

Procedure - Emergencies

Overview

The District and its schools will develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies. Plans will be revisited annually and revised if necessary.

In the event of an emergency:

- All District staff, students and visitors are empowered and encouraged to report an emergency to 911.
- The report of an emergency will be directed to the superintendent's office;
- If the nature of the emergency calls for immediate action on the part of a principal, they will take necessary action and report such action to the superintendent's office;
- The superintendent's office will contact those departments and/or schools who must assist in the emergency action.

Drills

Drills are essential and are held to familiarize the occupants of a building with the signals, process, and procedures so that in case of emergency there will be no hesitation or confusion. Each school in the District will hold at least one safety-related drill per month to teach students and staff the basic functional responses to potential threats and hazards: hold, secure, evacuate, lockdown, shelter, and shelter (drop-cover-hold on). All persons in the building must take part in the drills. District schools may not hold unplanned drills.

Schools will identify those drills that they intend to practice more than one time. The basic functional responses are adaptable and can be applied to a variety of situations. In responding to real threats or hazards, more than one response may be required. (An earthquake, for example, may require both a drop-cover-hold-on response followed by an evacuation.)

The sounding of an alarm for the purpose of a drill is an authority possessed solely by the principal or authorized designee. The principal will designate an alternate to act in the principal's absence. In the event of a real emergency, the person witnessing the situation may sound the alarm; the school office must be immediately notified of the emergency.

Each school in the District will document the date, time, and type of drill, and maintain the documentation in the school office and the appropriate Qualtrics reporting tool.

Each school in the District is distinct. It is incumbent upon the principal of each school to develop, adapt, and modify safety planning requirements, processes, and drills to the particular needs of the school. The school principal will ensure that all staff and students are trained and prepared for a wide range of potential emergency situations. Principals are encouraged to use a variety of options and opportunities to facilitate the training process. Each school will develop plans to teach students crisis response strategies and ensure that staff are trained to follow established protocols. Principals are encouraged to invite appropriate First Responders to participate.

The District is committed to supporting the needs of all students in the event of an emergency, including those with special needs and disabilities, and those whose first language is other than English. School emergency planning will consider the needs of these students throughout the four phases of crisis management and work to identify students' needs for accommodations and modifications related to safety planning.


Basic Responses and Drills

Requirements

- The Site Administrator or designee must conduct emergency drills as required by law (RCW 28A.320.125).
- The Site Administrator must maintain a record of emergency drills. Accidental or unexpected alarms may be counted as the monthly practice drill as long as the school follows established procedures.
- The Site Administrator must evaluate each emergency drill. Any problems discovered should be resolved quickly and completely.
- The Site Administrator must ensure that students and staff discuss and train on correct fire exit and evacuation procedures and Outside Assembly Areas at least once annually.

Our Standard Emergency Response Protocol can broadly be divided into four responses in which occupants protect themselves within the building and one evacuation response in which we leave the building. The four non-evacuation responses represent a stepped increase in the level of protection sought within the building.


Hold Drill

	Hold is followed by the Directive: " In Your Room or Area " and is the protocol used when hallways need to be kept clear of occupants.
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Hold is simply a protocol that stops movement within the school. Students and staff are directed to remain in their room or area while an emergency response is carried out within the building or on campus. No additional security measures are warranted and normal instruction or activity can continue.

A Hold drill will test the specific response of holding in your room or area and reporting attendance.


Secure Drill

	Secure is followed by the Directive: " Get Inside. Lock Outside Doors " and is the protocol used to safeguard people within the building.
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Secure is a protocol that includes Hold with the additional step of increasing security measures. Exterior doors are locked, visitation is restricted and situational awareness is increased while normal activities continue.

A Secure drill will test the specific response of clearing the hallways, securing doors, suspending entry and exit and reporting attendance.

Shelter Drill


	Shelter State the Hazard and Safety Strategy for group and self protection.
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Shelter is a protocol that includes Secure with the additional step of protection from a known safety hazard, such as a problem with the air, Drop, Cover & Hold-on due to earthquake or severe weather, a safety concern on campus, a HazMat incident. Shelter is a situational response, actions will depend on the appropriate safety strategy for the situation. Secure your doors and windows and wait for further instructions.

A Shelter drill will test the specific response of Executing the Safety Strategy which may include clearing the hallways, securing your room, turning off the HVAC system, Drop, Cover & Hold-on and reporting attendance.

Separate drills should be held to test the safety strategy for an earthquake (Drop, Cover, Hold-on), and other hazards such as a Hazmat spill, or severe weather.


Lockdown Drill

	Lockdown is followed by " Locks, Lights, Out of Sight " and is the protocol used to secure individual rooms and keep occupants quiet and in place
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Lockdown is a protocol that includes Shelter with the addition of extreme protocols for immediate protection from a severe immediate threat such as an active shooter. Lockdown is designed to secure rooms and keep occupants quiet and in place but also includes the option to Run, Hide or Fight as necessary for your protection.

A lockdown drill will test the specific response of securing your room, turning off the lights, moving out of sight and remaining quiet and reporting attendance.

Evacuation Drill

	Evacuate may be followed by a location, and is used to move people from one location to a different location in or out of the building.
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Evacuation is a protocol for leaving the building when it is determined that it is safer outside of the building than it is inside of the building, such as in the event of a fire, gas leak, explosion or HazMat release and staff, students and visitors can safely reach the evacuation location. A Directed Evacuation is an evacuation of part of the building or an evacuation by a specific route or to a specific location and will be directed by an announcement not an automated alarm such as in the event of a fire. Fire alarms which include a bell or horn and flashing lights are prescribed by law. A fire alarm is really an Evacuate.

A Hold, Secure or Shelter response may be followed by an Evacuation and staff should prepare for that possibility.

An Evacuation WILL NOT be initiated **during** a Lockdown response. If the fire alarm sounds **during** a lockdown it should be ignored as it could be a ploy to expose occupants to danger outside of their present location. Smoke and dust from the actions of an active shooter may activate smoke detectors and result in a fire alarm. Disregard any Evacuation measures until an ALL CLEAR has been announced by the site administrator.

An Evacuation Drill will test the specific response of leaving the building by a predetermined route, gathering at a predetermined rally point and reporting attendance.

Establish On-Site Outside Safe Assembly Locations

- The Site Administrator must establish On-Site Outside Safe Assembly Locations where students, staff, and visitors will gather after they have evacuated the buildings
- These locations must be a safe distance from the building, attendance will be taken at this location

Establish Exit Routes for All School Areas and Rooms

The Site Administrator must establish a primary exit route and an alternate exit route from each classroom or room in the school to a specific Outside Safe Assembly Location outside of the school building.

The exit route and the specific Outside Safe Assembly Location must be posted in each room.

Training on the Exit and Evacuation Procedures

All students and staff must receive training in evacuation procedures. The Site Administrator must instruct students and staff on the correct procedures and identify ***Outside Safe Assembly***

Locations for each room in the school building. Training must include teachers, secretaries, school nurses, school psychologists, social workers, paraprofessionals, security personnel, School Based-Health staff, food service staff, custodial staff, volunteers, and any other District employees.

Preparation

The principal or their designee will be responsible for conducting an annual inspection of the building early in the school year for the purpose of identifying potential hazards in the event of an earthquake, *e.g.*, securing all bookcases to walls to prevent collapse. Those hazards that cannot be corrected by building level personnel will be corrected by District maintenance personnel as soon as resources permit.

Information to Families

Families should be advised that if there is an earthquake while children are on their way to school, they should “duck and cover away from power lines, buildings, and trees.” Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.

Families should also be advised not to remove a child from the school grounds unless they have first checked with school officials, as building staff might think the student is missing and needs help.

Families should further be advised to avoid calling the school, as school staff will need to use the phones, if the phones are functioning. Staff will notify parents of injured children first. Schools will train staff to help injured children, as possible, until other medical assistance arrives.

Following an earthquake drill or actual event, staff members will account for all students and staff before re-entry. The principal must determine, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe. No students or staff will be dismissed until procedures have been approved by the superintendent’s office if district-wide communications are in operation.

Instructions – During Drill or Earthquake

Response: Shelter - Drop Cover and Hold on.

Drop and cover is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response to a number of different threats. The action to “SHELTER - drop, cover, and hold” is normally initiated by classroom teachers or it may be initiated by the incident itself, such as shaking in an earthquake. ***Instruct all students and staff to act immediately when they become aware of the danger and not to wait for someone to tell them!***

In classrooms: All persons, including the teacher, other staff, and students should get under a desk or table, face away from windows, face away from bookshelves, face away from heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly, and remain in place until instructed otherwise or until the “all clear” signal is given.

In gymnasiums or assembly areas: all persons should exit such facilities as expeditiously as possible and move to designated areas.

On stairways: all persons should move to the interior wall and “duck and cover.” If the stairway is exterior to the building, all persons should evacuate to designated areas.

If outdoors: all persons should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects. All persons should lie down or crouch low to the ground, covering their heads. All persons should be aware of encroaching danger that may demand further movement.

After the Shaking Stops:

Expect aftershocks.

The principal and custodian should inspect facilities as soon as it appears safe to do so, and before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. One or more responsible staff members or students may be posted to prevent re-entry.

Following the evacuation, the principal should:

- Check for injuries among students and staff (do not attempt to move seriously injured persons unless they are in immediate danger of further injury);
- Check for fires or fire hazards;
- Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring (do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected);
- Instruct students not to touch power lines or objects touched by the wires (all wires should be treated as live);
- Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately;
- Do not eat or drink anything from open containers near shattered glass (liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists);
- Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line (unnoticed damage could lead to a fire);
- Check closets and storage shelf areas (open closet and cupboard doors carefully and watch for objects falling from shelves);
- Keep the streets clear for emergency vehicles;
- Be prepared for “after-shocks;”

- Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested; and
- Plan for student/staff needs during the time that may elapse before assistance arrives (e.g. four to eight hours).

The four basic functional responses are adaptable and can be applied to a variety of situations. Some threats or hazards may require the use of more than one basic functional response.

Preparation and Response to Specific Emergencies

Fire:

Fire drills are evacuation drills held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of a fire emergency there will be no hesitation or confusion in leaving the building. These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation.

Therefore:

- All persons in the building must take part in the fire drill;
- Every fire alarm should be considered as a warning of an actual fire;
- An accidental or otherwise unplanned fire alarm will be considered a real event and not counted as a drill.

Instructions should be given to all students during the first week of school in September. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire evacuation drill procedures for the building.

Pandemic/Epidemic

If anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic that person will be immediately quarantined pending further medical examination. Local health officials will be notified immediately.

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by the individual's primary care physician or other medical personnel indicating that the risk of that individual transmitting the disease no longer exists.

In the event of prolonged school closings and/or extended absences by staff or students as the result of a pandemic (or other catastrophes) the superintendent or designee will develop a pandemic/epidemic emergency plan that includes at a minimum:

- The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- The specific steps the district will take to stop the spread of the disease;
- The process for identifying sick students;

- The transportation plan for sick students;
- Disease containment measures for the district, including possible required use of personal protective equipment and of social distancing;
- A continuing education plan for students, such a plan for remote learning including but not limited to teaching via the internet, providing students with learning packets, assignments via mail, the school district's web resources, etc.;
- Procedures for dealing with student online safety and privacy;
- A continuity of operations plan (COOP) for central office functions including employee leave, pay, and benefits during a pandemic; and
- An ongoing communication plan for staff, students, and families.

Bomb Threats:

A person receiving a bomb threat by telephone or other means or who finds a suspicious device on school property shall inform the Principal/Office immediately and supply any known details. Act quickly, but remain calm and obtain information with the bomb threat checklist found in the emergency response plan. The principal should notify the [District](#) office immediately.

Evacuation Decision

The decision of whether or not to evacuate and the manner of evacuation depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount-

Evaluate every case on its own merit. There should be no automatic evacuation unless a bomb is obvious. Staying in the school may be the best option. The Superintendent, Principal, and Wenatchee Police Department will evaluate the credibility of the threat and follow the comprehensive emergency plan. All employees should visually scan your classroom, workplace, and any other common areas you have been assigned for anything or person out of the ordinary. If there is such an object, DO NOT touch the object, clear the area of all occupants and immediately report its presence to the Principal/office.

What to Look for

All unidentified packages found during bomb searches should be considered dangerous and left untouched, to be examined and identified by a qualified bomb expert. Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

Disposition of Suspected Bombs

In the event of the discovery of a suspected bomb, the following steps will be taken:

- Do not touch or attempt to move the package in any manner.
- Avoid moving any article or articles that seem to be connected with the bomb in any way that could be a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver;

- Clear the danger area of all occupants;

Additional Emergency and Drill Planning Considerations Communications:

The delivery of timely and accurate information before, during, and after an incident is a critical component of crisis and emergency management. Ensuring that students, staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the school and the District Chief Information officer.

Planning for communication and coordination will consider both internal communication and external communication with stakeholders during emergencies and disasters. Planning will also consider the communication of emergency protocols before an emergency and communication after an emergency.

If possible, District and school communications systems will work to integrate into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff). The goal of integrated communications is to:

- Ensure relevant staff members can operate communications equipment;
- Communicate with students, families, and the broader community before, during, and after an emergency;
- Account for technology barriers faced by students, staff, parents, and guardians;
- Effectively address language access barriers faced by students, staff, parents, and guardians;
- Allow the Chief Information Officer to respond in a timely manner to media inquiries;
- Communicate to the community; and
- Ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with First Responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Accounting for All Persons:

The planning team should consider the following when developing plans to account for all persons, including students, staff, and visitors:

- Who is in attendance at the school site;
- Who is in attendance at the assembly area;
- Actions to be taken when a student, staff member, or guest cannot be located;
- The process for reporting to the assembly supervisor; and
- How and when students will be dismissed or released.

Reunification and Student Release:

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. A Reunification plan provides school and district safety teams with methods for planning, practicing and achieving a successful reunification.

Initiating a reunification can be a result of anything abnormal at the school or in the area: a weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school. In some cases, it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school.

As feasible, the planning team will consider the following when developing goals, objectives, and courses of action:

- The location of the reunification site;
- The methods used to inform families and guardians about the reunification process in advance;
- Verification that an adult is authorized to take custody of a student;
- The check-in process between the authorized adult and student at the reunion areas;
- Assurances that students do not leave on their own;
- Privacy protection of students and parents from the media;
- Methods to reduce confusion during the reunification process;
- Frequent updates for families;
- Recognition of technology barriers faced by students, staff, parents, and guardians; and
- Effective resources to address language access barriers faced by students, staff, parents, and guardians.

Adoption Date:

Classification:

Revised: 02.99; 10.06; 08.08; 9.09; 2.11; 04.19; 9.22