the district Public Information Officer on a Connect-ED call to parents. <input type="checkbox"/> GIVE “ALL CLEAR” SIGNAL when safety of the environment has been assured. <ul style="list-style-type: none"> <input type="checkbox"/> Direct staff and students to exit the building. <input type="checkbox"/> Once building is clear, direct maintenance staff to re-start HVAC systems.
RECOVERY
<ul style="list-style-type: none"> <input type="checkbox"/> RESUME NORMAL OPERATIONS as soon as possible. <input type="checkbox"/> Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing. <input type="checkbox"/> COMMUNICATE STATUS: <ul style="list-style-type: none"> <input type="checkbox"/> Notify district office of any problems. <input type="checkbox"/> Email staff an overview of the situation to minimize misinformation. <input type="checkbox"/> Work with the district Public Information Officer to prepare a brief written communication to parents explaining the situation. <input type="checkbox"/> Debrief and evaluate with key staff, including First Responders. <input type="checkbox"/> DOCUMENT and REPORT: <ul style="list-style-type: none"> <input type="checkbox"/> Prepare a report that documents events, response, and results of the “shelter-in-place” directive. Revise response procedures as necessary. <input type="checkbox"/> Enter action in Rapid Responder.

Classroom/Office Procedures

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

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☐ RESPOND TO P.A. LOCKDOWN ALERT:

“OUR SCHOOL WILL HAVE TO SHELTER IN PLACE. INITIATE SHELTER IN PLACE PROCEDURES. THIS IS NOT A DRILL.”

- ☐ Return to the building from any outside areas.
- ☐ Get your students attention and give calm, clear instructions.
- ☐ Have students get down on the floor and move away from doors and windows.
- ☐ Tell students in the hall to get into the nearest classroom.
- ☐ Close all windows and doors.
- ☐ Turn off any classroom heating or ventilation; cover air vents with plastic & duct tape
- ☐ If a fire alarm goes off, do not open the door or leave the room. Only leave the room if smoke or fire imposes eminent, life threatening danger.
- ☐ Do not use your classroom phone to call out.
- ☐ Take a complete written roll of all students in your classroom.
- ☐ Open your Outlook e-mail. Select “New” message and in the “TO” line type CHS.LockDown@everettsd.org Then using the subject line only you will report your status in a brief format: Example: “Room 103, 28 students, ok” and send the message. If you have vital information or problems to share, then state “Please Read” in the subject line.
- ☐ If students want to use their cell phones to contact their parents, instruct them to text this message: “We are in a shelter in place event; I am safe and in a secure room. I will send you another text when the principal e-mails an update on the school’s status.”
- ☐ Monitor email for updates from administration.

WAIT FOR “ALL CLEAR” SIGNAL: A shelter in place will only end when you receive an “all clear” e-mail in Outlook from the Communication Center. This will be followed up by an “all clear” signal on the loudspeaker from Principal Woods or Wendy Heiser.

RECOVERY

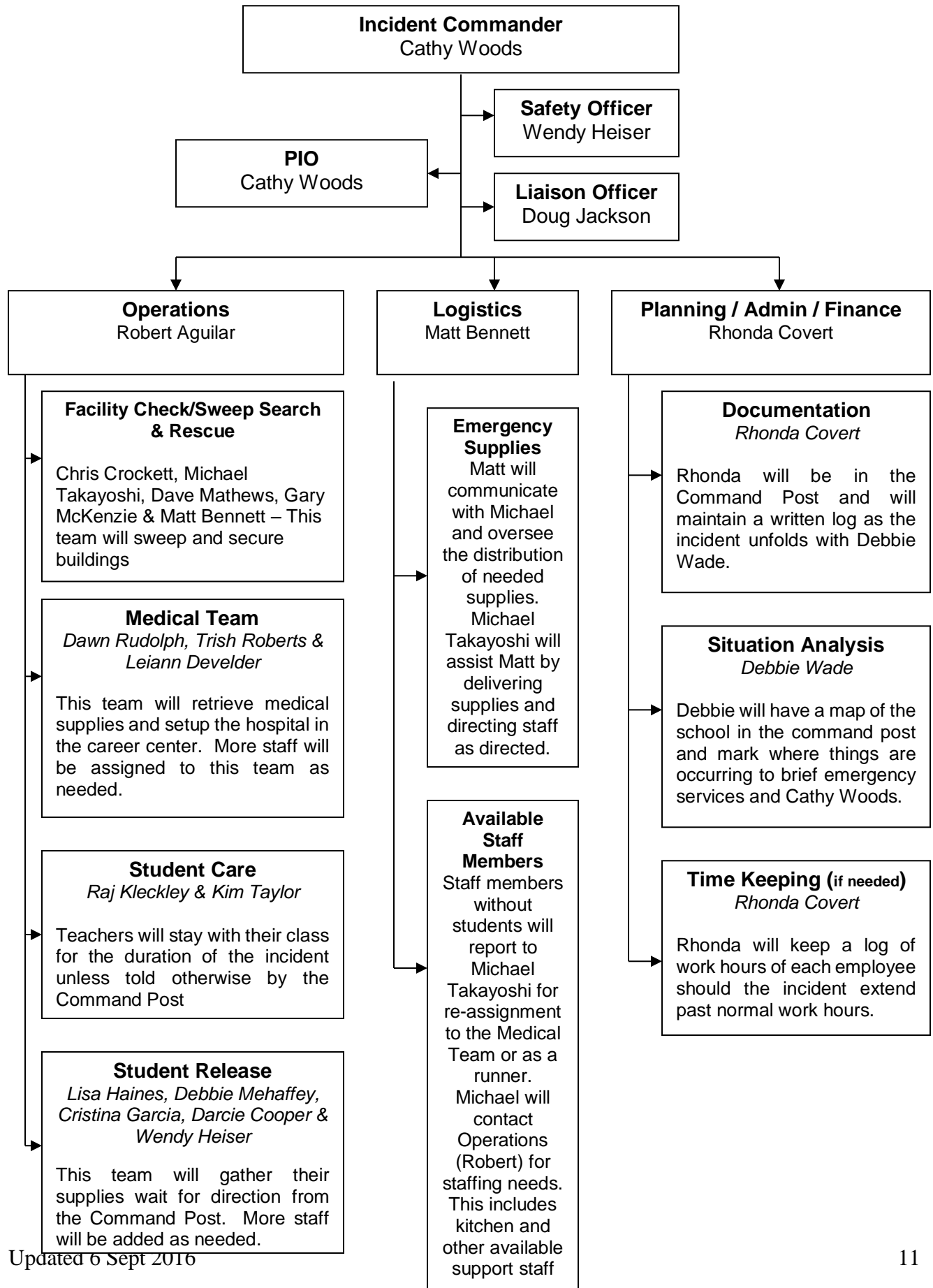
- ☐ Resume normal operations as soon as possible.
- ☐ Assess the need for aftercare or counseling by students in your care.
- ☐ Communicate only confirmed information to students (expect an e-mail from administrators.)
- ☐ Inventory and re-stock emergency supplies as needed.

Maintenance/Custodial Procedures

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

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

Incident Command for Cascade High School



Overview of Emergency Team Personnel

School Command Post – Established in front of main office.

Incident Commanders – **Cathy Woods**

Site Facility Check / Security / Sweep Team

Team Members – **Chris Crockett, Dave Mathews, Gary McKenzie, Robert Aguilar, Matt Bennett & Michael Takayoshi**

- If possible the **Sweep Team** will ensure that all buildings are fully evacuated.
- **Crockett** will check building 7.
- **Mathews** will check building 6.
- **McKenzie** will check building 5.
- **Aguilar** will check building 4.
- **Bennett** will check building 3.
- **Takayoshi** will check building 2.

Search & Rescue Team

Chris Crockett, Dave Mathews, Gary McKenzie, Michael Takayoshi, Matt Bennett

- Rescue gear will be stored in the basement of building 5.
- The Rescue gear will consist of: stretchers, sledge hammers, pry bars, gloves, & flashlights.

Medical Team

School nurse – **Dawn Rudolf, Trish Roberts, & Leiann Develder -- additional staff will be assigned as needed by Matt Bennett.**

- The medical team will establish a “hospital” in the health room and career center. If more space is needed they may also use the cafeteria.
- Medical supplies will be brought up from the health room supplies.
- In addition to the established **Medical Teams** the following personnel are First Aid certified: Woods, Bennett, Takayoshi, Aguilar, Covert, Crockett, Garcia, Wade, Heiser.

Student Release

Team Leader – **Cristina Garcia**

Team Members – **Lisa Haines, Debbie Mehaffey, Darcie Cooper & Wendy Heiser – additional staff will be assigned as needed by Robert Aguilar.**

- This team will need to have a binder with locator cards for contacting parents. (The locator cards could be used as a means of tracking the status of each student by writing directly on them but a release form will need to be developed for use in this area.
- Daily attendance records to determine who is absent or signed out early.

Staff Care Team

Team Member – **Laura King**

- Responsibilities consist of personally checking the welfare of every staff member.
- She will have a list of staff members, a notepad and a pen.
- She will report any issues to the Command Post then join the student release team

Incident Flow for Natural Disaster

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

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

Our off-site evacuation and reunification site is Everett Memorial Stadium. The **Student Release Team** would work with the CRC Emergency Team and prepare to reunify students and parents. (See page 24) for more information on the **Student Release Team**.

9. **Staff Care Team** – *Laura King* will contact every staff member to check their welfare.
10. On the hour and the half hour each **Team Leader** will report in person or by radio to the **Incident Command Post** to update their situation. This information will be recorded by the **Planning / Intelligence Chief**.
11. **Available Staff Members** -- Staff members not assigned to students and can be used to supplement the Medical Team, Student Release Team or to be a runner. The *kitchen staff* may also be available. Available staff should report to the command post for assignment by Michael Takayoshi.

Incident Commander – School Command Post

Responsibilities	<p>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</p> <p>Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.</p>
Start-up Actions:	<ul style="list-style-type: none"> ▪ Obtain your personal safety equipment if available (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 <p>▪ Gather all spare radios and distribute as follows:</p> <ul style="list-style-type: none"> ▪ <i>Rhonda Covert</i> – Will use her radio to record and give updates to incident command and for the student release team. ▪ <i>Wendy Heiser</i>– Will use her radio as the Safety Officer ▪ <i>Michael Takayoshi</i> – Will use radio for logistics of supplies ▪ <i>Dawn Rudolph & Debbie Mehaffey</i> – Will use Debbie’s radio for the Medical Team ▪ <i>Woods, Aguilar, Bennett, Crockett, Mathews & McKenzie all have radios on hand</i>

Incident Commander (Continued)

Ongoing Operational Duties:	<ul style="list-style-type: none"> ▪ Continue to monitor and assess the total school situation: <ul style="list-style-type: none"> ▫ View the site map periodically for search and rescue progress and damage assessment information. ▫ Check with chiefs for periodic updates. ▫ Reassign personnel as needed. ▪ Develop and communicate revised incident action plans as needed. ▪ Begin student release when appropriate. <p>+ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the principal/superintendent, except at the request of parent/guardian.</p> <ul style="list-style-type: none"> ▪ 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.
Closing Down:	<ul style="list-style-type: none"> ▪ 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. ▪ 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.
Command Post Equipment/ Supplies:	<ul style="list-style-type: none"> ▪ Campus map ▪ LED Flashlight ▪ Master keys ▪ Staff and student rosters ▪ Tables and chairs ▪ Job description clipboards ▪ Clip boards, spiral note books, pens, pencils, markers ▪ Campus two-way radios ▪ AM/FM/ NOAA Weather Alert Radio (batteries) ▪ 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:	<ul style="list-style-type: none"> ▪ 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. ▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. <p>Document:</p> <ul style="list-style-type: none"> ▫ Messages received. ▫ Action taken. ▫ Decision justification and documentation. ▫ Requests filled.
Operational Duties:	<ul style="list-style-type: none"> ▪ Monitor drills, exercises, and emergency response activities for safety. ▪ Identify and mitigate safety hazards and situations. ▪ Stop or modify all unsafe operations. ▪ Ensure that responders use appropriate safety equipment. ▪ Think ahead and anticipate situations and problems before they occur. ▪ Anticipate situation changes, such as cascading events, in all planning. ▪ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
Closing Down:	<ul style="list-style-type: none"> ▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit. ▪ Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest or position identifier, if available ▪ Hard hat, if available ▪ LED Flashlight ▪ Clipboard, paper, pens ▪ Two-way radio, if available

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). Information released must be consistent, accurate, and timely.</p>
Start-Up Actions:	<ul style="list-style-type: none"> ▪ 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. ▪ Identify yourself as the PIO (by vest, visor, sign, etc.) ▪ 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. ▪ Advise arriving media that the site is preparing a press release and the approximate time of its issue. ▪ 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.
Operational Duties:	<ul style="list-style-type: none"> ▪ Keep up to date on the situation. ▪ Statements must be approved by the Incident Commander and should reflect: <ul style="list-style-type: none"> ▫ Reassurance (EGBOK— “Everything’s going to be OK.”) ▫ Incident or disaster cause and time of origin. ▫ Size and scope of the incident. ▫ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names. ▫ Resources in use. ▫ Best routes to the school, if known and if appropriate. ▫ Any information the school wishes to be released to the public.

Public Information Officer (PIO) (Continued)

Closing Down:	<ul style="list-style-type: none"> ▪ Read statements if possible. ▪ 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.” ▪ Remind school staff and volunteers to refer <i>all</i> questions from the media or waiting parents to the PIO. ▪ Update information periodically with the Incident Commander. ▪ Ensure that announcements and other information are translated into other languages as needed. ▪ Monitor news broadcasts about the incident. Correct any misinformation heard. <ul style="list-style-type: none"> ▪ At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Public information kit consists of: <ul style="list-style-type: none"> ▫ ID vest ▫ Battery-operated AM/FM radio ▫ LED Flashlight ▫ NOAA Weather Radio ▫ Paper/pencils/marketing pens ▫ Scotch tape/masking tape ▫ Scissors ▫ School site map(s) and area maps • 8-1/2 x 11 handouts • Laminated poster board size for display ▪ Forms: <ul style="list-style-type: none"> ▫ Disaster Public Information Release Work Sheet ▫ Sample Public Information Release ▫ School Profile or School Accountability Report Card (SARC)

Liaison Officer

Responsibilities	The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Determine your personal operating location and set it up as necessary. ▪ Obtain the necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available. ▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
Operational Duties:	<ul style="list-style-type: none"> ▪ Brief agency representatives on the current situation, priorities, and incident action plan. ▪ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. ▪ Provide periodic update briefings to agency representatives as necessary.
Closing Down:	<ul style="list-style-type: none"> ▪ 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. ▪ Return equipment and reusable supplies to Logistics. ▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest or position identifier, if available ▪ Two-way radio, if available ▪ LED Flashlight ▪ Clipboard, paper, pens

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 ▪ Student Care and Student Release
Start-Up Actions:	<ul style="list-style-type: none"> ▪ 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.
Operational Duties:	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ As information is received from operations staff, pass it on to Planning Chief to be recorded for “situation analysis” and / or the Incident Commander. ▪ Ensure that operations staff is following standard procedures, using appropriate safety gear, and documenting their activities. ▪ Schedule breaks and reassign staff within the section as needed.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Incident Commander’s direction, release Operations 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 logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest or position identifier, if available ▪ Search & Rescue equipment ▪ Two-way radio / NOAA Weather Radio ▪ LED Flashlight ▪ Job description clipboard, paper, pens ▪ Maps: Search and rescue maps & large campus map

Site Facility Check / Security / Sweep Team

Personnel:	Staff as assigned.
Responsibilities:	Take no action that will endanger yourself.
Start Up Actions:	<ul style="list-style-type: none"> ▪ Wear hard hat and orange identification vest, if available. ▪ Take appropriate tools, job description clipboard, and radio. ▪ Put batteries in flashlight if necessary.
Operational duties:	<p>As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.</p> <p>+ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> <ul style="list-style-type: none"> ▪ Lock gates and major external doors. ▪ Locate, control and extinguish small fires as necessary. ▪ Check gas meter and, <i>if gas is leaking</i>, 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.
Closing Down:	<ul style="list-style-type: none"> ▪ 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.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ 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)

Search and Rescue Team

Safety Rules:	<p>Assign a minimum of 3 persons to each team.</p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.</p>
Start-up Actions:	<ul style="list-style-type: none"> ▪ 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.
Operational Duties:	<ul style="list-style-type: none"> ▪ Perform a visual and radio check of the outfitted team. ▪ Record names and assignments before deploying teams. ▪ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. ▪ If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team.
Operational Duties:	<ul style="list-style-type: none"> ▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER! ▪ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that the room has been cleared (e.g. "Room 123 is clear."). ▪ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post. ▪ Keep radio communication brief and simple. Do not use codes.
Closing Down:	<ul style="list-style-type: none"> ▪ Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment. ▪ Provide maps and logs to the Documentation Unit.
Supplies:	<ul style="list-style-type: none"> ▪ Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack. ▪ Campus two-way radio and clipboard with job description and map indicating the search plan. ▪ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Medical Team

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>
Operational Duties:Start-Up Actions:	<ul style="list-style-type: none"> ▪ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs. ▪ 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. ▪ 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. ▪ Oversee the assessment, care, and treatment of patients. ▪ Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient. ▪ Make sure that accurate records are kept. ▪ Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics. ▪ If needed, request additional personnel from Logistics. ▪ Keep the Operations Section Chief informed of the overall status. ▪ Stay alert for communicable diseases and isolate appropriately.
Closing Down:	<ul style="list-style-type: none"> ▪ 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.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ 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 ▪ Quick reference medical guides, Ground cover/tarps

Medical Team (Continued)

Recommended First Aid Supplies:

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs per campus
- Hydrogen peroxide: 10 pints per campus
- Bleach: 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus
2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pair

Medical Branch Morgue

Personnel:	To be assigned by the Operations Section Chief if needed.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check with the Operations Section Chief for direction. ▪ If directed, set up a morgue area. Verify: <ul style="list-style-type: none"> ▫ Tile, concrete, or other cool floor surface ▫ Accessible to Coroner's vehicle ▫ Remote from the assembly area ▫ Security: Keep unauthorized persons out of the morgue. ▫ Maintain a respectful attitude.
Operational Duties:	<p>After pronouncement or determination of death:</p> <ul style="list-style-type: none"> ▪ <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> ▪ <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> ▪ 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. ▪ Write the following information on two tags: <ul style="list-style-type: none"> ▫ Date and time found. ▫ Exact location where found. ▫ Name of decedent if known. ▫ If identified—how, when, by whom. ▫ Name of person filling out tag. ▪ Attach one tag to body. ▪ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
Closing Down:	<ul style="list-style-type: none"> ▪ After all bodies have been picked up, close down the Morgue. ▪ Return equipment and unused supplies to Logistics. ▪ Clean up the area. Dispose of hazardous waste safely. ▪ Complete all paperwork and turn in to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Tags, LED Flashlight, NOAA Weather Radio ▪ Pens/pencils, Plastic trash bags, Duct tape ▪ Vicks VapoRub (to assist with odor), Plastic tarps, Stapler, 2" cloth tape

Student Release

Personnel: Responsibilities Start-Up Actions: General Overview: Students at Evergreen MS:	Staff as assigned by the school. (This process is supported by runners)
	Assure the reunification of students with their parents or authorized adult through Release Request and Release Gates.
	<ul style="list-style-type: none"> ▪ Check with the Operations for assignment to the Request Gate or Release Gate. ▪ Obtain necessary equipment and forms from Logistics. ▪ Secure the area against unauthorized access. Mark the gates with signs. ▪ Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests. ▪ Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist. ▪ Set up the Release Gate some distance from the Request Gate.
	<p>If it's been determined after an emergency that our building will not be reentered the students will either locate their current class on the sports fields or be taken by bus to the Everett Memorial Stadium. This could be the aftermath of a fire, earthquake or lockdown.</p> <p><u>For Example:</u></p> <ul style="list-style-type: none"> • The building has been evacuated after a fire or earthquake and students have assumed their evacuation locations on the sports fields and attendance is completed. The Student Release Team would then establish a post in front of the tennis courts. Runners will assist in bringing students up from the fields as parents arrive. • If it is determined that the students will be taken to Everett Memorial Stadium the students will stay with their current teacher and walk in single file lines or be transported by bus to Everett Memorial. • <u>The exception to the above procedure</u> would be an evacuation resulting from a lockdown incident in which students would not lineup on the fields but be taken directly to Everett Memorial Stadium by bus (the students will stay with the teacher and students that they were with when the incident began and attendance will be taken at the stadium). • The Student Release Team would then establish a post (in conjunction with the district Release team) at the entrance to Everett Memorial Stadium. All extra staff will be utilized to control exits and to keep students calm.
	Please reference the Everett Public Schools District Reunification Process Manual for detailed information regarding student release at Everett Memorial Stadium

Specific Procedures:	<ul style="list-style-type: none"> ▪ The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification. ▪ The staff member verifies the identification and verifies that the requester is listed on the Emergency Locator Card. ▪ The staff member instructs the requester to proceed to the Release Gate. ▪ The runner takes the form(s) to the designated location. <p>+ Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.</p>
	If the student <u>is with</u> the class:
	<ul style="list-style-type: none"> ▪ Runner shows the Student Release Form to the teacher. ▪ The teacher marks the box, "Sent with Runner." ▪ If appropriate, the teacher sends the parent copy of the First Aid Form with the runner. ▪ The runner walks the student(s) to the Release Gate. ▪ The runner hands the paperwork to release personnel. ▪ Release Gate staff will match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.
	If the student <u>is not with</u> the class:
	<ul style="list-style-type: none"> ▪ The teacher makes the appropriate notation on the Student Release Form: <ul style="list-style-type: none"> ▫ "Absent" if the student was never in school that day. ▫ "First Aid" if the student is in the Medical Treatment area. ▫ "Missing" if the student was in school but now cannot be located. ▪ The runner takes Student Release Form to the Command Post. ▪ The Command Post verifies the student's location if known and directs the runner accordingly. ▪ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification. ▪ The parent should be notified of the missing student's status and escorted to a crisis counselor. ▪ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area. ▪ If the student was marked absent, the parent will be notified by a staff member.

Student Release (Continued)

Closing Down:	<ul style="list-style-type: none">▪ At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.▪ Complete all paperwork and turn it in to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Binder with Emergency Locator cards for contacting parents.▪ Daily attendance records to determine who is absent or signed out early.▪ Student release forms for the “runner” to use to sign out a student.▪ Pens, stapler▪ LED Flashlight▪ NOAA Weather Radio▪ Signs to mark Request Gate and Release Gate▪ Signs for alphabetical grouping to organize the parents (A-F, etc.)▪ Attendance sheets for <u>every period of the day for every class</u>.

Student Release Form

(To be taken by Runner)

Please print

Student's Name _____ Grade _____

Requested By: _____

.....

To be completed by Request Gate Staff

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

Name of Staff Member _____ (circle one)

.....

To be completed by Student Care Staff (The teacher)

Student's Status

Sent with Runner _____ Absent _____ First Aid _____ Missing _____

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

.....

To be completed by Release Gate Staff

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

.....

To be filled in by Requester At Release Gate

Requester Signature: _____

Destination: _____

Date: _____ Time: _____

Logistics Section: Supplies & Facilities

Responsibilities	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Open the supplies container or other storage facility. ▪ Put on position identifier, such as a vest, if available. ▪ Begin distribution of supplies and equipment as needed.
Operational Duties:	<ul style="list-style-type: none"> ▪ Coordinate supplies, equipment, and personnel needs. ▪ Maintain security of the cargo container, supplies and equipment.
Closing Down:	<ul style="list-style-type: none"> ▪ Close out all logs and secure all equipment and supplies.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio, Job description clipboard, Paper, pens ▪ Cargo container with all emergency supplies stored on campus ▪ Clipboards with volunteer sign-in sheets

Planning Section Chief: Documentation

Responsibilities	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Obtain necessary equipment and supplies if needed from Logistics. ▪ Put on a position identifier, such as a vest, if available.
Operational Duties:	<p>Records:</p> <ul style="list-style-type: none"> ▪ Maintain a time log of the incident, noting all actions. <p>+ <i>Important:</i> A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records - they are legal documents.</p>
Closing Down:	<ul style="list-style-type: none"> ▪ Collect and file all paperwork and documentation from deactivating sections. ▪ Securely package and store these documents for future use. ▪ Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio, File box(es), Log books, paper, pens

Planning Section: Situation Analysis

Responsibilities:	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map that will provide ongoing analysis of situation.
Start-Up Actions:	<ul style="list-style-type: none"> Obtain necessary equipment and supplies from Logistics.
Operational Duties:	<p>Situation Status (Map):</p> <ul style="list-style-type: none"> Collect, organize and analyze situation information. Mark the site map appropriately as related reports are received, including but not limited to S&R reports and damage updates. Preserve the map as a legal document until it is photographed. <p>Situation Analysis:</p> <ul style="list-style-type: none"> Provide current situation assessments based on analysis of information received. Think ahead and anticipate situations and problems before they occur. Report only to Command Post personnel. Refer other requests to PIO.
Closing Down:	<ul style="list-style-type: none"> Close out all logs and turn all documents in to Documentation. Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> Two-way radio, paper, pens, dry-erase pens, tissues Large site map of campus, laminated or covered with Plexiglas File box(es), Map of county or local area

Finance / Admin Section: Time keeping & Purchases

Responsibilities:	This unit is responsible for maintaining accurate and complete records of staff hours and purchases made during the incident.
Start-Up Actions:	<ul style="list-style-type: none">▪ Locate and set up work space.▪ Collect records and information which relate to personnel timekeeping and purchase of supplies.
Operational Duties:	<ul style="list-style-type: none">▪ Ensure that accurate records are kept of all staff members, indicating the hours worked if the incident goes past normal work hours.▪ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Paper, pens & log book

Guidelines for Other Emergencies

BLOOD / BODY FLUID EXPOSURE PROCEDURES

Once an employee has direct contact with blood or other body fluids (including saliva) such as from a needle stick, cut, bite or eye splash, post-exposure treatment may be necessary. Referral to Providence Occupational Medicine Center must occur **as soon as possible after exposure** (within 24 hours) to provide **immediate** protection from Hepatitis B infection.

What you must do if exposed:

1. Immediately wash the exposed area with soap and water for at least ten seconds.
2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.
3. Call Human Resources (Jean Hanson) at 425 385-4103 with a report of the incident. The **Exposure Incident Report Form** must be faxed to the Human Resource department at 425 385-4102 and the completed original must be sent to Human Resources via district mail. A confidential medical evaluation and follow-up with Health Force, 3311 Wetmore Avenue, Everett, 425-259-0300 will be set up immediately. The health care provider at Providence will determine if treatment is necessary. This evaluation will be at no cost to the employee.
4. If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to the Providence Occupational Center for testing at the same time the employee is sent for a medical evaluation. If the source of blood or other body fluid exposure is a child, it will be necessary to request that the parent/guardian have the child tested.
5. An exposure is considered an on-the-job injury. Complete an **Employee Accident Report Form** and **Self-Insurer Accident Report Form (SIF-2)** and return both completed forms to HR. A **Physician's Report Form** must be received in Human Resources before you can return to work. (All original forms are available in your building's main office or Human Resources.)

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.

BOMB THREAT

Recipient / Staff Procedures

1. Engage caller and write down exact statements, if possible record conversation. Try to engage assistance while on the phone. Do not interrupt the caller except to ask the following questions:
 - When is the bomb going to explode?
 - Where is the bomb?
 - What does it look like?
 - What kind of bomb is it?
 - What will cause it to explode?
 - Why are you doing this?
 - Who are you?
 - Where are you calling from?
2. Leave the phone off the hook; after caller hangs up, police will activate Star (*) 69.
3. Assess urgency and notify Administration.
4. Origin of call (if known):
 - ☐ Local ☐ Distance ☐ Phone Booth ☐ Internal ☐ Cellular
 - Description of caller's voice ☐ Male ☐ Female
 - Estimate of age (young, middle age, old) Race _____
 - Accent: _____ Tone of Voice _____
 - Other voice characteristics: _____
 - Did the caller seem familiar with the facility? _____
 - Was there any background noise? _____
 - Other comments or remarks: _____

School Administrative Procedures

1. Call 911, contact Superintendent / District Office.
2. It is the responsibility of the **principal**, the **Police** & the **Fire Department** to immediately inform each other of bomb threat calls and to discuss the information recorded on the call so that a determination of the seriousness of the call can be made. This will determine whether or not the building will be evacuated.
3. If the building is not to be evacuated:
 - a) The building administration and the custodial staff will search out the general areas of the building for the possible location of any foreign object.
 - b) After a careful search of the building, if no bomb or foreign objects are found, school will continue as usual. In the event any such objects are discovered, immediate plans for evacuation would go into effect.

CRISIS INTERVENTION PLAN

Identify members of the Crisis Response Team

- Principal, Assistant Principal, Counselors, Psychologist, Nurse, Faculty representative

Functions of the Crisis Response Team

- Develop the plan for the school & train staff accordingly
- Develop a phone tree to be used for staff notification
- Train secretaries how to deal with the press
- Implement plan during crisis

Putting the Plan Into Action

- Notify Crisis Response Team members of the crisis. Arrange to meet as soon as possible.
- Review the plan and adapt it to fit the crisis.
- Use phone tree to notify all staff. Request they arrive early at school to attend a meeting.

Administrator's responsibilities

- Contact the Central Office to report the event (Dr. Sally Lancaster, Assistant Superintendent Central Region, at 385-4021 and the Becky, Ballbach, Director of Student Services at 385-4063)
- Contact Crisis Response Team to arrange to meet ASAP to develop plan
- Notify staff using phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings
- Contact district crisis team for additional counseling support, if needed
- Assign extra secretarial help to the office
- Provide written statement for the secretaries to use with phone calls
- Update the recording on the school's welcoming voice mail message
- Instruct secretaries to keep a log of all concerned calls. Inform them how to deal with the press over the phone
- Possibly arrange for a psychiatrist or "outside expert" to be at the school to lend support and help students and teachers. This expert may also speak to parents and faculty.
- Handle the media (Contact the Communications Office at 385-4040)
- Be sensitive to staff who have a difficult time dealing with the crisis
- Keep staff informed through one person designated as rumor control person
- Cancel scheduled activities as possible

Counselor/social worker/psychologist responsibilities

- Maintain a list of students counseled, call parents of very distressed students
- Don't allow distressed students to go to an empty home – encourage the parent to be there.
- Be aware of own limits in regards to energy and emotional support – plan breaks.
- During staff meeting, brief staff on possible reactions to expect from students
- Keep a current list of community resources that you can provide to parents

Faculty Responsibilities

- Announce event in classroom using the script provided at the meeting held before school
- Identify students in need of counseling support
- Have distraught students escorted to the counseling office
- Discuss the crisis
- Recognize that the grieving process is essential to the well being of students and staff
- Postpone planned lesson until class seems ready to move on
- Be sensitive to students' need for reduced assignments or no homework
- Be prepared to discuss event every time a new group of students come to your class

Dealing with the Press

- Realize that it's strictly business with the press. Protect yourself, staff, students and parents.
- Notify the Central Office and Public Information Office before talking to the press.
- Only one person on staff will speak with the press (principal, assistant principal)
- Develop a written statement
- Be proactive – contact them before they contact you. Set location, time limits and restrictions about their access to staff and students
- Do not give impromptu interviews, and none on the phone.
- Never talk “off the record”, as it does not exist. Remember item #1 – it's a business for them.
- Tape record the interview. Have another staff member in the room. Have everyone identify him or herself on the tape, including the reporter. Make a copy of the tape for yourself, but don't give one to the reporter.
- Don't say, “No comment.” Say, “I don't have enough information at this time.”
- Don't offer more than they ask.
- Use qualifying statement like, “It appears that...”
- Speak in a peaceful, calm, voice, using good eye contact.
- Keep media away from staff and students. Insist they not approach students at school.
- Develop a script for the secretary to use when answering the phone. Keep a log of all calls.
- Advise students of the media policy. Let them know they can refuse to talk to the media, and should first speak with their parents before speaking to the media.

FIGHTS

Instructor / Staff Procedures

1. Assess seriousness of situation. Give specific directions to stop, identify parties involved.
2. Send responsible parties to contact main office.
3. Document incident ASAP and get report to administrator.

School Administrative Procedures

1. Assess seriousness of the incident and determine the level of assistance needed.
2. Determine medical assistance needed and involve Health Room assistance.
3. If needed, utilize Blood Borne Pathogens procedures and notify School Nurse.
4. Determine disciplinary consequences. Notify parents or legal guardian.

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.

MEDICAL EMERGENCY

Staff Procedures

1. Evaluate the situation.
2. Call 911 or send someone to contact a staff member for help.
3. Stabilize victim and administer first aid / CPR if trained to do so.
4. Assist emergency personnel by clearing away bystanders.

School Administrative Procedures

1. Report to the scene. Confirm that 911 has been called.
2. Assign member of staff to escort emergency crew to the scene.
3. Notify parent/ legal guardian or person listed on emergency card.

THREATS OF SUICIDE – VERBAL OR WRITTEN

Staff Procedure

1. Take all threats seriously. Contact school counselor / administrator immediately

School Administrative Procedures

1. Interview student to assess seriousness of situation. Do not leave person unattended.
2. Call for police if needed. Contact parent / guardian.
3. Participate in parent / guardian conference and follow- up if necessary.
4. Assist with establishing a plan for support / counseling.

EMERGENCY PHONE NUMBERS

Police & Fire

Dial 911

Utilities:

PUD (Power Outage/Lines Down) (425) 783-1000

Puget Sound Energy (Gas Leaks) (888)-225-5773

City of Everett Utilities (Water & Sewer) (425) 257-8821

Government:

Child Protective Service (866) 363-4276

Poison Information Center (800) 222-1222

Dept. of Emergency Management (425) 258-6461

District Crisis Responders:

Superintendent 385-4016

- Asst. Superintendent Central Region 385-4021

District Response Team 385-4063

Director of Student Services 385-4063

Director of Facilities and Planning 385-4190

Director of Maintenance and Operations 385-5200

Director of Food Services 385-4250

Director of Community Services 385-4045

Communications Director 385-4049

Supervisor of Transportation 385-4144

Sonitrol 258-3571

EVERETT PUBLIC SCHOOLS SATELLITE PHONE LIST
(Emergency/Power Failure Lines)

Site: Satellite Telephone #	
ESC-North Patty Pederson	00 8816 514 64198
ESC-North Central Emily Wade	00 8816 514 64199
ESC-South Kellee Newcomb	00 8816 514 64201
ESC-South Central Diane Storm	00 8816 514 64331
Cascade High School	00 8816 514 64194
Cedar Wood Elementary School	00 8816 514 64332
Eisenhower Middle School	00 8816 514 64349
Emerson Elementary School	00 8816 514 64333
Everett High School	00 8816 514 64195
Evergreen Middle School	00 8816 514 64190
Forest View Elementary School	00 8816 514 64334
Garfield Elementary School	00 8816 514 64335
Gateway Middle School	00 8816 514 64191
Hawthorne Elementary School	00 8816 514 64336
Heatherwood Middle School	00 8816 514 64192
Henry M. Jackson High School	00 8816 514 64196
Jackson Elementary School	00 8816 514 64337
James Monroe Elementary School	00 8816 514 64342
Jefferson Elementary School	00 8816 514 64338
Longfellow	00 8816 514 64330
Lowell Elementary School	00 8816 514 64339
Madison Elementary School	00 8816 514 64340
Maintenance	00 8816 514 64202
Mill Creek Elementary School	00 8816 514 64341
North Middle School	00 8816 514 64193
Penny Creek Elementary School	00 8816 514 64343
Sequoia High School	00 8816 514 64197
Silver Firs Elementary School	00 8816 514 64344
Silver Lake Elementary School	00 8816 514 64345
View Ridge Elementary School	00 8816 514 64346
Whittier Elementary School	00 8816 514 64347
Woodside Elementary School	00 8816 514 64348

Cascade High School Emergency Pack Checklist

Your Classroom Safety Backpack Includes:

1. Latex gloves (2 pair)
2. Flashlight with batteries
3. Emergency thermal blanket
4. Whistle
5. Garbage Bags (2)
6. Duct tape
7. String
8. CPR Faceshield
9. Roll toilet paper
10. CHS AED (Automated External Defibrillator) information
11. Safety vest
12. Box of tissues
13. Neat Sheet for ground cover/privacy screen

A Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school when events within the school vicinity may pose a threat to student safety. Instruction can continue once students are accounted for and the classroom is secure.

☐ **RESPOND TO P.A. LOCKDOWN ALERT:**

“OUR SCHOOL IS IN MODIFIED LOCKDOWN. INITIATE MODIFIED LOCKDOWN PROCEDURES. THIS IS NOT A DRILL.”

- ☐ Further details and instructions will be sent to staff by e-mail. The administrator will determine if classes will rotate with the bell or if other modifications are needed. Staff members should be rigid keeping students in their room to prevent anyone from leaving the building.
- ☐ Return to the building from any outside areas.
- ☐ Tell students in the hall to get into the nearest classroom and lock your door.
- ☐ Get your students attention and give calm, clear instructions.
- ☐ **Have students sit in their assigned seats.**
- ☐ Cover all windows, including the window in your door.
- ☐ Take a complete written attendance of all students in your classroom.
- ☐ If a fire alarm goes off, do not open the door or leave the room. Only leave the room if smoke or fire imposes eminent, life threatening danger.
- ☐ Do not use your classroom phone to call out.
- ☐ Open your Outlook e-mail. Select “New” message and in the “TO” line type CHS.LockDown@everettsd.org Then using the subject line only you will report your status in a brief format: Example: “Room 103, 28 students, ok” and send the message. If you have vital information, then state “Please Read” in the subject line.
- ☐ If students want to use their cell phones to contact their parents, instruct them to text this message: **“We are in a modified lockdown; I am safe and in a secure room. I will send you another text when the principal e-mails an update on the school’s status.”**
- ☐ Monitor email for updates from administration.

WAIT FOR “ALL CLEAR” SIGNAL: A modified lockdown will only end when you receive an “all clear” e-mail in Outlook from the Communication Center. This will be followed up by an “all clear” signal on the loudspeaker from Principal Woods or Wendy Heiser.

RECOVERY

- ☐ Resume normal operations as soon as possible.
- ☐ Assess the need for aftercare or counseling by students in your care.
- ☐ Communicate only confirmed information to students (expect an e-mail from administrators).
- ☐ Inventory and re-stock emergency supplies as needed.

MODIFIED LOCKDOWN PROCEDURES

A 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.

☐ **RESPOND TO P.A. LOCKDOWN ALERT:**

“OUR SCHOOL IS IN A FULL LOCKDOWN. INITIATE LOCKDOWN PROCEDURES. THIS IS NOT A DRILL.”

- ☐ Return to the building from any outside areas.
- ☐ Get your students attention and give calm, clear instructions.
- ☐ **Have students get down on the floor and move away from doors and windows.**
- ☐ Tell students in the hall to get into the nearest classroom and lock your door.
- ☐ **Turn off all lights and cover all windows, including the window in your door**
- ☐ Once the lockdown is in place, do not open the door for anyone
- ☐ If a fire alarm goes off, do not open the door or leave the room. Only leave the room if smoke or fire imposes eminent, life threatening danger.
- ☐ Do not use your classroom phone to call out. Do not call the office or 911 to ask why there is a lockdown.
- ☐ Take a complete written roll of all students in your classroom.
- ☐ Open your Outlook e-mail. Select “New” message and in the “TO” line type CHS.LockDown@everettsd.org Then using the subject line only you will report your status in a brief format: Example: “Room 103, 28 students, ok” and send the message. If you have vital information, then state “Please Read” in the subject line.
- ☐ Students will want to use their cell phones to contact their parents. Instruct the class all at once to text this message: “We are in a lockdown; I am safe and in a secure room. I will send you another text when the principal e-mails an update on the school’s status.”
- ☐ Monitor email for updates from administration.
- ☐ **WAIT FOR “ALL CLEAR” SIGNAL:** A Lockdown will only end when you receive an “all clear” e-mail in Outlook from the Communication Center. This will be followed up by an “all clear” signal on the loudspeaker from Principal Woods or Wendy Heiser.

RECOVERY

- ☐ Resume normal operations as soon as possible.
- ☐ Assess the need for aftercare or counseling by students in your care.
- ☐ Communicate only confirmed information to students (expect an e-mail from administrators.)
- ☐ Inventory and re-stock emergency supplies as needed.

LOCKDOWN PROCEDURES

A “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.

☐ **RESPOND TO P.A. SHELTER IN PLACE ALERT:**

“OUR SCHOOL WILL HAVE TO SHELTER IN PLACE. INITIATE SHELTER IN PLACE PROCEDURES. THIS IS NOT A DRILL.”

- ☐ Return to the building from any outside areas.
- ☐ Get your students attention and give calm, clear instructions.
- ☐ Have students get down on the floor and move away from doors and windows.
- ☐ Tell students in the hall to get into the nearest classroom.
- ☐ Close all windows and doors.
- ☐ Turn off any classroom heating or ventilation; cover air vents with plastic & duct tape
- ☐ If a fire alarm goes off, do not open the door or leave the room. Only leave the room if smoke or fire imposes eminent, life threatening danger.
- ☐ Do not use your classroom phone to call out.
- ☐ Take a complete written roll of all students in your classroom.
- ☐ Open your Outlook e-mail. Select “New” message and in the “TO” line type CHS.LockDown@everettsd.org Then using the subject line only you will report your status in a brief format: Example: “Room 103, 28 students, ok” and send the message. If you have vital information or problems to share, then state “Please Read” in the subject line.
- ☐ If students want to use their cell phones to contact their parents, instruct them to text this message: “We are in a shelter in place event; I am safe and in a secure room. I will send you another text when the principal e-mails an update on the school’s status.”
- ☐ Monitor email for updates from administration.

WAIT FOR “ALL CLEAR” SIGNAL: A shelter in place will only end when you receive an “all clear” e-mail in Outlook from the Communication Center. This will be followed up by an “all clear” signal on the loudspeaker from Principal Woods or Wendy Heiser.

RECOVERY

- ☐ Resume normal operations as soon as possible.
- ☐ Assess the need for aftercare or counseling by students in your care.
- ☐ Communicate only confirmed information to students (expect an e-mail from administrators.)
- ☐ Inventory and re-stock emergency supplies as needed.

SHELTER IN PLACE PROCEDURES

An evacuation is initiated to protect students and staff from fire, earthquake or potentially unsafe building conditions. To evacuate means to leave where you are and relocate at a pre-determined location outside of our buildings on campus. The administrative team will then assess our campus and determine if it is safe to return to the buildings.

☐ **RESPOND TO FIRE BELL ALERT:**

- ☐ Teachers will instruct students to evacuate the room and will take their emergency backpack, red clipboard and roll sheets with them.
- ☐ Make sure no one is left in the classroom, turn lights off, and close the door (leave unlocked).
- ☐ Teachers are to lead their classes to their designated evacuation location quickly using the evacuation route map detailed on their red clipboard.
- ☐ Take a complete written roll of all students in your classroom.
- ☐ If you have an urgent need you will hold up your red clipboard. The Facility *Check/Sweep Team* will come to you to collect your attendance records and help with urgent needs.
- ☐ Students are to remain quiet during the entire event. A P.A. announcement will signal the end of the evacuation or further instructions. (See *wait for all clear* below).

☐ **IF YOU FEEL AN EARTHQUAKE OCCUR:**

- ☐ Stay calm; your students are depending on you! Instruct your students to:
- ☐ Drop to their knees with their back towards any windows.
- ☐ Clasp their hands behind their neck and cover their heads.
- ☐ Get under a desk or table if possible.
- ☐ If directed to evacuate the building by P.A., follow the evacuation procedures above.

WAIT FOR “ALL CLEAR” SIGNAL: An evacuation will only end when you receive an “all clear” bell signal. This will be followed up by an “all clear” P.A. announcement on the loudspeaker from Principal Woods or Wendy Heiser.

REMINDERS

Always assemble with your current period class

- ☐ In all circumstances students will assemble with their current class period at their designated evacuation location.

Lunch or Passing Time

- ☐ In the event that an alarm sounds during passing time, students will assemble with the teacher from the class they had just previously attended. If an alarm sounds during lunch, students are to leave through the nearest exit and proceed to their 4th period assembly locations. They will then locate their 4th period teacher at their designated evacuation location.

FIRE/EARTHQUAKE & EVACUATION PROCEDURES