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2020-2021 School Year

EMERGENCY CRISIS GUIDE

GRANITE FALLS SCHOOL DISTRICT

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Granite Falls School District

Emergency Plan Overview

Updated: August 2019

**INTRODUCTION**

1. **Purpose**

The purpose of this emergency plan overview is to identify emergency responsibilities and requirements for Granite Falls School District and its employees. This plan is intended to empower employees in an emergency and clarify emergency roles and response. These are guidelines and are meant to be revised and expanded on by those in each school to meet their specific needs. It is not intended as a rigid or restrictive plan. It is the intent of the emergency plans to meet the requirements as outlined in RCW 28A.320.125. Emergency plans will be reviewed annually in collaboration with local agencies and partners such as law enforcement, county health departments or first responders. School plans will be an all hazard approach to emergency management planning and response.

1. **Scope**

Each school plan provides a basic emergency response plan, recommended emergency response teams, site specific hazard vulnerabilities, employee emergency procedures, training requirements, exercise procedures, and employee and family disaster preparedness based on the five phases of emergency management that include mitigation/prevention, preparedness, response, recovery and reporting.

* 1. **Mitigation/Prevention**

Granite Falls School District will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/Prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities.

Mitigation/Prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Examples of mitigation include: strapping file cabinets, securing computers, identifying hazards, or setting board policy.

1. Board Policies in full can be viewed online at [www.gfalls.wednet.edu](http://www.gfalls.wednet.edu/). Policies that refer to emergency mitigation/prevention/preparedness/response/recovery/reporting include, but are not limited to: 4210 Dangerous Weapons on School Premises; 4314 Notification of Threats; 6895 Pesticide Notification; 6310 Delegation of Authority; 5201 Drug Free Workplace; 5510 Staff Immunization and Infectious Disease; 5530 Possession of Dangerous Weapons; 3205 Sexual Harassment; 3207 Harassment/Bullying; 3200 Student Rights and Responsibilities; 3240 Student Conduct; 3241 Student Discipline; 3421 Child Abuse/Neglect; 3230 Searches of Students and Their Property; 3230 Locker Searches;

3422 Concussion Head Injuries; 3432 Emergency Treatment; 3413 Immunization and Life Threatening Health; 3414 Infectious Disease; 3416 Medication at School; 3420 Anaphylaxis Prevention, 3419 Asthma; 3070 Safe and Drug Free School Illegal Drug and Alcohol Use; 3071 Gang Activity; 3432 Emergency School Evacuation/Lockdown; 6820 Use of Buildings/Equipment.

1. Locks and alarm systems will be reviewed for functional use.
2. Hazardous materials for school labs will be secured in locked areas.
3. Knox box or similar access will be provided to emergency response agencies.
4. Schools plans will assess risks including school climate, emotional well-being of staff and students and physical risks.
5. The District has outlined procedures to address a pandemic flu/infectious diseases or MRSA infections, which includes such areas as prevention, communication and response. The plans are available online at [www.gfalls.wednet.edu](http://www.gfalls.wednet.edu/).
	1. **Preparedness**

 Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Rapid Responder is used monthly to run practice drills throughout the buildings. Preparedness activities in the school plans may include, but are not limited to:

* + 1. Forms and maps with floor plans, evacuation routes, reunification, etc.
		2. Disaster supply lists for classrooms and school use including medical and sanitation supplies and locations.
		3. Identified team members to follow the Incident Command System (ICS).
		4. Protocols/directions/templates for communication, drills and exercises, response and recovery needs, and Rapid Responder.
		5. Drills and exercises, which will include invitations for participation by local agencies and will include six (6) fire evacuation drills per year, one (1) lockdown dill, one (1)

shelter-in-place drill and one (1) drill using the school mapping system. All drills will be documented by date and time performed as well as other pertinent information.

* + 1. Provisions to assist staff and students with disabilities and special needs.
		2. Multiple communications systems will be in place for students, parents, community and media including, but not limited to, email, webpages, cell phones, walkie-talkie, the public school emergency communication system (PSECS). Media will be staged off campus. Parents will be notified of emergency procedures through parent newsletters, district newsletters and the district website.
		3. School facilities may be used by the community as a resource in the event of a community-wide emergency or disaster.
		4. School transportation procedures will be incorporated into school plans that include evacuation routes, bus staging areas, communication systems, reunification sites and secondary agreements (see reporting for full information).
	1. **Response**

The Granite Falls School District will respond to emergency situations. Response operations are intended to resolve an emergency situation quickly, while minimizing causalities and property damage. 911 will be called when deemed appropriate. Response activities in the school plans may include, but are not limited to:

* + 1. Plans for staff and students with disabilities.
		2. Evacuation procedures.
		3. Shelter-in-Place procedures.
		4. Lockdown/modified lockdown procedures.
		5. Parent/student reunification procedures.
		6. Use of the ICS that includes logistics, operations, planning and finance-administration procedures.
		7. A public information officer that will communicate with media and the public during an emergency.
	1. **Recovery**

The Granite Falls School District will carry out a recovery program that involves both short term and long term efforts. Recovery actions may include but are not limited to:

* + 1. Temporary relocation of classes or school closure.
		2. Classes taught via Internet.
		3. Debris removal.
		4. Reconstruction of facilities.
		5. Post-traumatic stress identification and treatment (existing school staff, Northwest ESD 189 and neighboring districts will provide mental health services as needed)
		6. The ICS team will debrief after each incident/emergency for the need to revise current plans.
	1. **Reporting**

It is the intent of the emergency plans to meet the requirements as outlined in RCW 28A.320.125. The District or schools will report required elements of the emergency plans to Washington Association of Sheriffs and Police Chiefs through the mapping system. The reports will include:

* + 1. List of hazardous materials for each school.
		2. The identification of all staff members who are trained in ICS or other related emergency response (i.e., first aid/CPR).
		3. Identification of school transportation procedures
		4. The school’s emergency plans with detailed information on notification procedures, alert procedures and location and use of supplies.
		5. The date/time and other pertinent information on the school safety drills that occur including six fire evacuation drills per year, one lockdown, one shelter-in-place and one drill using the mapping system.
1. **This Plan Applies to:**
	* 1. Applies to all employees.
		2. Applies to all employees tasked to provide response assistance in case if emergency/disaster and describes actions to be taken in providing immediate response assistance.
		3. Includes those actions and activities that support the school’s effort to save lives, protect the health and safety of employees, and protect school property.
2. **Mission and Goals**

1.The mission of the Granite Falls School District in an emergency/disaster is to:

* + 1. Protect lives and property
		2. Mitigate the effects of a disaster
		3. Prepare for emergencies and disasters
		4. Respond to emergencies
		5. Aid in recovery from disasters
1. The goals of the Granite Falls School District are:
	* 1. To have school emergency response plans, services, and supplies for students and staff.
		2. Coordinate the use of school personnel and facilities within the school.
		3. Restore normal services.
2. **Definitions**
3. “Emergency” as used in this plan means a set of circumstances that demand immediate action to protect life, preserve public health or essential services, or protect property. In an emergency, existing resources and capabilities should be sufficient to cope with the situation.
4. “Disaster” is defined as any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
5. An emergency or disaster may be proclaimed by local government jurisdictions or the Governor as authorized by state or local statute.
6. A “crisis” is an incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons but may not involve the entire school or community. An incident involving violence, or the witnessing of violence, often has a lasting effect on those involved. The psychosocial effects of a crisis may linger for extensive periods of time, and may impact the psychosocial functioning of a school or community. Without intervention, such incidents may evolve into larger scale incidents.

These interventions typically include counseling of those involved using techniques of psychological first aid, critical incident debriefing, and other mental health-oriented methods.

1. **Planning Assumptions**

The following assumptions are the basis of this plan:

1. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
2. An emergency or disaster, such as an earthquake or hazardous material incident, may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.
3. Local and state government may be overwhelmed by a disaster. School employees may be on their own for at least three days or longer after a disaster.
4. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
5. Assistance from other government and federal agencies will supplement the states, but such assistance will take some time to request and deploy.
6. Disaster planning for employees families is of primary concern to the school and staff. Employees need to have a plan in place for family members if they are at school and cannot get home.
7. A spirit of volunteerism among Granite Falls School District employees and other citizens will result in their providing assistance and support to emergency response efforts.
8. **Limitations**

It is the policy of the Granite Falls School District that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, the Granite Falls School District can only endeavor to make every reasonable effort to respond based on the situation, resources, and information available at the time.

**CONCEPT OF OPERATIONS**

1. **Direction and Control**

The ICS will be used to manage all emergencies that occur. All school principals will be trained in the ICS. Command team members will be trained in specific areas of logistics, operations, planning and finance-administration as needed.

In a major emergency or disaster the Granite Falls School District may be damaged or need to be evacuated, people may be injured, and/or other emergency response activities may need to be taken. These activities must be organized and coordinated for efficient management of the emergency response and/or the disaster activities. To provide for the effective direction, control and coordination of a response to an emergency/disaster, either single site or multi-incidents, the school Incident Command System will be activated to manage the disaster. The Incident Commander will be in charge until a coordinated response can be obtained with local authorities, who will assume command.

* 1. **Incident Command System Team Members – for individual schools:**

**Before the Disaster**

* + 1. ICS team members will coordinate planning activities and the recruitment of building emergency response teams.

**During the Disaster**

1. Coordinate all emergency response activities at the school.
2. Report and coordinate all facilities emergency response activities.
3. Coordinate the activities of all building emergency response teams.

**After the Disaster**

* + 1. Assist the school as directed in recovery efforts.
1. **School Plans**

Detailed school plans will include a number of templates, protocols, directions, maps and other pertinent information specific to that school. School plans will incorporate the above information through hard copies, information contained in the mapping system and other avenues as appropriate.

**Granite Falls School District**

**Emergency Transportation Plan**

1. **Purpose**

The purpose of this plan is to help ensure an organized and effective transportation response in the event that an emergency evacuation of a school or schools is needed. It details the process of arranging transportation for evacuating students, staging them, and sending them home when indicated.

This plan is part of ensuring compliance with transportation planning as required in RCW 28A.320.125(3)(c)(ii): “Identifying school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements consistent with the school mapping information system;"

This plan is part of the “School District Office Emergency Support Plan,” and as such is available to administrators/managers, reviewed with staff, and updated as needed together with that plan.

1. **Activation of school evacuation and need for transportation**

The need for a school or building evacuation is determined by the building principal/designee, or can be ordered by an Incident Commander (law enforcement or fire department officer). According to the Incident Command System (ICS), there is a single individual responsible for directing events during the emergency.

Once it is determined that a school evacuation is needed, the principal/designee will contact the superintendent/designee. The superintendent/designee will evaluate the entire situation in the district and contact the transportation manager/designees to arrange for transportation. If more than one school is involved, the superintendent/designee will prioritize the need and determine how the buses are distributed. School administrators should not call transportation directly to request buses for evacuation.

If it is possible to do without endangering students and staff, the school principal/designee should wait to order the school-wide evacuation until the buses to transport the students and staff have arrived. Staff should evacuate with students and disperse among the buses.

If the situation poses an immediate danger to students (and shelter-in-place or lockdown is not indicated), the principal/designee may choose to have the students and staff walk to a designated area and await buses. This should be communicated by the principal/designee to the superintendent/designee.

1. **Determine how many buses will be needed, and how many are currently available (with drivers)**

Once a call is received in transportation dispatch from the superintendent/designee ordering buses to a school to evacuate students and staff, the transportation manager/designee will do the following:

* 1. **Determine how many buses will be needed, and how many are currently available (with drivers)**

If a full evacuation of a school was called for at the school’s busiest time, following is a list of how many buses would be needed to evacuate the school:

**Buses needed to evacuate schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Total # students + staff** | **# large buses needed** | **# special needs students requiring accommodations in transportation** |
| **Granite Falls High School** |  | **12** | **4** |
| **Granite Falls Middle School** |  | **11** | **2** |
| **Mt. Way Elementary** |  | **9** | **0** |
| **Monte Cristo Elementary** |  | **10** | **3** |
| **Crossroads High School** |  | **4** | **0** |

To ensure enough buses, plan to accommodate walkers and those who drive themselves.

* 1. **Notify drivers of the emergency situation**
		1. Buses on routes (drivers on duty)

 All on-duty drivers will be notified of the situation and asked to wait for directions from dispatch. (Drivers are to take directions from dispatch only.)

Drivers in the midst of routes (with students on the bus) will be asked to

* Continue the route and deliver students, or
* Take students on the bus home and call dispatch when empty, or
* Pull the bus over and wait for further instructions, or
* Proceed as directed by dispatch.

Once the current locations of buses are accounted for, off-duty drivers may be needed.

* + 1. Non-scheduled times (drivers off duty)

Off-duty drivers and substitutes will be called using the emergency (snow day) call list (which has driver cell phone numbers). They will be asked for an estimate of time to respond to the bus yard.

* 1. **Consider using buses as shuttles only**

If providing an adequate number of buses to evacuate the entire school is not available within a reasonable time, transportation will consider providing a shuttle service to the designated location using available buses.

An option is get the students out of the building by shuttling them to another location where their buses are waiting, and separating them there before sending them home.

* 1. **Consider requesting buses from neighboring school districts**

 If needed, requesting buses from neighboring school districts may be a viable option.

* 1. **Report the estimated response time to the superintendent**

It is estimated that, depending on the time of day the emergency occurs, it can take up to an hour to get drivers and buses to schools. As soon as an estimated time of arrival is determined by transportation, the superintendent/designee will be notified. S/he will notify the principal/designee about the bus response time.

* 1. **Consider pre-staging buses in the bus yard**

 Transportation may want to consider staging buses in bus yard before sending them to the school.

* 1. **Determine where to send buses to pick up students**

Although the situation may warrant another site, or the district may be told by first responders where to pick up the students, following are possible locations where buses may be sent to pick up students/staff in an evacuation:

**Possible bus staging areas at schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Normal bus pick up****area** | **Alternate pick up****area at school** | **Nearby suitable site** |
| Mt. Way Elementary | Bus Zone |  | Middle School/IGA |
| Monte Cristo Elementary | Bus Zone |  | High School/Mt. Way |
| Granite Falls Middle School | Bus Zone |  | Crossroads/Admin office/IGA |
| Granite Falls High School | Bus Zone |  | Monte Cristo Elementary |
| Crossroads Alternative | Bus Zone |  | Middle School |

Note: Be sure to consider where emergency vehicles are to be staged, as designated in the school mapping information system (known as Rapid Responder).

* 1. **Determine the parent-student reunification site(s) – where the buses are to go**

As listed in emergency plans and on Rapid Responder, following are designated reunification sites for the schools:

|  |  |  |
| --- | --- | --- |
| **School** | **Primary parent reunification site** | **Secondary parent reunification site** |
| Granite Falls High School | Football Field | Middle School |
| Granite Falls Middle School | Football Field | High School |
| Mt Way Elementary | Play Field | High School |
| Monte Cristo Elementary | Play Field | Middle School |
| Crossroads Alternative | Baseball Field | High School |

In some situations, buses themselves may be used as a shelter-in-place location for reunification – students from specific geographical areas will be directed to a particular bus where their parents can pick them up.

* 1. **Determine bus evacuation/travel routes**

For each school, designate normal and back up bus exit routes, considering emergency vehicle placement listed in the school mapping information system.

|  |  |  |
| --- | --- | --- |
| **School** | **Normal bus exit route from school** | **Alternate bus exit route from school** |
| Granite Falls High School | X | Exit by Bus Garage/Monte Cristo Elementary |

|  |  |  |
| --- | --- | --- |
| Granite Falls Middle School | X | N/A |
| Mt. Way Elementary | X | N/A |
| Monte Cristo Elementary | X | N/A |
| Crossroads Alternative | X | N/A |

* 1. **Preparing the buses for the emergency (if needed)**

 For some emergencies, such as a volcanic eruption, buses may need to be prepared before being sent out (e.g. - air filters for volcanic ash).

* 1. **Ensure there are buses, equipment and staff to accommodate special needs students**

 The evacuating school may have special needs students that require accommodation in transportation. Transportation needs to work with those schools to ensure that those students are safely transported during the evacuation. Aides normally assigned to the students need to accompany the special needs student during the evacuation. For unusual release times, the school needs to contact the parent/guardian.

* 1. **Notify others involved in student transportation of the situation**

 There are other situations where students may be coming to a school that is being evacuated. Students returning from field trips, skills center, work experiences, need to be notified of the situation. Preschool on site and AM and PM Kindergarten have different release and bus times that need to be considered.

1. **Communication systems**

During an emergency situation, the telephone system, including cell phones, may be overloaded. Both district office and school emergency plans have primary and secondary means of communication within the district. Also contained in these plans are means of communication with the first responders, the evacuation and reunification sites.

Communication between dispatch and the buses is by (two-way radio or cell phone). Keep radio communication as brief as possible to minimize radio traffic and possible system overload. In case of radio overload (failure), it would be helpful to ask drivers to keep their personal cell phones turned on.

Bus drivers are to take direction from the transportation dispatch or public safety officials only (not other school staff). If anyone else attempts to direct school buses, the bus driver is to contact dispatch.

The district office plan includes several means of communicating with parents, including the school parent notification system. Ensure that directions for student pick-up be included in these messages. For a community disaster, the city/county reverse 911 system may be used.

Parental notification of early drop off or pick up of young or special needs students may be needed. This may be done by transportation or the school staff- check with the superintendent/designee for direction in this area.

Parents will be asked not to remove their children from the buses except at the designated locations. If this happens, the driver is to note who removed the child.

1. **Contracted bus services preparedness**

School districts using contracted bus services will ensure that the contracted bus service company is prepared to evacuate students in the event of an emergency. School administrators will be familiar with the contractor’s emergency evacuation plans.

1. **Secondary transportation agreements**

Utilize Lake Stevens School Buses and Drivers

1. **Use of school buses in a community emergency**

School buses can be requested by Incident Commanders once the supply of C-Tran buses is exhausted.

**Granite Falls School District Pandemic Flu Information/Plan/Procedures**

**MAY 2007; Updated MARCH 2008; Updated APRIL 2009; Updated OCTOBER 2009**

**Pandemic Influenza Information**

With the United States’ heightened awareness regarding a possible pandemic flu, the Granite Falls School District has developed information and basic plan of action in case a pandemic flu does affect our region based on the recommendations from the Center for Disease Control. This plan will be continual updated as information becomes available through state and federal resources. *The District will follow the lead of the Superintendent of Public Instruction to address many issues yet unresolved (180-day/graduation requirement, personnel/payroll issues, student learning alternatives, special education student obligations, costs associated with such as event, etc).*

**What is the flu and its symptoms?**

Flu, also called influenza, is a contagious disease of the lungs and airways. Usually influenza viruses are spread in droplets of cough and sneezes. Flu symptoms include fever, headache, sore throat, body aches, cough, runny nose, stomach and intestinal discomfort, extreme tiredness

**What is a flu pandemic?**

A flu pandemic means a worldwide outbreak of the disease.

**How does seasonal flu differ from pandemic flu?**

|  |  |
| --- | --- |
| **Seasonal Flu*** Occurs every year usually in the winter.
* Affects up to about 10% of the population.
* For most people it is an unpleasant but not life-threatening infection.
* Annual vaccination is available for those at risk of serious illness.
 | **Pandemic Flu*** Occurs rarely (three times in the 20th century).
* May affect around 25% of the population.
* It could be a more serious infection for everyone.
* Vaccine probably would not be available in the early stages of a pandemic.
 |

**How can I protect my family and myself?**

* Ask about a flu shot.
* Wash hands often (for 20 seconds).
* Cover your cough and sneeze with tissue or sleeve.
* Stay home if you feel sick.
* Avoid touching your nose, mouth, and eyes.
* **Practice healthy habits!** Eat healthy foods, get plenty of rest, and exercise regularly.

**Emergency Preparations, Response, Recovery**

Granite Falls School District has developed a preliminary plan to address the needs of Pandemic Influenza. We have followed the guidelines provided by the Center for Disease Control and provide updates as needed, or as directed by the Superintendent of Public Instruction or the Snohomish Health District. In the case of a pandemic flu event, the district will follow established Infectious Disease protocols as outlined by the health department and the “Infectious Disease Control Guide for School Staff “ (June 2004, Washington State Department of Health & Office of Superintendent of Public Instruction). We will initiate the district planning, response and recovery procedures as follows:

**Infectious Disease Control Procedures**

In order to safeguard the school community from the spread of certain communicable diseases the Granite Falls School District follows the recommendations provided by the Washington State Department of Health and Snohomish Health District in regard to:

1. Notifiable Conditions: if a disease is reportable, the local health officer is notified and the Health Officer’s directions are followed.
2. The reporting of said conditions and absenteeism above 10%; when a notifiable condition is identified or absenteeism is above 10%, the health department’s recommendations are again followed.

We also follow the guidelines provided in the “Infectious Disease Control Guide for School Staff” provided jointly by Washington State Department of Health and the Office of Superintendent of Public Instruction.

**Pandemic Influenza Relevant Stakeholders**

*(As identified per CDC checklist)*

1. Lead Emergency Response Agency:
	* Snohomish Health District
	* SNO-COM, EMS
	* FEMA
	* Law Enforcement
	* OSPI
2. District Administrators:
	* District Superintendent
	* Assistant Superintendent and Director of Operations
	* Communications Office
	* School Principals
	* School Assistant Principals
3. The following in alphabetical (not hierarchical order, for each administrator, the associated staff is included in the picture)
	* Athletic Director
	* District Administrative Staff
	* Food Services Manager
	* Health Services Program Manager/Health Services Department Chairperson (School Nurses)
	* Parents/Guardians
	* Psychological Services Program Manager (Counselors/Psychologists)
	* Teachers/Educational Staff
	* Transportation

**Mitigation and Prevention**

The district preliminary plan is based upon the guidelines from the Center for Disease Control and the checklist system and suggested information posted on pandemicflu.gov website and by the Department of Health and Human Services Department. Information was also gathered from the Edmonds School

District, the Bethel School District, Washington State School Directors Association (WSSDA), Snohomish County Health District and the Contra Costa Health Services.

To mitigate the effects of a Pandemic the following actions will be taken:

**Communications**

Different forms of communication will be used to keep staff, students and parents informed of announcements and plans from the Snohomish Health District and plans for the district’s response if the pandemic should affect the Granite Falls School District.

The district has in place the following communication procedures: district website, Facebook/Twitter, local newspaper, radio and TV stations for announcements, school and district level newsletters, automated phone calling system for high school students, email communication systems, posters at all schools, staff email and phone trees.

**Preparedness**

Snohomish Health District will make the recommendation/determination when to close schools and businesses. The district will support their decision-making process by providing the reporting of absences according to the county communicable disease procedures.

Pandemic Influenza updates from the Health District will be monitored by district personnel. Notification for school closure will be through the Health District to the Superintendent.

Procedures for the schools up to the time of closure will include:

|  |  |  |
| --- | --- | --- |
| **Responsible Staff** | **Area** | **Description of Responsibility** |
| Communications OfficeHuman Resource Secretary | Distribution of Information | The district will post flyers and posters as reminders of healthy habits (cover cough, wash hands) |
| School Nurse Health Room Attendants School SecretariesCustodian Maintenance | Health Room | Symptoms of flu and what to look for in order to identify ill students and staff will be maintained by the district nurse and school health attendants.Students or staff suspected of having the flu should be kept separate from other students using the health room for medication distribution, etc.Schools may need to stock extra gloves and tissues to address the needs of students and staff ill with influenza. Schools may look into purchasing masks or respirator masks.Annual training of staff on proper hygiene techniques and signs/symptoms of flu.Extra thorough cleaning may be indicated during influenza outbreaks when schools are open. |
| Administrative StaffHuman Resource Office | Administrative Absence | District Office and schools will follow their Incident Command emergency chain of command to fill administrative positions due to illness. |

|  |  |  |
| --- | --- | --- |
| School AdministratorAssistant PrincipalHuman Resource Office | Potential Absences | Schools will identify staff that due to health condition or pregnancy will not be able to be present at school once the flu has been identified. Information will be shared with Human Resources to be considered along with the absences called in due to illness. |
| School Administrator | Staff illness | Schools need to be sure staff emergency contact lists are up-to-date. |
| Critical Incident TeamSchool CounselorsHuman Resource Office | Support | School counselors will identify resources available for counseling support for employees. |

 **Response**

|  |  |  |
| --- | --- | --- |
| Responsible Staff | Area | Description of Responsibility |
| School Nurse Health Attendants School SecretariesCustodian Maintenance staff | Care of students/staff with flu like symptoms. | Students or staff exhibiting flu symptoms will be cared for in a separate location away from other health room users.Parents or emergency contact will be called immediately. Student may wear surgical masks until picked up. This will reduce but not guarantee the spread of disease.If anyone is suspected or discovered to have symptoms that may result in pandemic/epidemic that person shall be quarantined pending further medical examination and local health officials notified. Such people will not be allowed to return to school until medical clearance is provided (see policy 5160 and 5065).Custodian can be contacted for significant cleaning of the area. Daily cleaning of the Health Room is done by custodial staff with the product currently recommended by Custodial Services. |
| School NurseHealth Room AttendantsSchool Secretaries | Reporting of IllnessFlu symptoms:* Fever
* Headache
* Sore throat
* Body aches
* Cough
* Runny nose
* Stomach and intestinal discomfort

Extreme tiredness | Nurse/Health Room staff will keep a confidential record of students and staff exhibiting flu symptoms who are sent home. When absences are called in, Health Room or school secretarial staff will note those that are home due to flu like symptoms. The school staff is to report these illnesses to the district nurse.Students or staff with these symptoms are to be sent home, isolated and cared for until parent/guardian/emergency contact can pick them up.--Reporting of symptoms when Pandemic Influenza suspected: Call Snohomish Health District.--Reporting to the Health Department of symptoms when Pandemic Influenza known in community:Create a confidential roster with the following information—name, age, class, contact information, symptoms, date and time of symptom onset (FERPA will be followed as allowed by law to maintain student privacy rights). |
| School Principal working with Communications Office and Snohomish County HealthHuman Resource Secretary | Communications to Staff | Updates will be given to staff on the extent of infection at each school site and potential changes that may take place. |
| Communications OfficeHuman Resource Secretary | Communications to Parents | Will provide information to parents on prevention procedures, and provide information in cooperation with Health District as to the school status – open or closed and if closed when reopening is anticipated. |
| Administrative StaffPrincipals Assistant Principal | Debriefings | Administrative staff will conduct timely debriefings to identify lessons learned and make necessary changes to the response plan. |
| Director of Operations/Communications OfficeCustodiansMaintenance | Building Use during a Pandemic (perhaps by Emergency Services) | * Coordinate building use by outside health or emergency agencies while schools closed.
* Coordinate cleaning of buildings in use by outside agencies during this time.
* Coordinate cleaning at the end of this usage time period.
* Verify school safe for use by students and staff after use by outside agencies.
 |

**Recovery**

|  |  |  |
| --- | --- | --- |
| **Responsible Staff** | **Area** | **Description of Responsibility** |
| School PrincipalAssistant Principal Counselors | Critical Incident Team services | If necessary, the building principal will contact counselors for assistance in grief counseling support for students and staff. |
| Communications OfficeHuman Resource Secretary | General Information | Provide information in cooperation with Health District Staff on extent of pandemic flu in the community and activities that may assist students and staff; signs and symptoms to look out for and safe room function and location at each school. Also announce counseling support services available to faculty and staff. |
| District Nurse Health AttendantsSchool Secretaries | On-going assessments | The district nurse/health attendants will provide physical assessments or make appropriate community health referrals. |
| Communications Office and Critical Incident TeamHuman Resource Secretary | Families and Staff Information | Make educational materials available to families and staff on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress. |
| District Nurse and Critical Incident TeamSchool Principal Assistant Principal | Long-term assistance | Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services. |
| School Principal Assistant PrincipalHuman Resource Office | Staff well-being | Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, and teachers, aides, school counselors, and other crisis team members. |

|  |  |  |
| --- | --- | --- |
| Human Resource OfficeSuperintendentAssistant Superintendent | Staff Assistance | Modify work roles and responsibilities or add volunteer or support staff as needed. |
| Critical Incident TeamSchool Principal Assistant Principal | Student Follow-up | Follow-up with any student referrals |
| Administrative Team/Incident CommandSchool Principal Assistant PrincipalSuperintendent | Incident de-briefing | Conduct debriefing meeting(s) to document “lessons learned” and incorporate them into revisions and trainings. |

**Important School Messages Regarding Sickness**

* **Remind students and staff to cover noses and mouths with a tissue or sleeve** when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose of used tissues in appropriate waste receptacles. If hands become contaminated with respiratory secretions while coughing or sneezing, perform proper hand hygiene as soon as possible.
* **Remind students and staff to clean their hands and make sure they have the supplies to do so.** Frequent hand washing with soap and water will help protect students and staff from viruses. Alcohol-based hand rubs may be used as an alternative. Work with your school’s janitorial staff to ensure that restrooms are stocked with soap and paper towels or working hand dryers.
* **Encourage sick students and staff to stay home.** Sick students and staff should stay home from school until they have been without fever for 24 hours to help prevent spreading illness to others.
* **Encourage staff and families to inquire about getting the flu shot.** Each year the Centers for Disease Control and Prevention sends medical providers a list of people who are at highest risk for complications from the flu and who should receive a flu shot. In most cases, anyone who wants a flu shot can get one.
* **Encourage staff and janitorial team to wipe down any surfaces** that may have been contaminated by saliva or other respiratory secretions. Use a household disinfectant labeled for activity against bacteria and viruses, an EPA-registered hospital disinfectant.

**What is flu?**

Flu, also called influenza, is a contagious disease of the lungs and airways. Flu symptoms usually include:

* Fever
* Headache
* Sore throat
* Body aches
* Cough
* Runny nose
* Stomach and intestinal discomfort
* Tiredness

Flu may be mild in some people, severe in others and causes death to about 36,000 people each year in the United States. Older people, young children and people with certain illnesses or chronic medical conditions are at higher risk for serious flu complications.

**What causes flu?**

A virus causes flu. A virus is a microscopic organism that lives and reproduces within a cell and causes a disease such as measles, mumps, whooping cough, hepatitis or chickenpox. Some viruses kill people, others just make people ill. Once a virus infects someone, there is no way to get rid of it. An antibiotic cannot kill a virus. Sometimes other kinds of medicines can help to lessen the symptoms. Prevention is the key to keeping viruses from spreading to someone else. Researchers have identified three types of influenza viruses, named A, B, and C:

* Influenza A: can infect people, birds, pigs, horses, seals, whales and other animals. Wild birds are the natural hosts for these viruses. There are subtypes of influenza A. Some subtypes cause illness in humans, and some cause illness in animals. Problems may occur when an influenza subtype virus that only infects animals expands its ability to infect humans. Since a person has no history of protection against the virus, the new subtype virus causes people to become very ill or die. See the information below about Avian or Bird Flu for an example of a subtype that is expected to move from infecting only birds to one that infects humans.
* Influenza B: found only in humans. There have been no recorded Influenza B pandemics in humans.
* Influenza C: causes mild illness in humans. There have been no recorded Influenza C pandemics in humans.

**How is flu spread?**

Usually flu is spread from one person to another through droplets containing the flu virus. You can inhale a flu virus by breathing in droplets after someone sneezes or coughs. Or, if someone coughs or sneezes into her/his hand and then touches something like a doorknob or telephone receiver, the virus can live for several hours on those surfaces. If you touch those items, and then rub or your nose or eyes, you could carry the flu virus into your body. Influenza is contagious from one day before someone feels symptoms of flu to about 5 days after that individual gets sick. During the contagious time, the virus is actively being shed from nose, throat and lungs.

 **How can I prevent catching the flu?**

1. Get vaccinated. Currently, two types of vaccinations occur. One is a flu shot. Injected material contains inactivated virus that your body reacts to by building defenses against that virus. This type of vaccine works effectively for people of all ages and medical conditions. Each year the Centers for Disease Control and Prevention sends medical providers a list of people who are at highest risk for complications from the flu and who should receive a flu shot. In general, anyone who wants a flu shot can get one. The other is an effective nasal spray vaccine. This type, which uses live, weakened flu virus, can be used by healthy people between 5 and 49 years old who are not pregnant.
2. Wash your hands frequently. Since viruses live on almost any surface for several hours, anything you touch could contain flu virus. Washing your hands throughout the day reduces the likelihood that you will carry a flu virus to your nose or mouth.
3. Avoid touching your nose, mouth, and eyes. Even if you wash your hands, try to avoid touching any mucous membrane, such as your eyes, nose, or mouth, to prevent getting flu virus into your body.
4. Practice healthy habits. Keeping yourself healthy helps your body defend itself against viruses that make you ill. Healthy habits include getting plenty of rest; eating healthy foods such as fruits, vegetables and whole grains; exercising or including physical activity into your routine 4 to 6 days per week; and taking steps to reduce your stress, including relaxing every day.

**If I get the flu, how can I keep from infecting others?**

1. Stay home from school, work or social events if you have a fever and respiratory symptoms. If you or any of your family members are experiencing any flu symptoms, stay home. Flu symptoms include fever, headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose and muscle aches. Nausea, vomiting and diarrhea may also occur, and are more common among children than adults.
2. Cover coughs and sneezes. Always cover your nose and mouth when coughing or sneezing. Cover your mouth and nose with the inside of your elbow or a tissue. Avoid coughing or sneezing into your hand. If you use tissues to contain droplets or discharges from your nose and mouth immediately dispose in the garbage and wash your hands thoroughly. Remind others to do the same.
3. Most important of all, wash your hands with soap and water frequently and/or use hand sanitizers.

**What is a flu pandemic?**

From the Greek words “pan,” meaning “all,” and “demos,” meaning “people,” a pandemic is a disease that affects a large number of people over a very wide area. In general, a flu pandemic means a worldwide outbreak of the disease. Three conditions must be met to reach the flu pandemic category:

* 1. A new flu virus subtype happens.
	2. The virus infects humans, causing serious illness.
	3. The virus spreads easily and continues to infect humans.

**What is the difference between seasonal and pandemic flu?**

Subtypes of the flu virus already present in humans cause seasonal flu outbreaks. Because they are already present, vaccines have been developed to prevent people from becoming infected or people have developed resistance because they have that type of flu before. A pandemic flu virus is caused by a new subtype of the flu virus that has never circulated in humans before. No vaccine is available at the onset of the virus, so high levels of illness and death could occur.

**How often do flu pandemics occur?**

Influenza pandemics have occurred three times in the recent past; in 1918, 1957 and 1968. Public health and medical experts believe that a pandemic will happen again soon. In some ways, we may be in more danger now because of the ease of modern air travel.

**What is the treatment for regular or seasonal flu:** Home remedies such as rest, lots of fluids, and over-the-counter medicines (like Tylenol and decongestants) will help you feel better. Elderly people

and young children are at most risk for hospitalization and complications from the flu. If a person has a severe choking cough, shortness of breath or trouble breathing, they should seek medical care right away.

**What other resources will give me information about influenza?**

* U.S. Centers for Disease Control and Prevention at [www.cdc.gov/](http://www.cdc.gov/)
* World Health Organization [www.who.int/csr/disease/swineflu/en/index.html.](http://www.who.int/csr/disease/swineflu/en/index.html)
* Washington state Department of Health [www.doh.wa.gov](http://www.doh.wa.gov/)

**Will medical masks help decrease the spread of a pandemic flu?**

If effective vaccines and anti-viral medications do not exist, masks could help prevent or slow influenza transmission. However, most masks that are available to the public are designed to be disposable and do not effectively seal against the spread of germs. In the event of a pandemic they would be better protection than a woven cloth mask, a handkerchief, scarf, or no protection at all and improvised devices may be the only option available. At this time the school district does not anticipate having masks on hand for students and staff. Other interventions, such as washing your hands, covering your cough, and staying home when sick, will continue to play a critical role in preventative strategies.

**How do we keep our schools clean, and how will our practices change in the event of a pandemic?**

The Granite Falls School District currently has a full custodial staff that cleans our schools daily. Custodial work is driven by how often something needs to be cleaned. For example, restrooms are cleaned and disinfected on a daily basis, and walls are spot-cleaned on a weekly basis. Normally, areas that are disinfected daily include: restroom fixtures, such as sinks and toilets, door handles/push plates, mirrors, soap and paper dispensers, restroom floors, classroom sinks, and water fountains. In the event of a pandemic, our routines would be significantly increased. Daily and throughout the day, custodians will clean and disinfect as many surfaces as possible that staff, students, and visitors touch in our schools.

Custodians are trained to provide clean, healthy buildings and will lead the effort to protect the health of our community in the schools.

**Should we be using certain soaps?**

Plain soap and water are best! You do not need to use antibacterial soaps to stay healthy. The best way to remove bad bacteria is to wash thoroughly. Try to wash your hands for 20 seconds before rinsing.

 **Harassment and Bullying Safety**

**I**t is the policy of the Granite Falls School District to maintain a safe and civil educational environment for all students free from harassment, intimidation, and bullying. Harassment, intimidation, and bullying means any intentional written message or image, including those that are electronically transmitted, a verbal or physical act, when an act physically harms a student or damages the student’s property; has the effect to substantially interfere with a student’s education or it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Harassment, intimidation, and bullying in any form are unacceptable.

**H**arassment, intimidation, and bullying are against District policy and against state and federal law. Students who engage in such activity on school grounds or who engage in such activity off campus and creates disruption of school operations shall be subject to school disciplinary action and possible criminal prosecution.

**E**lectronic transmitted message or images including, but not limited to, email, instant messaging, blogs, webpages, text messaging, cell phones, digital pictures, images, and videos. Often referred to as “cyber bullying”, internet harassment, intimidation, and bullying falls under the District’s anti-harassment, intimidation, and bullying policy.

**T**he District provides student access to the District network for internet access only after students and parents sign an agreement. Access to District computers is a privilege, not a right.

**INTERNET SAFETY**

**S**tudents’ home use and personal internet use can have an impact on the school and on other students. If a student’s personal internet use - such as a threatening message to another student or a violent picture - creates a substantial disruption of the school’s operations, the student may face school discipline and criminal charges.

**A**nytime a student feels harassed, intimidated, or bullied whether at school through verbal threatening remarks, or after receiving a text message, the student should tell their parent, guardian, teacher or a trusted adult. The student, parent, or other adult, should notify school officials as soon as possible.

**Internet Safety Tips**

The internet can be a valuable tool for work, school or personal use. The District closely monitors student computer use during the school day and filters are used to block unsafe internet sites. Below are safety tips that can be used by students here at school, and at home.

**For Students**

* + Never give out any personal information including your name, address, age, phone number, or password
	+ Never agree to meet someone you have met online without an adult
	+ Never email pictures of yourself to strangers
	+ Never respond to a threatening message
	+ Remember that people online may not be who they say they are
	+ An email you send to one person can be forwarded to hundreds without you knowing so think twice before sending any message
	+ Don’t send threatening or bullying messages
	+ Tell a parent, guardian, or trusted adult if you feel don’t feel safe

**For Parents**

* + Talk to your child about internet safety
	+ Establish guidelines for internet use and monitor the time spent on computers
	+ Learn about parental controls
	+ Put computers in family areas or the house and not in bedrooms or behind closed doors
	+ Report offensive or suspicious behavior to your internet provider and local police
	+ Be very aware of websites such as myspace.com that have limited controls
	+ Print out copies of offensive emails for reporting purposes; do not delete the original email even if you have a hard copy so the police can track the source
	+ Contact the police if your child receives violent threats or obscene messages

**Granite Falls School District**

**Emergency/Crisis Guide**

 **Dr. Josh Middleton, Superintendent**

Updated: September 2020

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Determine seriousness of situation/Call 911 or other emergency resources as needed

**Step 2**

Notify district administrators

* + Superintendent
	+ Communications Office
	+ Other

**Step 3**

Assemble School Crisis Team/Delegate as Needed

**Step 4**

Activate notification plan if necessary

* + Phone Tree
	+ Message Carriers

**Step 5**

Gather/document information, provide to:

* + Superintendent/Communications Office
	+ Staff
	+ Students

**School Crisis Action Steps**

**Emergency Numbers**

**Police • Ambulance • Fire • Emergency 911**

|  |  |
| --- | --- |
| **PUD**  | **425.783.1000** |
| **PUGET SOUND ENERGY (NATURAL GAS)** | **888.225.5773** |
| **CPS** | **360.651.6900** |
| **RED CROSS** | **425.252.4103** |
| **SNOHOMISH COUNTY EMERGENCY MANAGEMENT** | **425.423.7635** |
| **POISON CONTROL** | **800.222.1222** |
| **PUBLIC HEALTH NURSE** | **425.339.5230** |
| **24-HOUR CRISIS LINE**  | **800.584.3578** |

**Dr. JOSH MIDDLETON (Superintendent) 360.348.9090 Cell**

 **Dr. KARIN MANNS (Asst. Superintendent) 425.785.6400 Cell**

**MARSHALL KRUSE (Director of Business/Operations) 805.712.6769 Cell**

**JENNIFER HARMON (Director of Human Resources)**

**MELANIE FREEMAN (Communications) 360.348.7544 Cell**

 **GAYLE WILSON (Director of Special Programs) 206.349.8801 Cell**

 **DAWN WEDDLE (Mountain Way Elementary) 425.418.4227 Cell
BRUCE WALTON (Monte Cristo Elementary) 360.791.0469 Cell
DAVE BIANCHINI (Middle School) 425.737.2687 Cell
KEVIN DAVIS (High School) 425.221.0812 Cell
BRIDGETTE MCVAY (Crossroads) 425.231.1895 Cell**

# Chain of Command

District Level Chain of Command:

 Superintendent

 Assistant Superintendent

Director Business/Operations

School Level Chain of Command:

 Principal:

Assistant Principal:

Designated Staff Member:

(see chart under Crisis Team for full Crisis Team list)

## Chain of Command

**Section 1: Responsibility Checklist**

**BY EMPLOYEE GROUP:**

### Administrator/Principal

* Bus Drivers
* Counselor/Psychologist
* Custodian
* Food Service
* Nurse/Health Attendant
* Secretary
* Superintendent/Communications
* Support Staff
* Teacher

**Responsibility Checklist**

**Superintendent/Communications Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* + Respond to all media, prepare written statement to relay to community and/or letter to parents
	+ Send staff to assist with office help/security/traffic, etc. if appropriate
	+ Notify Board Members
	+ Assist schools in whatever support needed
	+ Document type of emergency, actions taken, specific details, etc.

#### Superintendent/Communications Responsibility Checklist

**Administrator/Principal Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* Verify Report/Call 911
* Initiate appropriate emergency procedure (ie, lockdown, evacuation, etc.)
* If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to police
* Assemble crisis team as needed
* Notify superintendent/communications/crisis team members if appropriate
* Notify transportation of evacuation or lockdown situation
* Gather facts while maintaining confidentiality; document type of emergency, actions taken, specific details, etc.
* Refer media to superintendent/communications office
* Make appropriate statement to staff and students. AVOID using intercom, announcements should be made in groups: staff meetings, in classrooms
* Notify and update as necessary: superintendent/communications
* Call the County Emergency Counseling Service if needed
* The communications office will prepare a written statement for office staff to relay to community - secretary should read VERBATIM without additional comments
* Begin phone tree if necessary
* Update staff by memo/email/phone/intercom of new information
* Determine and announce where students can receive counseling
* The communications office will prepare a letter to all parents to target safety issues/counseling, specific information
* Contact family personally (if appropriate) to: offer condolences; obtain information such as funeral arrangements, can students attend; family wishes on flowers, memorials
* Cancel after school/evening activities if appropriate

## Administrator/Principal Responsibility Checklist- Continued

* Conduct staff meeting at the end of the day for: updates/upcoming needs/arrangements; determine emotional state; next day events/needs/activities
* Conduct staff meeting following morning for: agenda for the day: updates/concerns
* Clean out student locker (if appropriate), rearrange seating in classroom
* Make sure custodial staff is very familiar with structure of school and all safety measures including gas/water shut off
* Have system in place for substitutes in the school
* Consistently work with staff in planning/preparation/practice of emergency procedures including evacuation plan for special needs students and/or staff members

## Administrator/Principal Responsibility Checklist

**Secretary Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* + Notify superintendent/communications
	+ If appropriate, call parents, direct them to designated site for pickup
	+ Direct all visitors to designated site for pick up of children; information
	+ Maintain list of ALL calls - who, return number, what was requested, etc.
	+ Notify staff as directed by principal
	+ Gather students:

records, permanent file, health record, picture, emergency information, personal belongings, remove from attendance rolls/student system/phone trees if appropriate

* + Notify other schools of siblings
	+ Read written statement VERBATIM as given from principal for all calls with questions regarding the situation
	+ Refer media to Communications Office
	+ Document type of emergency, actions taken, specific details, etc. (See attached form)

FOR EVACUATION:

* + Check surrounding area for students, take with you out of school
	+ If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
	+ Take student lists/radio, etc. with you
	+ Go to designated area

## Secretary Responsibility Checklist

**Teacher Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* Utilize attendance book/class lists to TRACK EACH STUDENT, where they are/who they are with
* Practice procedures for evacuation, earthquake, lock down REGULARLY
* If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
* If a lockdown occurs, STUDENTS MUST BE REMOVED FROM COMPUTERS IMMEDIATELY
* Assume your role on crisis team
* Know who your “buddy teacher” is
* Make your classroom earthquake safe
* Know the layout of the school
* Be prepared to administer basic first aid
* Be aware of specific medical problems of each student in your classroom; prepare evacuation plan for special needs students and/or staff members
* Have flashlight available - check batteries regularly
* Have activities available to do in case of power outage, lock down, etc.
* KEEP CALM, tell students only the facts as directed by principal
* Be prepared to make a decision whether to stay in your classroom or get the students out of the school depending on the situation
* Have phone tree at home
* Train students (age appropriate) or REGULAR volunteer where emergency guide is and how to use - basic information only such as call 911, communicate w/an adult employee, stay calm, utilize guide
* Refer students to appropriate resources
* Refer media to communications office
* Document type of emergency, actions taken, specific details, etc.

## Teacher Responsibility Checklist

**Counselor/Psychologist Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* + Go to site of crisis to determine student/staff needs
	+ If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
	+ Refer students to counseling site (predetermined by principal)
	+ Coordinate for outside agencies if appropriate
	+ Contact county emergency counseling service if appropriate
	+ Prepare resource materials to send home and/or for staff/students
	+ Be available for student, staff and parent counseling
	+ Provide follow-up services as appropriate (ie, call family after funeral)
	+ Refer media to communications office
	+ Document type of emergency, actions taken, specific details, etc.

## Counselor/Psychologist Responsibility Checklist

**Custodian Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

**IN THE EVENT OF SCHOOL DESTRUCTION**

* + - Shut off water/gas
		- Cut off electricity IF DIRECTED
		- Check PA system WEEKLY (speakers are working, volume is up, etc)
* **Back up person(s) for shut off valve locations**

**IN THE EVENT OF CRISIS**

* Assist as directed by principal
* Assist with security issues
* If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
* Know the structure of the school inside and out to be able to document damage areas
* Document type of emergency, actions taken, specific details, etc.

## Custodian Responsibility Checklist

**Nurse/Health Attendant Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* + Provide immediate medical attention as needed
	+ If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
	+ Refer children to appropriate resources
	+ Assist with office activities
	+ Assist with supervision of students
	+ Document type of emergency, actions taken, specific details, etc.

## Nurse/Health Attendant Responsibility Checklist

**Food Service Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives.

* Turn off equipment as needed
* If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
* Prepare optional food supplies if needed
* Refer children to appropriate resources
* Assist with office activities
* Assist with supervision of students
* Document type of emergency, actions taken, specific details, etc.

## Food Service Responsibility Checklist

**Bus Drivers Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives.

**IF ON THE ROAD:**

* + Report necessary information to transportation department
	+ Provide basic first aid if needed
	+ Maintain communication with transportation department and/or communications office
	+ Provide back up communication system (radios) if needed
	+ Document type of emergency, actions taken, specific details, etc.

**IF ON CAMPUS DURING AN EMERGENCY:**

* + If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
	+ Refer students to appropriate resources
	+ Assist with office activities
	+ Assist with supervision of students
	+ Provide back up communication system (radios) if needed
	+ Have bus available for emergency housing of students (keep bus fully fueled)
	+ Document type of emergency, actions taken, specific details, etc.

## Bus Drivers Responsibility Checklist

**Support Staff Responsibility Checklist**

CAUTION: In case of severe disaster, 911 may not respond immediately, be prepared to “go it alone” until help arrives

* Provide basic first aid if needed
* If bomb threat occurs, PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately
* Refer students to appropriate resources
* Assist with office activities/classroom needs
* Assist with supervision of students
* Document type of emergency, actions taken, specific details, etc.

## Support Staff Responsibility Checklist

**Section 2: Emergencies**

**BY CATEGORY:**

##### Accident/Medical (including Bus Accident)

* After Hours
* Alcohol/Drugs
* Bomb Threat
* Child Abuse/Neglect
* Communicable Diseases
* Community Disaster
* Death and Dying
* Earthquake
* Explosion
* Field Trip
* Fire
* Harassment
* Hazardous Material Spills/Gas Leak
* Hostage Situation
* Intruder
* Kidnapping
* Mental Health Situations
* Missing Student
* Power Outage
* Sexual Offenses
* Suicide
* Terrorist Assault
* Violent Fights
* Weather Related Incidents

**Emergencies**

**Emergency: Accident/Medical**

* STAY CALM
* Call 911 if needed
* Notify office of location
* Report to the scene of the accident with school emergency/first aid kits
* Identify witnesses as well as victims
* Do not move victim (unless danger of further injury)
* Administer first aid until support comes
* Call school nurse
* Contact parents and direct them to pickup area (predetermined by principal)
* Secure the scene of the accident
* Assemble crisis team for assistance
* Follow instructions from principal

**FOR BUS ACCIDENT:**

* Call 911
* Notify transportation department
* Maintain communication with transportation department and/or school
* Off load uninjured students to safe area
* Administer basic first aid

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Accident/Medical

**Emergency: After Hours**

* + Call principal for notification
	+ Assembly crisis team if appropriate
	+ Follow instructions from principal

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: After Hours

**Emergency: Alcohol/Drugs**

* Call 911 if appropriate
* Report suspected abuse to building administrator immediately
* Administer first aid until support comes
* Call school nurse
* Contact parents
* Determine disciplinary action
* Refer for intervention

**Emergency Numbers**

|  |  |
| --- | --- |
| Poison | 800.732.6985 |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Alcohol/Drugs

**Emergency: Bomb Threat**

* Call 911
* STAY CALM
* Keep caller on the line as long as possible
* Note the following:
* **Exact wording of the threat:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**• Threat language was:** well spoken irrational foul taped incoherent scripted/read

* **Ask these questions:**

When is the bomb going to explode? Where is the bomb right now? What does it look like? What will cause it to explode? What kind of bomb is it? Did you place the bomb?

* **Note the following details:** Date/Time of day Male/female Approximate age Culture/race Length of call Phone number called on

Why did you put it in the building? What is your name/address?

* **The callers voice was (circle as many as apply):**

 Calm angry excited slow rapid normal speed loud normal whispered crying dull laughing lisp nasal stutter high slurred raspy deep

familiar (who?)

* **Background sounds (circle as many as apply):** street traffic horns music motors clear radio/TV machinery animals office static local long distance possible cell phone?

other

* Notify principal
* If directed by principal, prepare to evacuate with plan for special needs students, take attendance/class list and/or classroom kit with you –

PRIOR to evacuation, look for any unusual object in your immediate area and report

to supervisor/police immediately

* Assemble crisis team for assistance

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Bomb Threat

**Emergency: Child Abuse/Neglect**

* + Report abuse/neglect to CPS within 24 hours
	+ Report should be made prior to contacting the child’s family
	+ Information needed:

Child’s name, address, birth date

Parent’s name, address, home and work phone numbers Nature of extent of suspected abuse/neglect

Information on previous injuries or background if known. Identify alleged abuse (if known)

* + Document your report using district report forms

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| CPS Office | 360.651.6900 or 866.829.2153 |

## Emergency: Child Abuse/Neglect

**Emergency: Communicable Diseases**

* + - CONSULT WITH PROFESSIONALS FOR OPINION, ask for recommendations depending on situation
		- Review medical facts and communicate based on facts only, enlist health officials to assist
		- Maintain the rights of the person with the disease, including the right to privacy

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |
| Office Public Health Nurse | 425.339.5230 |

## Emergency: Communicable Diseases

**Emergency: Community Disaster**

* + STAY CALM
	+ Call 911
	+ Administer basic first aid until support comes
	+ Contact appropriate agencies that specialize in disaster relief
	+ Coordinate with utility companies if needed for shut off of water/gas, etc.
	+ Assemble crisis team for assistance
	+ Follow instructions from principal

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

|  |  |
| --- | --- |
| Snohomish County Emergency Management | 425.423.7635 |
| Red Cross | 425.252.4103 |
| PUD | 425.783.1000 |
| Puget Sound Energy (Natural Gas) | 888.225.5773 |

## Emergency: Community Disaster

**Emergency: Death and Dying**

* + - Respond to student questions directly and based on their level of development
		- Inform school counselor of situation
		- Be aware of and accept different religious and cultural beliefs
		- Encourage parents to respond to their child’s questions
		- Be realistic about the pain and grief but assure students that they will be taken care of
		- Make sure student name/address is removed from student list for mailings if appropriate
		- Keep stress to a minimum and reestablish a routine as quickly as possible
		- Provide resource referrals if needed

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Death and Dying

**Emergency: Earthquake**

* + STAY CALM
	+ Inside gymnasium, move to locker area, move to nearest solid wall, drop, cover, hold or evacuate school with plan for special needs students and/or staff members
	+ Inside classroom, drop, cover, hold under tables/desks
	+ Inside lab, extinguish all burners, if possible, drop, cover, hold under tables/desks
	+ Inside library/media center, move away from bookshelves, drop, cover, hold under tables/desks
	+ Outside, stand away from buildings, trees, telephone and electric lines, get as low to the ground as possible, cover, hold

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

|  |  |
| --- | --- |
| Snohomish County Emergency Management | 425.423.7635 |
| Red Cross | 425.252.4103 |
| PUD | 425.783.1000 |
| Puget Sound Energy (Natural Gas) | 888.225.5773 |

## Emergency: Earthquake

**Emergency: Earthquake**

**AFTER EARTHQUAKE**

* + - Extinguish small fires
		- Administer basic first aid until support comes
		- Account for ALL students
		- Locate missing students/staff
		- Check for damage to utilities
		- Shut off main power, gas, water if necessary
		- Follow instructions from principal
		- Assemble crisis team for assistance
		- Ensure school is safe before allowing re-entry check for damage, fire, fire hazards

## Emergency: Earthquake

**Emergency: Explosion**

* + Call 911
	+ Activate alarm
	+ Follow fire drill procedures
	+ Plan to evacuate school with plan for special needs students and/or staff members (only AFTER explosion/flying debris has stopped)
	+ STAY CALM
	+ Close windows and doors
	+ Take attendance/class list and/or classroom kit with you
	+ STAY TOGETHER
	+ Walk quietly to exit and away from explosion area
	+ Account for ALL students
	+ Follow instructions from principal
	+ Administer basic first aid until support comes
	+ Assemble crisis team for assistance

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

|  |  |
| --- | --- |
| Snohomish County Emergency Management | 425.423.7635 |
| Red Cross | 425.252.4103 |
| PUD | 425.783.1000 |
| Puget Sound Energy (Natural Gas) | 888.225.5773 |

## Emergency: Explosion

**Emergency: Field Trip**

* + - Determine severity and nature of emergency
		- Call 911 if needed
		- Administer basic first aid until support comes
		- STAY CALM
		- STAY TOGETHER
		- Account for ALL students
		- Contact school with information
		- Enlist help from chaperones, bus driver as needed
		- Assemble crisis team for assistance

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Field Trip

**Emergency: Fire**

* + Call 911 and/or activate alarm
	+ Follow evacuation procedures with plan for special needs students and/or staff members
	+ Take attendance/class list and/or classroom kit with you
	+ STAY CALM
	+ Close windows and doors
	+ STAY TOGETHER
	+ Walk quietly to exit and away from fire area
	+ Account for ALL students
	+ Follow instructions from principal
	+ Administer basic first aid until support comes
	+ Assemble crisis team for assistance

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

|  |  |
| --- | --- |
| PUD | 425.783.1000 |
| Puget Sound Energy (Natural Gas) | 888.225.5773 |

## Emergency: Fire

**Emergency: Harassment**

* + - Notify school administrator
		- Assess seriousness of situation
		- Give specific verbal direction to diffuse the situation
		- Request witness statements
		- Determine intervention/follow-up if needed
		- Notify parent
		- Determine disciplinary action

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Harassment

**Emergency: Hazardous Material Spills/Gas Leak**

* + STAY CALM
	+ Call 911
	+ Notify school administrator
	+ Determine if lock down or evacuation procedure
	+ Follow all directions given by authorities
	+ If caught outside, stay uphill or upwind from danger area
	+ Take shallow breaths through a cloth or towel
	+ If inside, seal all ventilation, close all doors, windows, curtains
	+ DO NOT TOUCH, EAT OR DRINK any food or water until notified
	+ Administer basic first aid until support comes
	+ Assemble crisis team for assistance

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

|  |  |
| --- | --- |
| Snohomish County Emergency Management | 425.423.7635 |
| Red Cross | 425.252.4103 |
| PUD | 425.783.1000 |
| Puget Sound Energy (Natural Gas) | 888.225.5773 |

## Emergency: Hazardous Material Spills/Gas Leak

**Emergency: Hostage Situation**

**IF YOU ARE THE HOSTAGE:**

* + - STAY CALM, don’t be a hero
		- Cooperate, don’t argue or antagonize
		- Inform of medical needs
		- Be observant and track what you see and hear

**ADMINISTRATOR:**

* + - Call 911
		- Evacuate everyone not involved in hostage situation; SECURE SCHOOL
		- Respond to immediate conditions/requests from hostage taker
		- Wait for law enforcement to assume command
		- Assemble crisis team for assistance
		- Give direction for remaining students

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Hostage Situation

**Emergency: Intruder**

IF YOU ARE WITH/IN THE VICINITY OF THE INTRUDER:

* + Call 911 with the following information if available:
		- where and when intruder was last seen
		- description of clothing, height/weight/hair color
	+ DO LOCKDOWN AND/OR EVACUATION PROCEDURE DEPENDING ON SITUATION
	+ STAY CALM, don’t be a hero
	+ Cooperate, don’t argue or antagonize
	+ Be observant and track what you see and hear
	+ Take attendance
	+ If possible use phone system to identify location of intruder
	+ Stay away from doors and windows
	+ Follow instructions from principal ADMINISTRATOR:
	+ Respond to immediate conditions/requests from intruder
	+ Wait for law enforcement to assume command
	+ Assemble crisis team for assistance
	+ Give direction for staff/students

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Intruder

**Emergency: Kidnapping**

**PREVENTIVE MEASURES:**

* review and know each child’s custodial issues
* maintain a list of students who are not to be released to anyone except parent
* flag status on student’s emergency card
* before releasing student, check with custodial parent, ask for photo ID, note date/time
* if someone calls to release student, confirm identity of caller with return call – **DO NOT RELEASE STUDENT IF IN DOUBT**, wait for firm confirmation
	+ - Check school records to determine if custodial issue is present
		- Call parent/guardian
		- Call 911 with the following information: - where and when student last seen - description of student’s clothing - names of close friends

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Kidnapping

**Emergency: Mental Health**

* + Do not argue with person, remain calm. If possible, remove person to quiet area
	+ Contact counselor/psychologist
	+ Try to check for medication needs
	+ Notify parent/family member/close friend
	+ Call 911 if necessary for safety

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Mental Health

**Emergency: Missing Student**

* + - Check school records for custodial information, contact parent IDENTIFY:
			* Where and when was the student last seen
			* What was the student wearing
			* Who was the student with last
		- Get names of close friends
		- Contact bus driver, babysitter, neighbors as needed
		- Check transportation to and from school, bus/parent/walker and trace route
		- Call 911 if necessary

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Missing Student

**Emergency: Power Outage**

* + Notify superintendent’s office
	+ Contact local utility, ask for time frame on repair
	+ Have flash light(s) available
	+ Have activities available for students
	+ Follow instructions from principal

**Emergency Numbers**

|  |  |
| --- | --- |
| PUD | 425.783.1000 |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Power Outage

**Emergency: Sexual Offenses**

* + - STAY CALM
		- Reassure the victim that s/he is safe
		- Have witnesses report incident immediately
		- Prevent contact of victim and accused
		- Safeguard privacy for victim and accused
		- Report suspected assault or abuse to appropriate authorities, ie. CPS, police, etc.

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| CPS Office | 360.651.6900 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Sexual Offenses

**Emergency: Suicide**

* + Acknowledge the suicide
	+ Encourage students to stay in school unless released by parent
	+ Respond to student questions directly and based on their level of development
	+ Be aware of and accept different religious and cultural beliefs
	+ Encourage parents to respond to their child’s questions
	+ Be realistic about the pain and grief but assure students that they will be taken care of
	+ Make sure student name/address is removed from student list for mailings if appropriate
	+ Keep stress to a minimum and reestablish a routine as quickly as possible
	+ Monitor potential modeling of the suicide especially by vulnerable students

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |
| 24 Hour Crisis Line | 800.584.3578 |

## Emergency: Suicide

**Emergency: Terrorist Assault**

* + - Call 911
		- Have a simple announcement for the intercom for students in hallways, etc. such as: “This is an emergency. All staff and students, go into lockdown immediately.”
		- DO LOCKDOWN PROCEDURE
		- Lock all doors and windows
		- Close blinds
		- Turn off lights
		- Take attendance
		- If possible use phone system to identify location of all students
		- Stay away from doors and windows
		- STAY CALM
		- If gunshot or explosion is heard, use judgement on placement within the room, ie, under windows, on floor, under desks, etc.
		- Follow instructions from principal

**\*Staff MAY need to make a decision whether to stay in classrooms or try to get students out of the school/area.**

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Terrorist Assault

**Emergency: Violent Fights**

* + Walk in a controlled manner, DO NOT RUN toward it. Use a controlled tone to direct students away from the scene - STAY CALM
	+ If weapons are involved call 911 immediately. DO NOT try to remove weapons.
	+ DO NOT get physically involved unless absolutely necessary
	+ Call on intervention team if needed
	+ If no weapons are involved, try to establish control of the situation. Enlist help of other adults if needed. If appropriate, do the following:
* demand the students stop the fight and separate them/ disperse onlookers
* isolate in separate rooms under supervision
* administer basic first aid until support comes
* isolate witnesses, take statements
* file appropriate reports

**Emergency Numbers**

|  |  |
| --- | --- |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Violent Fights

**Emergency: Weather Related Incident**

* + - Listen to warnings and take precautions as advised
		- If electrical storm, stay away from windows/glass; avoid use of phones, computers
		- Have flash light(s) available
		- Have activities available for students
		- Follow instructions from principal
		- Implement dismissal of students or overnight stay preparations as directed

**Emergency Numbers**

|  |  |
| --- | --- |
| PUD | 425.783.1000 |
| Fire/Police/Ambulance | 911 |
| Superintendent | 360.348.9090 Cell |
|  | 360.691.7717 Office |
| Assistant Superintendent | 425.785.6400 Cell |
|  | 360.691.7717 Office |
| Communications | 360.348.7544 Cell |
|  | 360.691.7717 Office |

## Emergency: Weather Related Incident

**Section 3: Day to Day Safety**

**PREPAREDNESS:**

### Building Disaster Kit

* Building Security
* Chain of Command
* Communication Systems
* CPR/First Aid
* Crisis Team
* Emergency Assembly Area Plan
* Emergency Information
* Emergency Numbers
* Emergency Training
* Evacuation Drill
* First Aid Supplies
* Flag System Notification
* Hand Signals
* Lockdown/Modified Drill
* Shelter-in-Place Drill
* Media Staging Area
* Overnight Stay Preparations/Procedures
* Phone Trees
* Site Maps/Floor Plans
* Water/Food Sources

**Day to Day Safety**

**Day to Day Safety: Building Disaster Kit**

* + The following items should be available in a secure area:

Blankets Flashlights

Batteries Radio (battery operated)

Cell Phone Candles

Waterproof Matches Bottled Water/Juice/Soda

Paper Towels Wet Ones

Trash Bags Non-refrigerated Food

Whistles Mechanical Can Opener

Axe Hammer

Duct/Masking Tape Disposable Rubber Gloves

Shovels Hack Saw

Jack Leather Palmed Gloves

Nylon Rope Safety Goggles

String Tarps

Utility Knife Wire

Wire Cutters Pry Bar

Wrench Bullhorn

Walkie-Talkies

## Day to Day Safety: Building Disaster Kit

**Day to Day Safety: Building Security**

Check for:

* door locks
* rooms numbered
* buildings numbered and named
* building number on roof
* fire alarm system is working
* fire extinguishers maintained
* window locks and proper closure
* lighting
* fencing
* flashlights working with batteries
* bullhorn working with batteries
* student lists are accessible in various locations
* walkie-talkies and/or pagers are working
* cell phones are working

## Day to Day Safety: Building Security

**Day to Day Safety: Chain of Command**

Establish the following:

* who calls superintendent/communications office
* who monitors entrances and exits
* who communicates with staff
* who works with service agencies
* who deals with immediate needs (see chart under Crisis Team)

**District Level Chain of Command:**

 Superintendent

 Assistant Superintendent

 Director of Operations

**School Level Chain of Command:**

 Principal

 Assistant Principal

 Designated Staff Member (see chart under Crisis Team)

## Day to Day Safety: Chain of Command

**Day to Day Safety: Communication System**

|  |  |
| --- | --- |
| **With Power** | **Without Power** |
| Phones | Cell Phones |
| Walkie-Talkies | Walkie-Talkies |
| Email | Bullhorn |
| Runners | Runners |
| All-Call Intercom | Lowering Flag |
| Pagers | Bus Radios |

## Day to Day Safety: Communication System

**Day to Day Safety: CPR/First Aid**

**Check for ongoing training:**

coaches

bus drivers

shop class teachers

custodial (emergency kits/rubber gloves supply, etc)

CERT training (community emergency resource training)

## Day to Day Safety: CPR/First Aid

**Day to Day Safety: Crisis Team**

Establish your school’s crisis team with designated responsibilities:

**OVERALL OPERATIONS:**

Leader/Backup

Members

**MEDICAL TEAM:**

Leader/Backup Members

**COMMUNICATIONS:**

Leader/Backup Members

**MENTAL HEALTH:**

Leader/Backup\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members

**SECURITY/SUPERVISION:**

Leader/Backup Members

**SEARCH/RESCUE:**

Leader/Backup\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members

**ASSEMBLY AREA:**

Leader/Backup Members

## Day to Day Safety: Crisis Team

**Day to Day Safety: Emergency Assembly Area**

TAPE INDIVIDUAL SCHOOL DIAGRAM OF ASSEMBLY AREA HERE

## Day to Day Safety: Emergency Assembly Area

**Day to Day Safety: Emergency Information**

* + Maintain up-to-date emergency information on STAFF and STUDENTS
	+ Staff forms should be maintained in the school AND in personnel records
	+ Student forms should be maintained in the classroom AND in student file

## Day to Day Safety: Emergency Information

**Emergency Numbers**

**Police • Ambulance • Fire • Emergency 911**

|  |  |
| --- | --- |
| **PUD** | **425.783.1000** |
| **PUGET SOUND ENERGY (NATURAL GAS)** | **888.225.5773** |
| **CPS** | **360.651.6900** |
| **RED CROSS** | **425.252.4103** |
| **SNOHOMISH COUNTY EMERGENCY MANAGEMENT** | **425.423.7635** |
| **POISON CONTROL** | **800.222.1222** |
| **PUBLIC HEALTH NURSE** | **425.339.5230** |
| **24-HOUR CRISIS LINE** | **800.584.3578** |

|  |  |  |
| --- | --- | --- |
| **SUPERINTENDENT** | **DR. JOSH MIDDLETON** | **360.348.9090 Cell** |
| **ASSISTANT SUPERINTENDENT** | **DR. KARIN MANNS** | **425.785.6400 Cell** |
| **BUSINESS & OPERATIONS DIRECTOR** | **MARSHALL KRUSE** | **805.712.6769 Cell** |
| **HUMAN RESOURCES DIRECTOR** | **JENNIFER HARMON** |  |
| **COMMUNICATIONS/****PUBLIC RELATIONS** | **MELANIE FREEMAN** | **360.348.7544 Cell** |
| **PRINCIPAL -Mountain Way** | **CHERYL LARSEN** | **425.418.4227 Cell** |
| **PRINCIPAL -Monte Cristo** | **BRUCE WALTON** | **360.791.0469****Cell** |
| **PRINCIPAL -Middle School** | **DAVE BIANCHINI** | **425.737.2687 Cell** |
| **PRINCIPAL -High School** | **KEVIN DAVIS** | **425.221.0812 Cell** |
| **PRINCIPAL -Crossroads** | **BRIDGETTE MCVAY** | **425.231.1895 Cell** |

# Day to Day Safety: Emergency Training

**Check for ongoing training:**

* + - staff meetings
		- lockdown/earthquake/evacuation drills local/state drills
		- CPR/first aid classes search/rescue techniques security issues

## Day to Day Safety: Emergency Training

**Day to Day Safety: Evacuation**

EVACUATION PROCEDURES FOR FIRE OR OTHER EMERGENCY:

**Check for ongoing training:**

* identify sound/signal/specific verbage for evacuation drill
* designate assembly area for specific groups/grade levels/class
* design system for students in hallways/bathrooms, etc.
* plans for special needs students and/or staff members
* current attendance/class lists: TRACKING SYSTEM FOR ALL STUDENTS follow instructions from principal
* wait for “all clear” before re-entry

FOR BOMB THREAT: PRIOR to evacuation, look for any unusual object in your immediate area and report to supervisor/police immediately

FOR LONG TERM EVACUATION: if long term evacuation occurs, housing of students will be in the following order:

* Mountain Way students will go to Monte Cristo Monte Cristo students will go to the High School
* Middle School students will go to Crossroads/Admin Office
* High School students will go to Monte Cristo
* Crossroads students will go to the Middle School

In the event the Middle School and Crossroads campuses are evacuated together, for long term needs:

* Middle School and Crossroads students will go to Mountain Way

## Day to Day Safety: Evacuation

**Day to Day Safety: First Aid Supplies**

Maintain the following (based on approximately 400 students):

**QUANTITY DESCRIPTION**

8 oz. bottle Hydrogen Peroxide

1 box (100/box) Band Aids

2 boxes (100/box) Sterile gauze pads 2” X 2”

2 boxes (100/box) Sterile gauze pads 4” X 4”

1 carton (12/carton) Gauze rolls, 2” X 5 yards

1 carton (12/carton) Gauze rolls, 4” X 5 yards

6 rolls Adhesive tape, 1/2”

6 rolls Adhesive tape, 2”

10-20 each Tongue depressors (finger splints)

5 each Cardboard splints, arm

5 each Cardboard splints, leg

3 each Elastic bandages, 3”

3 each Elastic Bandages, 4”

1 each Eye irrigation solution

2 boxes (4/box) Instant cold packs

1 each Small sharp scissors

1 each Tweezers

20 each Disposable thermometer

1 package Assorted safety pins

8 oz. bottle Bactericidal Soap

1 each Red Cross First Aid Manual

1 box Sanitary napkins

1quart Bleach (10 drops/gallon of water)

10 each Plastic straw (for measuring bleach)

1 bottle (100 each) Tylenol

2 boxes Kleenex

1 - 2 each Blankets

1 each Flashlight with batteries

1 tube Triple antibiotic ointment

1 bottle Kaopectate

1 box Disposable spoons

1 each Stretcher

1 box Pens

5 (1 gallon) containers Water

1 box (8/box) Slings/ triangular bandages

1 box Rubber gloves

1 box Cotton balls

1 box Ammonia inhalant ampules

10 each Eye patches

1 bottle Antacid

## Day to Day Safety: First Aid Supplies

**Day to Day Safety: Flag Systems**

* In the event of a major crisis/disaster, each school should display the American flag in an area visible both to emergency vehicles passing by and by aerial observation.
* The flag will be instrumental in the event that communications are disabled for long periods of time.
* The flag will assist emergency personnel in determining response priorities.

**Use the following code:**

FLAG UPSIDE DOWN Life threatening damage, help needed


FLAG RIGHT SIDE UP Not life threatening, help needed


NO FLAG All safe, no help needed

## Day to Day Safety: Flag System

**Day to Day Safety: Hand Signals**

IN THE EVENT VERBAL COMMUNICATION CANNOT BE USED, the following hand signals apply:

One finger I’m fine, no assistance needed


Two fingers Assistance may be needed, stay close by


Three fingers Call 911


Watch for the signals as a gesture at eye level or pointing down to the ground by the leg.

## Day to Day Safety: Hand Signals

**Day to Day Safety: Lockdown and/or Modified\*\* Lockdown**

**LOCKDOWN PROCEDURES FOR TERRORIST ASSAULT OR OTHER EMERGENCY:**

**Check for ongoing training lockdown:**

* identify sound/signal/specific verbage for lockdown drill
* lock all doors and windows
* close blinds, turn off lights, take attendance
* design system for students in hallways/bathrooms, etc.
* plan for special needs students and/or staff members stay away from doors/windows
* if gunshot or explosion is heard, use judgement on placement within the room, ie, under windows, on floor, under desks, etc.
* wait for “all clear” before leaving room

**MODIFIED LOCKDOWN PROCEDURES**

**Check for on going training for modified lockdown:**

* identify sound/signal/specific verbage for “modified” lockdown
* lock all doors and windows
* KEEP ALL STUDENTS IN CLASSROOM AND CONTINUE WITH CLASS
* take attendance
* design system for students in hallways, bathrooms, etc.
* plan for special needs students and/or staff members
* stay away from doors/windows
* wait for “all clear” before leaving room

\*\* Modified lockdown will be used primarily during investigations when all students need to be accounted for and remain in one place until the situation is resolved

\* Staff MAY need to make a decision whether to stay in classroom or try to get students out of the school/area

**Day to Day Safety: Lockdown**

# Day to Day Safety: Shelter-in-Place

* SHELTER-IN-PLACE PROCEDURES FOR CHEMICAL SPILLS

 **Check for ongoing training shelter-in-place:**

Administrator closes the school, activates emergency plan, and assumes Incident Command role.

* COMMUNICATE SHELTER-IN-PLACE STATUS (notify remote buildings and outside areas).

“SHELTER IN PLACE. THIS IS NOT A DRILL” (repeat).

“STAFF AND STUDENTS PLEASE MOVE TO YOUR SHELTER AREAS.”

* ASSIGN RESPONSIBILITIES TO OTHERS (administrator stays in command center) NOTIFY district office (usually assigned to secretary).
* LOCK all outside doors (usually assigned to maintenance).
* SWEEP halls and non-classroom areas for students, move to nearest shelter room.
TURN OFF heating and ventilation systems,
SEAL make-up air systems.
* MONITOR radio and main phone line (allay parent concerns).
ASSESS NEEDS and PROVIDE CARE.
* WAIT FOR INSTRUCTIONS OR INFORMATION.

If instructed by officials, direct teachers to seal rooms with plastic and tape. Communicate updates to staff and students as information is received.

* GIVE “ALL CLEAR” SIGNAL when safety of the environment is communicated. Direct staff and students to exit the building.

Once building is clear, direct maintenance staff to re-start HVAC systems.

* Staff MAY need to make a decision whether to stay in classroom or try to get students out of the school/area.

# Day to Day Safety: Shelter-in-Place

# Day to Day Safety: Media Staging Area

Establish a media staging area and:

* assign a member of the crisis team to direct media to specific area
* have media area designated in secure area away from crisis

**UNLESS OTHERWISE NOTIFIED, ALL MEDIA IS TO BE DIRECTED TO THE ADMINISTRATION OFFICE. NEVER GIVE MEDIA ACCESS TO INDIVIDUAL SCHOOL CAMPUS, PROPERTY, STUDENTS OR STAFF WHERE CRISIS IS TAKING PLACE**.

## Day to Day Safety: Media Staging Area

**Day to Day Safety: Overnight Stay**

TAPE INDIVIDUAL SCHOOL OVERNIGHT STAY PLAN HERE

## Day to Day Safety: Overnight Stay

**Day to Day Safety: Phone Trees**

TAPE INDIVIDUAL SCHOOL PHONE TREE HERE

## Day to Day Safety: Phone Trees

**Day to Day Safety: Site Maps/Floor Plans**

TAPE INDIVIDUAL DIAGRAM SCHOOL SITE MAP/FLOOR PLAN HERE

## Day to Day Safety: Site Maps/Floor Plans

**Day to Day Safety: Water/Food Sources**

Check for:

* ample water supply available at school
* food supply available at school to prepare without power

## Day to Day Safety: Water/Food Sources

**Section 4: Forms**

**FORMS:**

### Child Abuse/Neglect Form

* Documentation Form
* Record of Injuries
* Runner Form
* Special Needs Student/Staff Evacuation
* Structural/Non-Structural Damage
* Student Accounting
* Student Checkout

**Forms**

**Forms: Child Abuse/Neglect**

ATTACH CPS/CHILD ABUSE REPORT FORM HERE

## Forms: Child Abuse/Neglect

**Forms: Documentation**

|  |
| --- |
| **NAME:** |
| **DATE:** | **TIME:** | **PLACE:** |
| **TYPE OF EMERGENCY:** |
| **ACTIONS TAKEN:** |
| **DETAILS/OTHER INFORMATION:** |

## Forms: Documentation

**Forms: Record of Injuries**

|  |
| --- |
| **NAME:** |
| **DATE:** | **TIME:** | **PLACE:** |
| **TYPE OF INJURY:** |
| **TREATMENT GIVEN:** |
| **SENT HOME?** | **WITH WHOM:** |
| **SENT TO HOSPITAL:** |
| **WHICH HOSPITAL:** |
| **DEPARTED BY: SCHOOL CAR PARENT CAR AID CAR OTHER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **DATE/TIME DEPARTED:** |

## Forms: Record of Injuries

**Forms: Student Checkout**

|  |  |
| --- | --- |
| **STUDENT NAME:** | **GRADE:** |
| **TEACHER NAME:** |
| **DATE:** | **TIME:** | **LOCATION:** |
| **RELEASED TO (Print Name):** |
| **ADDRESS:** |
| **PHONE:** |
| **SIGNATURE OF PERSON RELEASED TO:** |
| **IDENTIFICATION VERIFIED YES NO** |
| **STAFF MEMBER RELEASING STUDENT (Please Print)** |
| **STAFF SIGNATURE** |

|  |  |
| --- | --- |
| **STUDENT NAME:** | **GRADE:** |
| **TEACHER NAME:** |
| **DATE:** | **TIME:** | **LOCATION:** |
| **RELEASED TO (Print Name):** |
| **ADDRESS:** |
| **PHONE:** |
| **SIGNATURE OF PERSON RELEASED TO:** |
| **IDENTIFICATION VERIFIED YES NO** |
| **STAFF MEMBER RELEASING STUDENT (Please Print)** |
| **STAFF SIGNATURE** |

## Forms: Student Checkout

**Forms: Student Accounting**

|  |  |
| --- | --- |
| **DATE:** | **TEACHER NAME:** |
| **GRADE:** |
| **ALL STUDENTS ARE ACCOUNTED FOR: YES NO** |
| **THE FOLLOWING STUDENTS OR VOLUNTEERS ARE LOCATED AT:** |
| **NAME:** | **LOCATION:** |
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|  |  |
| **THE FOLLOWING STUDENTS WERE ABSENT FROM THIS PERIOD TODAY:** |
| **NAME:** |
|  |
|  |
|  |
|  |
| **THE FOLLOWING STUDENTS ARE MISSING AND UNNACCOUNTED FOR:** |
| **NAME:** | **LAST SEEN:** |
|  |  |
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|  |  |
|  |  |

## Forms: Student Accounting

**Forms: Special Needs Student/Staff Evacuation**

|  |  |
| --- | --- |
| TEACHER NAME: | GRADE: |
| STUDENT/STAFF NAME: |
| PLAN FOR EVACUATION: |
| SPECIAL NEEDS OR CONSIDERATION: |

## Forms: Special Needs Student/Staff Evacuation

**Forms: Runner**

|  |
| --- |
| TO LOCATE A SPECIFIC STUDENT: |
| STUDENT NAME: |
| GRADE: | TEACHER NAME: |
| REQUEST BY: |
| ABSENT | FIRST AID | MISSING |

|  |
| --- |
| ASSISTANCE NEEDED: |
| TEACHER NAME: | GRADE: |
| DATE: | TIME: |
| LOCATION: |
| MARK NEED: |
|  | OUT OF CONTROL SITUATION, SEND HELP |
|  | FIGHT, SEND HELP |
|  | SERIOUS INJURY, CALL 911 |
|  | WEAPON SEEN, SEND HELP, CALL 911 |
|  | INTRUDER, CALL FOR LOCKDOWN, CALL 911 |
|  | EMERGENCY EVACUATION NEEDED NOW |
|  | OTHER: |

## Forms: Runner

**Forms: Structural/Non-structural Damage**

|  |  |  |
| --- | --- | --- |
| DATE: | TIME: | PREPARED BY: |
| LOCATION: |
| WHATS DAMAGED: |
| DESCRIBE DAMAGE: |
| SEVERITY: LOW MEDIUM HIGH  |

|  |  |  |
| --- | --- | --- |
| DATE: | TIME: | PREPARED BY: |
| LOCATION: |
| WHATS DAMAGED: |
| DESCRIBE DAMAGE: |
| SEVERITY: LOW MEDIUM HIGH  |

## Forms: Structural/Non-structural Damage

**Section 5: Misc Information**

* Items for Consideration
* Media Guide
* Items of Note
* Checklist
* Crisis Team Meeting
* Morning Staff Meeting
* Individual School Information

**Section 5: Misc Information**

**Misc Information: Items for Consideration**

* + The most critical part of any crisis situation is to maintain constant communication with the superintendent’s office, law enforcement, staff members and the community
	+ Help front line people understand the vital role they play in an emergency
	+ Keep a log of events/activities
	+ Identify a “command center” where necessary decisions will be made and people are accessible
	+ Never release students without verification/documentation of who the pick-up person is; DO NOT allow students to go to cars
	+ Create a fact sheet for your school - name, address, phone numbers, administrator names, number of students and staff, grade level of school, number of classrooms, age of building, special features of school, programs/achievements that are prominent at the school (this information will help when dealing with media)
	+ Designate a record keeper - collect news clippings, tape television coverage
	+ Have several sets of current student lists in different locations for easy access
	+ Have at least one set of current student mailing labels available at all times
	+ Have at least one current staff list with emergency numbers and medical conditions in different locations for easy access
	+ Have a system in place for students off campus (Skills Center, athletic events, etc.)
	+ Everyone that has a specific job to do in any given situation should have a “buddy” when needed, to help manage details, offer suggestions and keep track of information
	+ Take time after a crisis situation to evaluate - what worked, what didn’t, etc.
	+ Notify parents of procedures BEFORE HAND, give specific information on where students will be held for pickup, what radio/TV stations to listen to for information, what procedures are in place for walkers and/or student drivers in an emergency
	+ Utilize buses for shelter
	+ Recognize substitutes are in the schools - certified and classified - have a designed system for subs unfamiliar with crisis procedures
	+ Practice, practice, practice for crisis situations - lockdown, evacuation
	+ If reporting to another school to assist in a crisis, follow instructions from the principal: be prepared to do whatever is needed

## Misc Information: Items for Consideration

**Misc Information: Media Guide**

When dealing with the media, especially in a tragedy situation, there is little time “to think”. If you do talk to the media (for good news or a crisis situation), use the following tips:

What to say, what to do…

* + - * **NOTHING** is ever off the record when talking to a reporter.
			* Use plain language - stay away from the “educational jargon”.
			* Always, always be honest. If you don’t know the answer, say so and let the reporter know you will get back to him/her with the answer, then DO FOLLOW UP with an answer.
			* Don’t lose your temper or be rude, don’t become confrontational.
			* Be prepared but **BE BRIEF**. Only answer what is asked, never volunteer information.
			* Stick to the facts – who, what, when, where. Pause and collect your thoughts before responding to a question.
			* There are three acceptable responses to every question:

“Here is the answer…”

“I don’t know but I will find out”, or

“I cannot answer that because…”

* + - * **NEVER** say no comment – it gives the reporter the idea there is something to hide.
			* Avoid ‘what if’ questions, none of us can predict the future or change what happened.
			* If you are dealing with a tragedy, don’t be afraid to let your emotions show, we are all human and it’s ok to show you are upset, worried and/or shocked. Consider something like this: “I am deeply saddened by this tragedy. My heart goes out to our students/parents/families. We are doing everything we can to help with this situation by providing counseling sessions or by keeping the school open over the weekend.”
			* **NEVER** allow reporters and/or cameras on campus to film student grief or counseling sessions, you do control your school campus. Reporters can be told where to go for interviews and whom they can interview. Often, it is best for you to “select” staff members and/or student leaders (with parent and student permission) and direct the media to them. However, if you refuse access to all staff and students, they will still get their story – usually on the street corner by approaching anyone who comes along.

Once reporters are off campus, you have no control (and by that time, you don’t want to!)

If you ever have questions, need help or are unsure of what to say, call the Superintendent (ext. 4011) and/or Communications Office (ext. 4010).

## Misc Information: Media Guide

**Misc Information: Items to Note**

ITEMS TO NOTE for basic emergency situations and for housing students overnight on campus:

The administration office will maintain the primary Operations and Communications Center (OCC) at all times. All schools collect information, identify needs and report to the OCC. The OCC will issue directives to the schools and communicate with the media. Have a chain of command named for the administration office personnel AND at each school. **Schools must maintain regular contact w/the OCC. The role of the OCC is one of intervention and management allowing the schools to concentrate on the immediate needs of the students and staff.**

* + - * Identify and designate staff who will stay with the students all night, which members need to be released to go home, who has first aid or other special skills that would be a help in an overnight situation. Identify qualified staff members that could possibly drive students home. School administrators should maintain close contact with all staff members within the school to give direction and updates throughout the situation. Designate student leaders who can help with younger students or help with phones calls, etc.
			* Schools need to keep a log of ALL actions taken for backup data and as a resource (i.e., lists of students released to go home and with whom; a log of parent phone calls, etc.)
			* Be prepared to lose electrical, heat, phone and food service – have backup plans to deal with those situations (i.e., generators, bullhorn, buses for heat, stockpile of coats/hats/gloves from local Goodwill, cell phones, etc.) and what to do if housing overnight without working bathrooms. Depending on the situation, be prepared to turn off gas, water, electricity, water heaters, intake valves. Have food service personnel develop a plan to feed dinner and breakfast at the minimum.
			* Have class lists/locator cards updated regularly and accessible to many staff member to help track students. Have staff lists available as well to help contact their family members if needed.
			* Have plans in place for students off campus (Skills Center, Discovery, etc.) Who will assist with their family contact – the home school or visiting school?
			* Identify and maintain a list of students who may have difficulty whether physical limitations or behavior problems. Identify activities to keep ALL students busy – board games, songs, ball games in gym, etc.
			* Monitor entrances/exits AT ALL TIMES for safety. Take special care with walkers – for elementary students, make sure someone is in fact home (assume parents working out of the immediate area cannot get home). Depending on the severity, high school drivers should not be allowed to drive home without parent permission.

## Misc Information: Items to Note

**Misc Information: Checklist**

**GOAL: To meet the needs of students and staff as they deal with the crisis and to get your school back to normal as soon as possible.**

Regardless of who is involved in the crisis or what specifically has happened, there are students and staff who care about them. Ignoring the crisis or avoiding the crisis could either send the message that you do not care or that the people involved were unimportant. Addressing the needs of your students and staff immediately is crucial.

* Someone calls an administrator with a crisis tip
* Administrator confirms the account with the authorities:
	+ Local Police Department
	+ Snohomish County Sheriff’s Office
	+ Family (if appropriate)
* Administrator calls:
	+ Superintendent
	+ District central information officer who calls:
		- All other administrators (to start phone tree, plan for assistance to school etc.)
		- Sno-Isle Skills Center (if needed)
		- Transportation
		- Media to establish rules, provide facts and set up interviews
		- FAX a press release to TV, radio and print media as soon as possible
		- Be explicit about the conditions under which they can be on campus
		- Notify local law enforcement that the media will be on campus and around town and make them aware of the limitations you have set
		- Other (example: Boys and Girls Club who are on our campus)
* School Crisis Team leader who:
	+ Calls members of the school Crisis Team and puts the crisis plan in action
* Administrator starts the building phone tree:
	+ Provide the facts
	+ Establish staff meeting date, time and place
	+ Provide any special instructions requested by the authorities
	+ Remind staff of district policy about talking to the press
	+ If the crisis occurs over a vacation, it may be necessary to use the phone tree a second time to remind staff of the staff meeting
* Clean the student’s locker out and stop all mailings home
* Send a picture of the student to the district office for the media
* Identify key students and staff and have an administrator make personal contact with those people
* Identify and contact off campus staff (Coaches, volunteers etc.)
* Write and send a letter to parents from the administrator and include flyers from crisis center
* Principal makes personal contact with family and offers assistance and counseling
* Evaluate immediate school events and either cancel or reschedule as appropriate
* Memorial Service
	+ Ask the family’s permission for students to plan a school memorial service
	+ Ask the family if there are any poems or songs that they would like to have shared at the memorial service
	+ Set a time and place
	+ Contact all other schools with this information
	+ Assign a faculty advisor/volunteer who is trusted by students and who will make good decisions
	+ Key students should be encouraged to participate in the planning
	+ The memorial should take place during school
	+ Community members should be invited
	+ Invite teachers from other buildings; coverage should be handled in each building
	+ Invite students/staff from Sno-Isle Skills Center if appropriate
	+ Notify custodian about memorial preparation: chairs, bleachers, audio equipment, slide projectors, media needs
	+ Set aside an area for the media and have the communications office meet them and stay with them throughout the memorial
* Plan staff meeting before school
* Plan debriefing meeting after school for all staff:
	+ Evaluate how the day went
	+ Determine how much intervention is still needed
	+ Identify students who are having the most difficulty
* Organize debriefing for crisis team
	+ Have an outside counselor available at the end of the day to meet with the Crisis Team
* Request floating sub for staff
* Designate an area for memorial offerings:
	+ Select a spot that is visible for students
	+ Select a spot that you can live with until the end of the year
	+ Select a spot that is secure
* Contact the school picture company: they will do a memorial packet at no cost for the family
* Ask teachers for samples of work to send home such as artwork, portfolios, projects etc.

**Misc Information: Checklist Cont.**

**Misc Information: Crisis Team**

* Meet prior to the opening of school and before any staff meeting.
* Determine the roles for the counseling team:
* Who will speak to parents
* Who will work with students
* Who will work with staff
* Which rooms are available for individual meetings and which are available for groups to meet
* Mobilize resources for students and staff
* Counselors from the school and from other in-district schools
* Hospice care counselors
* Crisis care center
* Key staff members to work with students
* Youth advisors from the community
* Establish time for counseling if school is not in session
* Have the communications office notify the press of the time and place for services for students, staff and parents
* Remind the media of the district rules with regard to interviewing students
* If school is out of session, verify with custodial staff that the school is open, clean and accessible.
* If school is in session, establish procedures for students to get help
* Students are to notify their teachers if they are unable to be in class
* Students are to report directly to the office and sign in
* Students are not to be unsupervised, this is very dangerous
* Teachers should keep track of those students who are sent to the office
* Teachers should notify the office immediately about any students who leave class suddenly or who are visibly upset

**Misc Information: Crisis Team**

**Misc Information: Morning Staff Meeting**

1. Provide all facts and emphasize that staff should not speculate

Assure that updates will be provided as available

Explain what has been done already

Review Closed Campus rule - all visitors are to check into the office

Media should be sent to the administration office

Staff should not give interviews without the permission of an administrator

Media has been told not to interview students on campus

Remind staff of legal issues and FERPA

1. If there is an unusual schedule, provide copies to staff

Attending the memorial is not mandatory

Establish who would like to go and who could cover another teacher’s class if needed

1. Provide staff with an announcement to read to students in classrooms, AVOID using the intercom system

Ask staff to please read any update given to them throughout the day

Establish central communications person

1. Provide procedure for staff if they are unable to teach/work
2. Provide date, time, place for debriefing
3. Identify students who are most likely to have difficulty.
	* Close friends
	* Family members: brothers, sisters, cousins
	* Boyfriends or girlfriends
	* Other students who have recently experienced a tragedy
4. Introduce counseling staff

Introduce visiting counselors

Offer counseling to staff

Explain student counseling procedures

Explain that a counselor will be in the student’s classes

Explain that counselors are here to help them also in dealing with grieving youth

**Information: Morning Staff Meeting**

**Section 6: Individual School Information**

### Individual School Information

**Section 6: Individual School Information**