

WOODLAND SCHOOL DISTRICT EMERGENCY OPERATIONS PLANNING

Table of Contents

INTRODUCTION	3
THE DISTRICT	3
EMERGENCY RESPONSE PLANS	3
STANDARD RESPONSE PROTOCOL (SRP)	4
EMERGENCY PLANNING – <i>DISTRICT LEVEL PLANNING</i>	4
IDENTIFYING THE EMERGENCY	5
EXTERNAL THREATS	6
BOMB THREAT.....	7
EMERGENCY SCHOOL CLOSURE	7
PROBABILITY MODELING	7
INCIDENT CONTROL SYSTEM - ROLES AND RESPONSIBILITIES	9
INCIDENT COMMANDER.....	9
EMERGENCY REPORTING.....	11
RESPONDING TO THE EMERGENCY.....	11
CAMPUS ACCESS CONTROL- SECURE CAMPUS.....	12
TRAINING.....	12
JOB SAFETY ANALYSIS (JSA).....	13
DRILLS	13
REUNIFICATION	14
COMMUNICATION	15
EDUCATION CONTINUITY	15
POLICE, FIRE COLLABORATION.....	15
EMERGENCY PLANNING – <i>SCHOOL LEVEL PLANNING</i>	16
THE EMERGENCY RESPONSE PLAN	16
COMMUNICATION PROCEDURES	16
AWARENESS OF STUDENTS REQUIRING SPECIAL NEEDS – LIMITED MOBILITY	16

VISITORS TO THE SCHOOL	16
HEALTH ROOM	17
EMERGENCY PROCEDURES	17
REUNIFICATION	17
STANDARD RESPONSE PROTOCOLS (SRP) – INITIAL EMERGENCY ACTIONS ..	17
CONTENTS OF THE EMERGENCY RESPONSE PLAN (School Level)	22

INTRODUCTION

At Woodland School District (WSD) we recognize the importance of protecting students, staff, the environment and property. In addition, the School District has a legal obligation and responsibility to comply with and enforce, regulations and standards set forth by federal, state, and local agencies.

Therefore, it is mandatory for all individuals on school property to comply with all applicable safety, health, and environmental programs and rules.

All District personnel must be vigilant and constantly aware of their surroundings, and should be familiar with and trained on all safety programs before the new school year begins. This policy provides procedures for each school to follow, to ensure the safety of students, staff and visitors to the District. The procedure also provides tools to identify emergencies, and the appropriate response at each school.

This procedure is arranged into two distinct sections. The first section involves District level responsibility for emergency planning, and the second section contains procedures for each school.

All emergency response plans at the school level shall be organized in the same manner as set forth in this procedure. Because of varying the ages of the children, and the physical location of the schools, there will be different responses to incidents based on that criteria.

THE DISTRICT

The Woodland School District is comprised of 5 schools and numerous other satellite programs and activities that fall under the umbrella of our schools. For emergency planning purposes, each school shall include the programs that fall within that campus geographically for emergency planning, training, response and notification. They include:

- A. Woodland Primary - Pre K-1st grade
 Woodland Child Care (WCC)
 Woodland Co-op Pre-school
 Head Start /ECACP
- B. Woodland Intermediate 2-4th grade
- C. Woodland Middle School 5th – 8th grade
 District office
- D. Woodland High School 9th -12th grade
- E. Yale School K-4

The District Office will make notification to TEAM High, Lewis River Academy (LRA), Information Technology (IT) and the Business Office for school related emergencies.

EMERGENCY RESPONSE PLANS

Each campus will maintain 2 copies of the school's Emergency Response Plan; one to be kept in the school office, and one to be kept in the grab and go bag.

Emergency response plans should be reviewed and updated at the beginning of each school year, to ensure ICS and reunification elements of the plan are up-to-date.

Each school's plan shall include the following:

1. Copy of the District procedure (this procedure)
2. Copy of the Standard Response Protocol K-12
3. Reunification Strategies and procedures
4. Emergency plans and flow charts (school specific)
5. Map of utility isolations
6. Evacuation Maps
7. Hazardous material storage locations
8. Current list of staff
9. List of first aid providers
10. Drill Schedule / Drill Critique sheets (OSPI recommended)
11. Grab and go bag inventory list
12. Substitute reference sheet
13. Critical phone numbers
14. ICS duties, assignments and responsibility sheet

STANDARD RESPONSE PROTOCOL (SRP)

The District has adopted the Standard Response Protocol (SRP) as the primary response program for all of the Woodland Public Schools.

The Standard Response Protocol is based, not on individual scenarios, but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary, but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive”. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs. The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an “Evacuate to the Gym and Lockdown,” and later “Evacuate to the Bus Zone.

EMERGENCY PLANNING – DISTRICT LEVEL PLANNING

The District's primary goal is to provide a safe and healthy work environment for all of its students, staff and visitors. Programs have been developed, and continue to be revised, to inform

employees and train them in maintaining a safe and healthful operation. However, it is not possible to provide programs to all schools uniformly against all potential hazardous events, especially catastrophic emergencies. Therefore, it is the direction of the Administration that each school manage its own emergency response plan. This plan is necessary to ensure all students, staff and visitors have the appropriate response to school emergencies, and that the plans are tailored to the individual school.

Each plan will be controlled at the school level, and the District Administration will provide the guidance necessary to build and train to the plan.

The purpose of this plan is to have an understood and accepted program to ensure the appropriate response by all students, staff and visitors in the event of a campus emergency.

Conditions that may require evacuation include: fires, train derailment, severe weather emergencies, bomb threats, landslides, unauthorized visitors, firearm emergencies, earthquakes and other serious events that can affect school safety. Common to all of these emergencies, however remote they may seem, will be a plan that is available and practiced at each campus.

An emergency is a situation out of the normal that affects or has the potential to affect the safety of students, staff and visitors, or cause significant damage to school property.

IDENTIFYING THE EMERGENCY

As SRP is a response program, it is still important to understand and prioritize hazards for each school. This information will help develop drill scenarios and training content. Hazards can come in many different forms, but are divided into 4 classifications: natural hazards, technological, biological and adversarial, (incidental, and human caused). It is necessary for each school to understand the hazards associated with the physical location of their respective school.

Natural Hazards

- Earthquakes
- Tornadoes
- Lightning
- Severe wind
- Floods
- Wildfires
- Extreme temperatures
- Landslides or mudslides
- Volcanic eruptions
- Winter precipitation

Technological Hazards

- Explosions or accidental release of toxins from industrial plants
- Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills
- Hazardous materials releases from major highways or railroads
- Dam failure

- Power failure
- Water failure

Biological Hazards

- Infectious diseases (pandemic influenza, tuberculosis, *Staphylococcus aureus*, meningitis, etc.)
- Contaminated food outbreaks: (*Salmonella*, botulism, *E. coli*, etc.)
- Toxic materials present in school laboratories

Adversarial, Incidental, & Human-caused Threats

- Fire
- *Active shooters*
- Criminal threats or actions
- Gang violence
- Bomb threats
- Domestic violence and abuse
- Cyber attacks
- Dangerous animals
- Suicide
- Kidnapping, missing student
- Bus accident
- Riot/Student demonstration

When developing emergency plans it is important to include all potential emergencies for all campuses. The Administrative team in conjunction with District personnel shall tailor the potential threat list and then develop procedures for higher probability events, by completing a probability model exercise for each school.

This exercise will identify the most probable incidents for each school. Once the modeling is complete, the top identified emergencies should have specific procedures in that schools Emergency Response Plan (ERP).

EXTERNAL THREATS

In some cases the School District may be notified by local law enforcement of potential risk to the schools. This information may be directed to an individual school or the District Office. In any case, schools should take immediate action to protect students and staff from the potential threat. This may be in the form of an evacuation, shelter in place, lockout or lockdown.

District personnel shall make appropriate notification to all schools that may be involved in the event. If the notification is made to a specific school, after responding, the school should notify the District Office of the event.

In all cases, the District Office will be responsible to make a decision on global communication to other schools and the community.

BOMB THREAT

All bomb threats will be taken seriously regardless of the method received. The District will utilize the Department of Homeland Security (DHS) Bomb Threat procedure and bomb threat checklist. This checklist will be inserted in each school's Emergency Response Plan and filed in the emergency plans section. After the initial actions are taken, notify the school administrators and District Office immediately.

Additional copies of the bomb threat checklist need to be at each administrative office by each school office Secretary for quick access.

Any employee receiving a bomb threat, must report it immediately to the school or District Office administrators.

In the event of a viable bomb threat, activate the ICS.

EMERGENCY SCHOOL CLOSURE

Emergency school closures could be initiated by numerous unforeseen events. This could be due to a national emergency, prolonged power outage, unpredicted weather, volcanic event or other unanticipated anomaly that requires the normal school day to be interrupted and students sent home. Typically, this will be initiated at District level and may affect one or multiple schools.

In the event of an emergency closure, utilize the school emergency closure checklist and activate the in-school reunification procedure.

PROBABILITY MODELING

As each of the schools in the District are at different geographical locations and have different aged students, it demands that each school assess and respond to hazards independently of each other. The probability modeling exercise is tailored to each school, and assessments are made based on 4 classifications of hazards and the association of those hazards to the school.

Probability – The likelihood of an event happening

Magnitude - The extent of expected damage

Time – Time available to warn staff, students, and visitors

Duration - How long the hazard or threat will be occurring

Whereas the Primary school may prioritize a train derailment as the highest risk to the school, the Yale school has no such risk. Using the score from the probability model exercise, each school should create its own plan for each event, based on the total score using the table below as a guide.

Hazard	PROBABILITY	MAGNITUDE	WARNING	DURATION	RISK
	4- highly likely 3- Likely	4- Catastrophic 3- Critical	4- Minimal	4- +12 hours	High Medium

	2- Possible 1- Unlikely	2- Limited 1- Negligible	3- 6-12 hours 2-12-24 hours 1-24+ hours	3- 6-12 hours 2- 3-6 hours 1- <3 hours	Low
Earthquakes					
Tornadoes					
Lightning					
Severe wind					
Floods					
Wildfires					
Extreme temperatures					
Landslides or mudslides					
Volcanic eruptions					
Winter precipitation					
Explosions or accidental release of toxins from industrial plants					
Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills					
Hazardous materials releases from major highways or railroads					
Dam failure					
Power failure					
Water failure					
Infectious diseases (pandemic influenza, tuberculosis, <i>Staphylococcus aureus</i> , meningitis, etc.)					
Contaminated food outbreaks: (<i>Salmonella</i> , botulism, <i>E. coli</i> , etc.)					
Toxic materials present in school laboratories					
Fire					
<i>Active shooters</i>					
Criminal threats or actions					
Gang violence					
Bomb threats					

Domestic violence and abuse					
Cyber attacks					
Dangerous animals					
Suicide					
Kidnapping, missing student					
Bus accident					
Riot/Student demonstration					

The Model should be completed by a mixed group of individuals from each campus. This may include administrators, secretaries, teachers and other staff members.

Once the model is complete, the school should use the data to determine which events pose the greatest risk of occurrence to a particular school. The top rated emergencies should have specific individual action plans that should be located in the school's ERP.

Events determined as having a low probability of occurrence will be managed through the SRP and ICS programs and don't necessarily need individual action plans.

This model should be reviewed annually by school administrators for accuracy.

INCIDENT CONTROL SYSTEM - ROLES AND RESPONSIBILITIES

The Incident Command System (ICS)

ICS is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. ICS is normally structured to facilitate activities in six major functional areas: command, operations, planning, logistics, intelligence & investigations, finance and administration. It is a fundamental form of management, with the purpose of enabling incident managers to identify the key concerns associated with the incident—often under urgent conditions—without sacrificing attention to any component of the command system.

Roles and Responsibilities

The people filling the ICS roles will be drawn from the school's staff or District members. It is imperative that each person's role be clearly identified at the school level. If members of the ICS are absent from the school, a deputy must be assigned to allow the ICS structure to continue uninterrupted if needed.

In the case of an actual event, ICS duties will normally be transferred to police, fire or other EMS personnel once they arrive at the school and have a full understanding of the emergency.

INCIDENT COMMANDER

The Incident Commander (IC) is responsible for overseeing response to the emergency, and will typically be the school Principal, Vice Principal or District representative. This person will

coordinate activities with first responders and keep the District aware of activities. There always needs to be an Incident Commander on site and identified. It is important that in the absence of the primary IC that a back-up IC is appointed and capable of performing the duties of IC until relieved by EMS personnel.

The Incident Commander receives and sends, or delegates all communication during any emergency at each school. Information such as head count, emergency rescue, emergency shut-downs, fire equipment requests, ambulance requests, team leader actions, and notifying appropriate agencies are within this function.

RECORDER -Keeps a chronological log of all activities and stays beside the Incident Commander.

SAFETY - The Director of Facilities will work with first responders as necessary with shutdown measures, depending upon the nature of the emergency. All Custodial personnel shall be trained in basic utility isolations at each site. This would include:

- Natural gas
- Fire water
- Domestic water
- Main electrical
- HVAC

The Director of Facilities is responsible to ensure training of personnel for utility isolations.

STUDENT CARE (TEACHERS AND STUDENT LEADERS) - Primary role is to ensure the safety of all students. They will ensure their students are accounted for outside at the assembly area, or within the classroom. They will take a head count and relay this to the Incident Commander. Their primary responsibility is to ensure all students are accounted for and missing students are reported to the Incident Commander.

LIASION - Appointed by the IC, the liaison acts as the messenger for the Incident Commander.

MEDICAL - Each school will maintain a list of first aid providers, and maintain a copy of this list in the Emergency Response Plan. This person is responsible for administering first aid measures after rescue. This person is responsible, as are other coordinators, for notifying the Incident Commander whenever it is necessary to summon additional help. With the Incident Commander's approval, this person will call for mutual aid and direct such aid to the proper location of any injury.

SECURITY COORDINATOR - This person will assume control of the main entrance and control vehicles, and individuals entering or leaving the area. It is important to keep clear access to the school for fire and ambulance access. The security coordinator may draw on other personnel as necessary to ensure stable and reliable access to the site for EMS personnel.

PUBLIC RELATIONS - School Principal, Vice Principal or District appointed person is responsible for handling communication with all media sources. Any statements about the

emergency are to be issued by these persons. No one else is authorized to disclose information to the media.

SEARCH AND RESCUE – Numerous staff may be assigned as search and rescue personnel. When conditions allow, conduct searches for missing personnel, assist fire and rescue personnel, and stay in contact with Safety and IC as necessary.

As site emergencies have no schedule or time, it is critical to have an effective ICS program. All key positions should have back-up personnel, in the event of absences. Regardless of the duration, all ICS positions must be backed up by trained, qualified personnel. It is the responsibility of the school administrator to designate a “deputy” if they are off site, and that their deputy is adequately trained to assume and perform the duties above.

EMERGENCY REPORTING

The individual detecting an emergency needs to get the information to other personnel by whatever means possible. This includes phone, radio, cell phone, voice, etc. In all cases, the District Office should be made aware of the incident as soon as reasonably possible. If the event has consumed or rendered the school office unusable, the District Office will assume the duties of IC until relieved by first responders. The emergency shall be communicated normally over the building announcing systems, but other measures may need to be utilized if the announcing system is inoperable.

In situations where emergency medical assistance is needed, such as injury or illness, a building secretary will be notified. The building secretary will then request aid by calling "911". He/she will in turn, notify others as required by the individual circumstances. The school shall not be evacuated if no other personnel or facility property are affected.

In the event of a fire, pull the nearest fire alarm pull station. These are typically located at all exit doors. If you are unable to access a fire pull station, contact the main office, by whatever means possible, so that the alarm system can be activated. For school emergencies other than fires, such as toxic spills, severe weather warnings, etc., the instructions for appropriate action will be given as needed by the IC.

RESPONDING TO THE EMERGENCY

All radio and telephone communications, except by those directly involved in the emergency or those essential to safe operation, will stop.

All staff, students and visitors will proceed in an orderly fashion to the assembly areas. Here, they will position themselves for a head count. All head secretaries must ensure that their guests, visitors, contractors and temporary employees, have left the buildings or area, and the sign-in list should accompany them to their respective assembly areas.

The Incident Commander must be notified immediately, that all personnel are accounted for. No one is to report to the actual scene of the emergency unless required to do so by the Incident

Commander. All personnel not directly involved in coping with emergencies, are to standby for support requests until they are released by the Incident Commander.

The Incident Commander will request help according to the needs of the emergency. Upon control or termination of the situation that called for the evacuation, as determined by the Incident Commander, students, staff and visitors may return to the school.

CAMPUS ACCESS CONTROL- SECURE CAMPUS

During school hours, access to the schools are controlled through each office. This is in place to funnel all visitors through each administrative office, and limit access to the campus, to staff, students and authorized visitors.

Doors and windows that can provide interior access to the schools shall be closed and locked for external access, during any event that constitutes a school emergency.

Persons entering the school during school hours must be processed through each school or the District Office. This includes contractors, vendors, parent helpers and any other non-school staff that enter the secure area of the school. Additional clearances may be required if the visitor to the school will be working with, or has direct access to students (District Policy 5005).

Each school office is equipped with devices to rapidly isolate the school in the event of an emergency. This includes a “lockdown” pushbutton and an HVAC shutdown switch. The lockdown switch automatically takes the normally open office access door off timer and locks it if needed. The HVAC switch will shut down all building HVAC systems in the event an exterior hazard that could cause toxic gases from entering the school. Some of the schools also have a switch that locks the inner school door, and deploys police to the school. School administrators are required to ensure their staff are trained in the operation of these devices.

TRAINING

All new staff members shall be trained on the contents of this procedure as part of their new orientation training.

All substitutes shall be provided a quick reference sheet when they check in to the office for assignment. This guide shall include at a minimum, procedures for:

- Lockout
- Lockdown
- Evacuation
- Shelter

Any changes to the manual shall be communicated to the entire staff. Training on Emergency Response Plans shall be completed at the beginning of each school year; ideally, before classes start.

The school principal or designated representative shall conduct a full plan review of the Emergency Response Plans at the beginning of each school year.

JOB SAFETY ANALYSIS (JSA)

JSA's (appendix A) are designed to acclimate staff members to safety equipment, evacuation routes and hazards associated with their specific job, based on location and specific duties. Included in the JSA's are the following attributes:

- Fire extinguishers locations
- AED locations
- Pull stations
- First aid kits
- Evacuation routes
- Job Specific hazards
- Hazards by location

All new employees or employees that have relocated their work areas, need to complete a JSA.

JSA's will be managed at the school level and the District will maintain a list of all current employees with the locations of the JSA's.

DRILLS

The purpose of drills are to enhance response of school employees in the event of a real emergency. Drills should be practiced as close to the real event as possible.

It is important to learn all we can by critiquing each drill and distributing the findings. When drills are complete, a critique needs to be completed by the administrative team. Findings noted during the drill need to be documented and resolved. Once the deficiency is identified and corrected, notification needs to be made to all that were participating in that portion of the drill. Drill critique sheets should be maintained until it can be confirmed that the deficiency has been corrected and communicated to the school staff.

In some cases, it may be necessary to notify local law enforcement of drills, so they are aware that the schools are performing practice drills. If a citizens see children fleeing from the school, or overhears a lockdown announcement, it may draw an unintended response from law enforcement or the fire department. All drills shall be communicated as a drill, to exclude such response.

Drill frequencies shall be conducted at a minimum per the OSPI recommended drill schedule. Other drills can be added by administrators based on needs.

Weather conditions are a key concern when conducting drills. Students and staff alike may not be prepared for inclement weather on short notice. Drills should be completed in fair weather whenever possible. Placing students in foul weather exposes them to unnecessary peril.

REUNIFICATION

Reunification is utilized when an event, due to physical damage or tragic events, renders the campus or portion of the school uninhabitable. The reunification site is provided as a point where students, staff and others can be processed and be reunited with their families. The philosophy for reunification is to remove the students from the emergency to a location where they can be effectively reunited and be kept safe. Judging on the type of emergency, the model for reunification may vary. If a school suffers a fire or other anomaly that renders the school unusable, other schools in the District may be used for reunification. If an emergency exist that resulted in loss of life or a tragedy that involved the entire District, a remote or non-District reunification point may be assigned.

Each school shall develop a reunification plan to unify students with their families. This procedure will be part of the EAP for each school. The District shall develop a Memorandum of Understanding (MOU) with businesses or agencies in the area to pre-authorize this activity. These authorizations will be kept in the District Emergency Operations Plan and communicated to the schools as needed.

The reunification program revolves around four possible scenarios of reunification:

- i. On-site reunification – If school is terminated due to an emergency school closure or should a small portion of a school be involved in an emergency that renders a few rooms or section of the school uninhabitable, on site reunification may be selected.
- ii. In District reunification – Should an entire campus become uninhabitable, reunification at an alternate school may be necessary. Examples of this may be a major fire, flooding event or gas leak.
- iii. Off-campus reunification - In the event of a catastrophic event that may have resulted in the loss of life, excessive media coverage or other trauma, an off-campus reunification may be warranted.
- iv. Out of geographical area reunification – If an emergency affects all of the schools in the area, it may be necessary to reunify families at a location out of the geographical area. Examples of this could be a dam failure, volcanic activity, major earthquake or flooding.

Reunification locations:

On Site		In District	Off campus	Out of Town
Gyms and common spaces		Other WSD schools	Promise Church	Expo Center Kelso
			Old Apostolic Lutheran Church	Clark County Fairgrounds

Woodland School District Reunification Areas:

Woodland Primary	Woodland Intermediate	Woodland Middle	Woodland High	Yale School
Main Gym	Multipurpose room	Commons	Commons	Yale Gym
		Yellow Gym	Main Gym	
		Green Gym	Aux Gym	

District personnel will communicate with KWRL Bus Co-op and develop a method for transportation of students to the reunification points. This shall include reunification school to school, school to town and school to a location outside the geological area.

Due to the age of students and potential scenarios requiring reunification, the reunification plan could become very challenging to manage. If an event unfolds at the High School, students may leave in their own vehicles and it may become difficult to get their location quickly. Whereas the Primary school students would be led by the staff to a safe location. In any scenario, IC should continue to locate all students regardless of the time required.

COMMUNICATION

The ability to effectively communicate during an emergency is essential. The District relies on numerous systems and devices to establish communication. They include, cell phones, walkie-talkies, phone systems, intercom systems and person to person communication. All methods of communication should be available to the Incident Commander. All non-essential personnel will be required to stop using communication devices, unless it is in direct support of the emergency.

EDUCATION CONTINUITY

Plans will be developed to allow continuation of education in the event of an emergency that renders a portion of a school unusable. This could be accomplished by temporarily increasing density of some classes, moving students school to school, portable buildings or leasing space outside the school grounds. Due to the broad array of events possible and the areas involved, it would be difficult to render an entire school unusable. Planning should reflect lost “sections” of a school, based on the physical arrangement, age and vulnerability of the school.

Understanding school loading, surplus spaces and the ability to compress classes and operations, are key elements of the planning strategy. Administrators need to be cognizant of unused classrooms, portables and other opportunities to recover space for classrooms in the event of an emergency.

POLICE, FIRE COLLABORATION

In order to have an effective emergency response plan, it is imperative that regular meetings be held with local emergency response personnel. During these meetings the following information should be discussed.

- Communication strategies
- Geographic arrangement of schools and response
- Traffic control
- Reunification strategies
- Staging areas for EMS
- School ERP plans

Meetings with local EMS personnel should be completed annually.

EMERGENCY PLANNING – *SCHOOL LEVEL PLANNING*

THE EMERGENCY RESPONSE PLAN

Each School shall maintain 2 copies of the Emergency Response Plan to be kept in the administrative office and grab and go bag. The manual will be arranged in a manner that will allow for easy access during emergencies. The manual shall be organized in the same manner for each school per this procedure.

All ICS members should be familiar with the location and contents of the plan. New staff and newly assigned ICS members shall be instructed so they are familiar with their responsibilities. The FEMA 100/700 courses should be completed for each ICS commander.

COMMUNICATION PROCEDURES

The ability to effectively communicate during an emergency is essential. Each school has numerous systems and devices to establish communication. They include, cell phones, walkie-talkies, phone systems, intercom systems and person to person communication. All methods of communication should be available to the Incident Commander. All non-essential personnel will be required to stop using communication devices unless it is in support of the emergency.

AWARENESS OF STUDENTS REQUIRING SPECIAL NEEDS – LIMITED MOBILITY

Separate accommodations need to be made for all persons requiring assistance. This assignment should be made whenever a student is identified as needing additional assistance; not when the emergency is in progress. A procedure needs to be in place that identifies responsible persons to assist students that have permanent or temporary limited mobility. This assignment should be made as soon as the school office is made aware of the need.

VISITORS TO THE SCHOOL

All visitors to the school are required to be signed-in and badged prior to entering the secured portion of the school. Visitors are defined substitutes, contractors, parent volunteers or others that are not permanent badged staff. Visitors working with students need to be in the company of regular staff at all times.

All contractors shall be checked in at the front office or District Office, and authorization shall be communicated from the supervisor or person requesting the service.

The visitor sign-in log must accompany evacuating office personnel, to ensure that all visitors to the school are accounted for, in the event of an evacuation.

HEALTH ROOM

The health room assistant is responsible, in an evacuation of the school, to ensure the following items are packed and taken out with the evacuating students and staff.

- Medication log
- Health plan book
- Medications
- Emergency supplies

EMERGENCY PROCEDURES

All relevant emergency procedures and reference materials shall be located in the Emergency Response Plan. Each school office is responsible to ensure both copies of the plan are updated as changes are made to the plans.

REUNIFICATION

In the unlikely event a school or portion of a school has to be evacuated, each school shall have a reunification plan that allows students and staff to be united with their families. The Standard Reunification Method will be utilized as the foundation for reunification. The District ERP and all school ERP's shall maintain a copy of this plan.

Schools are required to maintain an active list of students and to whom those students can be released. The school office shall maintain an updated student reunification form copied and kept in both copies of the ERP.

Emergency contact lists will be updated at the beginning of the school year and whenever changes are made.

STANDARD RESPONSE PROTOCOLS (SRP) – INITIAL EMERGENCY ACTIONS

LOCKOUT

Lockout is called when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

Lockout is followed by a directive, "Secure the Perimeter", and is the protocol used to safeguard students and staff within the building.

Examples of Lockout Conditions

The following are some examples of when a school or local emergency might call for a Lockout:

- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience

Actions

The Lockout Protocol demands bringing students into the buildings and locking all outside access points. Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building, and if possible, continue class inside the building. There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned “Primary Responsibility” for an area should be identified in advance, and should actively drill the protocol. Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office. The front office should field information from the classrooms regarding missing or extra students in the classroom.

Activity

All students return to the inside of the buildings
Do business as usual

Teachers

Recover Students, staff from outside the buildings
Increase situational awareness
Take roll account for students
Do business as usual

LOCKDOWN

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes, to intruders, to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

Public address

The public address for Lockdown is: “Lockdown! Locks, Lights, Out of Sight!” This is repeated twice each time the public address is performed.

Actions

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows, and having room occupants maintain silence. There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple – sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. Teachers and student training reinforces the practice for not opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight. Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

Preparation

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows. A “safe zone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it. Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

Drills

Lockdown drills should be performed per the OSPI drill schedule. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years.

(For more information on drills see OSPI Safety Center.)

Contingencies

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom. In this situation, students and staff must be trained to hide or even evacuate themselves away from the building. If, during a Lockdown, an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat- then situational decisions must be made. Evacuation to a non-usual location may be required.

Examples of lockdown conditions

The following are simply some examples of when a school or emergency dispatch might call for a Lockdown:

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

Teachers

Lock classroom doors
Lights out
Move away from sight
Maintain silence
Do not open door
Take roll- account for students

EVACUATE

Evacuate is called when there is a need to move students from one location to another.

Public Address

The public address for Evacuate is: “Evacuate! To a Location”. This is repeated twice each time the public address is performed. For instance “Evacuate! To the Flag Pole. Evacuate! To the Flag Pole.”

Actions

The Evacuate Protocol demands students and staff move in an orderly fashion.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is usually responsible for initiating an evacuation. In a police led evacuation, students may be instructed to form a single file line and hold hands front and back; or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation, and student and staff should be prepared to follow specific instructions given by staff or first responders.

Reporter

Evacuate is typically called by the building secretary or in the case of a police led evacuation, by the responding officer.

Preparation

Evacuation preparation involves the identification of facility Evacuation Points, as well as student, teacher and administrator training for, both, normal and police-led evacuations.

Evacuation Assembly

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

Drills

Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

SHELTER

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or hazmat.

Public Address

The public addresses for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

Hazards May Include:

- Hazmat materials
- Earthquake

Safety Strategies May Include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Incident Command System

The School Incident Command System should be initiated.

Responsibility

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

Reporter

Shelter is typically called by the building secretary but may be called by students, teachers or first responders.

Preparation

Identification and marking of facility shelter areas.

Drills

Shelter safety strategies should be drilled once a year.

CONTENTS OF THE EMERGENCY RESPONSE PLAN (School Level)

Each schools Emergency Response Plan shall be organized in the following manner and will contain the following documents:

- The District Procedure (this procedure)
- Standard Response Protocol
- Reunification Plan
- Emergency Plans (top 5 per the Probability model results)
- Maps of building with utility isolations
- Locations of hazardous materials
- List of staff
- List of students
- List of First Aid providers
- Drill schedule
- Drill Critique sheet
- Grab and go bag contents list
- Quick reference guide for substitutes
- Communication list (critical phone numbers)
- ICS Duties and responsibilities list