

**WilburSchoolDistrict
#200**

**EMERGENCY
MANAGEMENT
PLAN**

June, 2012

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EMERGENCY CONTACT INFORMATION

Call 9-1-1 first for all emergencies

Wilbur City Police.....	(509) 647-5300
Lincoln County Sheriff/Emergency Management.....	(509) 725-9264
Wade W. Magers wmagers@co.lincoln.wa.us dispatch.....	(509) 725-3501
Wilbur Fire Dept.....	(509) 647-5531
Washington State Patrol.....	1-800-283-7804
State Department of Transportation (WDOT)	1-800-695-7623
Spokane County, Engineering main office, (road maintenance)	(509) 477-5733
Lincoln County Road Department (South County)	(509) 257-2251
Lincoln County Road Department (North County)	(509) 456-3092

Public Utilities:

- Avista.....(800) 227-9187
- CenturyLink
- City of Wilbur

American Red Cross	(509) 326-3330
Lincoln County Health District	(509) 725-9213
Poison Information Center	1-800-732-6985
Lincoln County Alcohol/Drug Center.....	(509) 725-2111
Lincoln County Counseling Center	(509) 725-3001
NEWESD 101 Nurse Corps	(509) 789-3583
Family Resource Center of Lincoln County	(509) 725-4358
NE Washington Mental Health Crisis Line	1-800-767-6081

Area Hospitals and Medical Facilities

Clinic – Wilbur Medical Clinic.....	(509) 647-5321
Hospital – Lincoln County (Davenport).....	(509) 725-7101
Clinic – Reardan Medical Clinic.....	(509) 796-2737
Clinic – Davenport Medical Clinic, Davenport, WA	(509) 725-7501
Hospital – Deaconess Medical Center, Spokane, WA.....	(509) 458-5800
Hospital – Sacred Heart Medical Center, Spokane, WA	(509) 455-3131
Clinic – Rockwood Clinic, Cheney, WA.....	(509) 235-6151
Clinic – Rockwood Clinic, Spokane, WA.....	(509) 838-2531
NEWESD 101 Nurse Corps	(509) 789-3583
NEWESD 101 Risk Management	(509) 789-3517
NEWESD 101 Center for Prevention Programs.....	(509) 789-3533
NEWESD 101 Flight Team Request After Hours	(509) 991-8404
or NEWESD 101 Superintendent M. Dunn	(509) 701-1742
Spokane Regional Health District.....	(509) 324-1500

Special Acknowledgements

The Wilbur School District would like to acknowledge and thank the personnel at the following local, county, regional and national organizations for their guidance and assistance in the making of this comprehensive emergency plan.

LincolnCounty Sheriff's Office
LincolnCounty Emergency Management
Lincoln County Health Department
FamilyResourceCenter of LincolnCounty
LincolnCountyCounselingCenter
Northeast Washington Educational Service District
Region IX Homeland Security Division
Spokane Regional Health District
Washington State Office of Superintendent of Public Instruction
Washington Emergency Management Division
FEMA – Federal Emergency Management Agency
REMS – Readiness & Emergency Management for Schools
SAMHSA – Substance Abuse & Mental Health Services Administration
United States Department of Agriculture
National Center for Disease Control and Prevention

Assessment Information

The Wilbur School District identifies potential hazards and risks on a regular basis by maintaining an active safety committee and by participating in the *Lincoln County Readiness and Emergency Management for Schools (LC-REMS) Project of NEWESD 101 (2010-2012)*.

A comprehensive pre-assessment process was completed by the school district and NEWESD101, which included identifying and prioritizing hazards and vulnerabilities, examining use of the Washington State Rapid Responder system and determining the levels of Incident Command and National Incident Management training and certification within the district.

"ALL HAZARDS APPROACH" TO EMERGENCY RESPONSE & CRISIS MANAGEMENT

ADOPTION OF NIMS PRINCIPLES - The Wilbur School District complies with National Incident Management (NIMS) guidelines and uses the Incident Command System structure for responding to all emergencies. NIMS principles include: school administrator training and certification, coordination with Lincoln County Emergency Management, school board resolution of support, participation in multi-agency training and drills, and support of multi-agency agreements.

FOUR PHASES OF EMERGENCY MANAGEMENT –The Wilbur School District utilizes the core principals of the National Emergency Management Department and the Washington Emergency Management Division through utilization of the *"Four Phases of Emergency Preparedness"*.

The "4 Phases of Emergency Management" model



I. Prevention/Mitigation

DEFINITIONS

Prevention decreases the likelihood that an emergency will occur

Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented

- continually assessing safety and security needs
- risks management program
- collaborating with community partners including:
 - First responders
 - City/county emergency managers
 - Central school administration/program directors
 - Public health
 - Mental health
 - Local businesses
 - Parents/guardians and students

The Four Phases of Emergency Management (continued)

II. Preparedness

- Identifying needs and goals
- Establishing written emergency policies, procedures, and plans
- Developing emergency management structure (Incident Command System)
- Identifying and assigning key roles and responsibilities, including lines of authority and emergency priorities
- Coordinating communication
- Training
- Conducting exercises
- use of the Washington State Rapid Responder System for responder access to emergency plans, staff information and tactical planning information and tools.

III. Response

- Assess magnitude of situation
- Report to school administration
- Initiate Incident Command System structure
- Execute emergency management plan
- Initiate transfer of command, as necessary, with response agencies
- Operate in a Unified Command Structure with response agencies as necessary
- Account for students and staff
- Reunify parents and students, as necessary
- Transition to the Recovery phase
- Conduct after-action reviews

IV. Recovery

Physical/structural Recovery

- Ensure safety of all operations and buildings and facilities
- Assess critical infrastructure and support services
- Determine availability of equipment and supplies needed for repairs

Business Recovery

- support and technical assistance to staff responsible for returning systems and operations to normal after disruption

Restoration of Academic Learning

- restore educational operations in schools

Psychological/Emotional Recovery

- assist students and staff, as needed, with healing and coping
- response team debrief and evaluate lessons learned
- adjust emergency plans as necessary based on evaluation

*Throughout the **4 Phases of Emergency Management**, there are topics that are common to all 4 phases: defining **roles and responsibilities**, **collaborating and communicating** with community partners, identifying **action steps, training staff and students**, and **practicing** what is in the emergency management plan all are critical to all 4 phases.*

**RESOLUTION # 01-12
Wilbur School District #200**

**RESOLUTION ADOPTING THE NATIONAL INCIDENT MANAGEMENT
SYSTEM (NIMS)**

WHEREAS, Homeland Security Presidential Directive / HSPD-5, 28 Feb. 2003 established the National Incident Management System (NIMS); and

WHEREAS, the NIMS establishes a single, comprehensive approach to domestic incident management to ensure that all levels of government across the Nation have the capability to work efficiently and effectively together using a national approach to domestic incident management; and


WHEREAS, the NIMS provides a consistent nationwide approach for Federal, State, and local governments to work together to prepare for and respond to, and recover from domestic incidents regardless of the cause, size or complexity; and


WHEREAS, the NIMS provides for interoperability and compatibility among Federal, State and local capabilities and includes a core set of concepts, principles, terminology and technologies covering the incident command system, unified command, training, management of resources and reporting; and

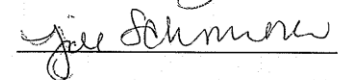
WHEREAS, beginning October 1, 2004 all federal departments and agencies shall make adoption of the NIMS a requirement, to the extent provided by law, for providing Federal preparedness assistance through grants, contracts or other activities to local governments;

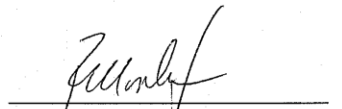
NOW THEREFORE, Be it resolved that the Wilbur School District hereby adopts the National Incident Management System (NIMS) as its system of preparing for and responding to disaster incidents. Each jurisdiction will be responsible for implementing NIMS for their respective jurisdictions and first responders therein.

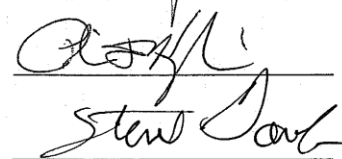
ADOPTED this 22 day of November, 2011, by the Board of Directors of the Wilbur School District, Lincoln County, State of Washington.





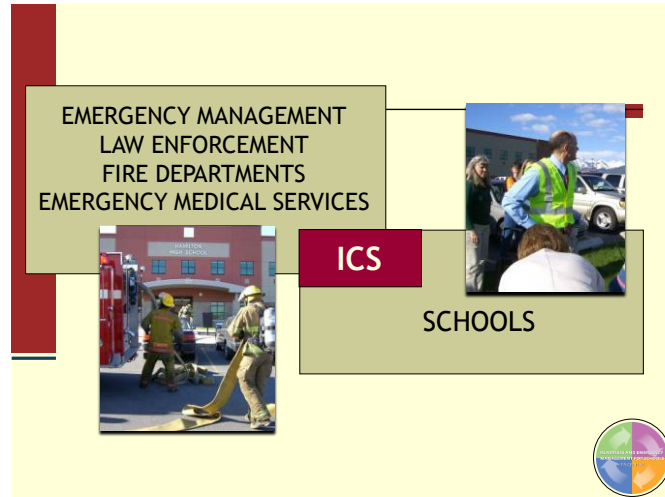






PREVENTION-MITIGATION AND PREPAREDNESS

The Incident Command System



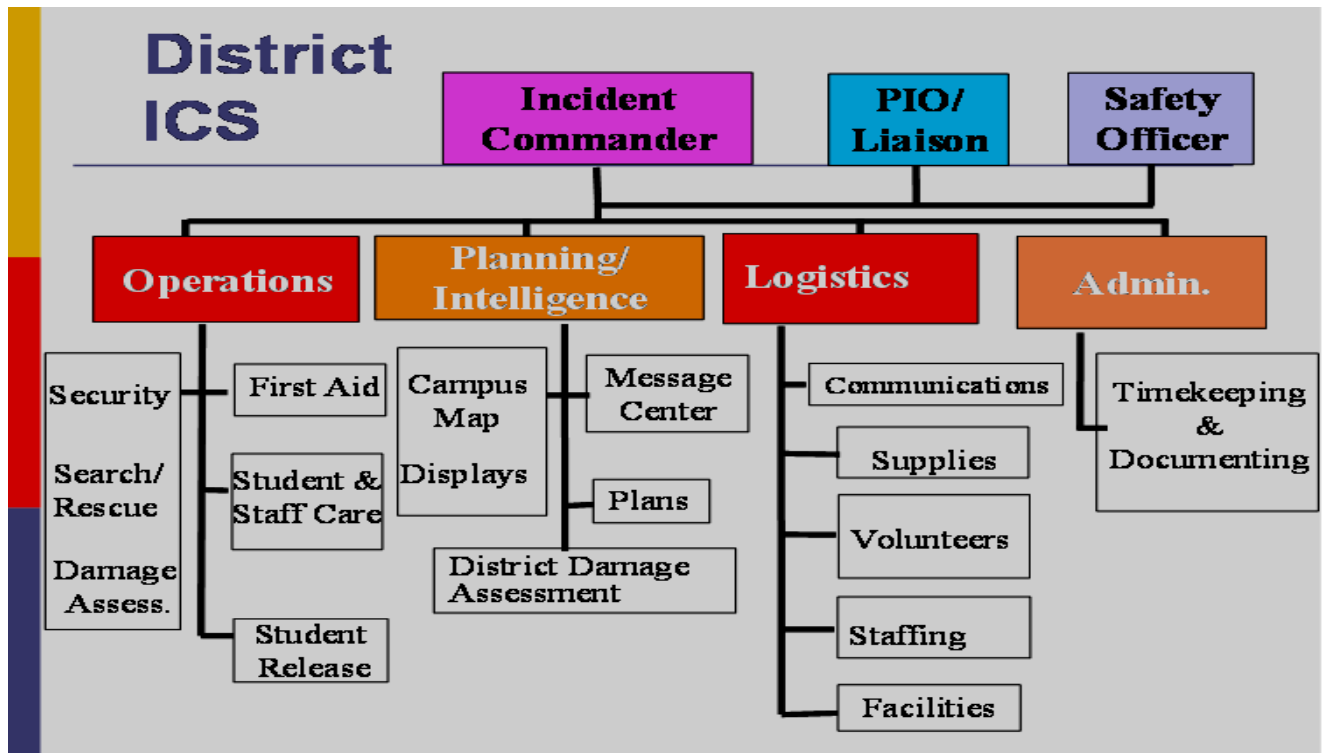
The Incident Command System (ICS) is a coordinated management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.

ADOPTION OF THE INCIDENT COMMAND SYSTEM

The Wilbur School District incorporates the **Incident Command System (ICS)** into its emergency planning, drilling and response through the following means:

- **Coordination with local and county emergency responders and agencies** in planning, emergency drills and exercises and emergency responses.
- Conduct safety and **emergency response drills** on a regular basis
- Actively participate in the Washington State **Rapid Responder system**
- Insure that school officials and staff in key safety/response roles are **trained** in the Incident Command System (**ISC-100**)
- Work within school district, including administrators and key safety personnel from all buildings/schools to create an organized emergency response structure that is able to **communicate** effectively and respond to emergency situations in a coordinated, practiced manner with clear chain of command in place.
- Ongoing development of **individual written plans for all students and staff with special needs**, including, but not limited to: those who are immobile or wheelchair-bound, have vision and hearing needs, communicate English as a second language, have medical conditions that limit hearing or understanding emergency directives, have injuries or recent surgeries that limit mobility, or any other circumstance that would inhibit their response to an emergency situation without special assistance.

The School District Incident Command System Structure:



Principles of Incident Command Systems

- Emergencies require certain tasks or functions to be performed
- Nature of the incident determines level of activation and response
- Expandable and collapsible
- One incident commander:
 - May vary for different types of incidents
 - May change during incident response
 - Incident command responsibility should be determined in advance
- Clear, pre-determined reporting lines
- Span of supervisory control does not exceed 3-7 subordinates
- Ability to communicate in a crisis is essential
- ICS requires use of common terminology including standard titles for facilities and positions
- ICS uses plain English (NO CODES)
- Uses common terminology

Five functional areas of the Incident Command System

Command Operations Planning Logistics Finance/Administration

Incident Command Teams and Roles for the Wilbur School District

Incident Commander

- Has responsibility
- Commands, controls and coordinates the event
- Also maintain or assign the roles of **Safety Officer, Liaison and Public Information Officer**
- determines location for command post to carry out operations
- determines location for staging, if evacuation is necessary

Support and Security Team

- Provides security and support for affected population during an incident

First Aid Team

- Safely provides basic First Aid needs to the injured

Search & Rescue

- Searches for missing students and staff

Reunion Team

- Reunites parents/guardians w/students

Building and Infrastructure (Damage) Team

- Contains minor fires with extinguishers
- Controls building utilities
- Works toward the resumption of critical infrastructure

Team Recommendations in addition to ICS

Threat Assessment Team

Ongoing, prior to emergency/crisis response

- Develops and maintains a system whereby key personnel communicate on a case-by-case basis to insure that the emotional and health needs of students with concerns or showing concerning signs to any staff member are addressed, and that necessary actions are taken to assist each student on an individual basis
- Annually train all staff in referral process for this system
- adoption of a threat assessment program to follow in all referrals for staffing

Transportation Team

- Facilitates off campus evacuation of student & staff
- Provides buses and communication capabilities
- Provides First Aid trained personnel
- Can provide safe haven for scattered students and staff during an emergency
- Can provide a reunion location
- Can provide an Incident Command Post
- Can provide community shuttle capabilities

Community Facility Use Team

- Determines staffing needs for building maintenance, security, sanitation, food service, communication and other needs of the community during a community-wide emergency event
- Develops contingency plan for continuance of school during community emergency event
- Plans for media coverage

Wilbur School District Incident Command Teams, Role Assignments and Alternates

Specific assignments for staffThe following chart shows specific team assignments to be used during an emergency situation. Team Leaders, alternates (in case of team leader absence) and team members are listed in each of the six operations categories. The need for formation of any and all of these teams will be incident specific, and determined by the District Incident Commander.

Position	Role
Incident Commander: Steve Gaub Alternate: Carla Hudson	INCIDENT COMMAND
Liaison: Steve Gaub Alternate: Carla Hudson	INCIDENT COMMAND
Safety Officer: Steve Gaub Alternate: Carla Hudson	INCIDENT COMMAND
Public Information Officer: Steve Gaub Alternate: Carla Hudson	INCIDENT COMMAND
Team Leader: Jon Ritchey Alternate: Steve Jantz	OPERATIONS: Support & Security Team
Team Leader: Amy Ritchey Alternate: Jon Ritchey	OPERATIONS: First Aid Team
Team Leader: Tina Colvin Alternate: Lori Bodeaux	OPERATIONS: Search & Rescue Team
Team Leader: Carla Hudson Team: All Staff	OPERATIONS: Student/Parent Reunion Team
Team Leaders: Jon Ritchey and Steve Gaub	OPERATIONS: Building and Infrastructure Team
Team Leader: Chuck Wyborney Alternate: Carla Hudson	OPERATIONS: Student/Staff Supervision Team
ADDITIONAL TEAM ASSIGNMENTS:	
Team Leader: Bruce Harris Alternate: Tina Colvin Team: All Available Bus Drivers	Transportation
Team Leader: Jon Ritchey Alternate: Steve Gaub	Community Use of Facility
Team Leaders: Chuck Wyborney, Casey Clark and Carla Hudson	Threat Assessment

**Appendix of this document contains extensive information for each of the teams listed on page 10, including individual responsibilities/roles, checklists to supply valuable information for team leaders, and recommendations for supplies needed by each team.*

Continuity of Operations Plan Wilbur School District

In concurrence with FEMA guidelines and NIMS principles, the Wilbur School District has developed a Continuity of Operations (COOP) plan. The COOP plan outlines the good business practice of ensuring the execution of essential functions through all circumstances, which is a fundamental responsibility of public entities responsible to their stakeholders.

This plan could be activated in response to a wide range of events or situations – from a fire in the building; to a natural disaster, such as an earthquake that does structural damage; a pandemic or other infectious outbreak, to the extreme of a threat of terrorism. Any event that makes it impossible for employees to work in their regular facility, or under normal conditions, could result in the activation of the Continuity of Operations Plan.

This Continuity plan is designed to:

1. Identify the Essential Functions of the school district
2. Ensure that those functions can be continued throughout, or resumed rapidly after a disruption of normal activities

The district recognizes **Four Phases of Continuity of Operations Activation** in its planning efforts:

Phase I – Readiness and Preparedness: identification of essential operations, designation of key personnel, alternates, facilities and local mutual agreements

Phase II – Activation and Relocation: plans, procedures, logistics and schedules designed to transfer activities, personnel, students, records, and equipment to alternate facilities, with careful consideration of the needs of special needs students and staff.

Phase III – Full Execution of essential operations at alternate operating facility

Phase IV – Reconstitution: operations at alternate facility cease and are relocated back to the district, where normal operations resume.

The **Continuity Program Staff** within the district shall coordinate and oversee the development and implementation of continuity plans and supporting procedures. Continuity Staff for the Wilbur School District shall include:

Name <u>Steve Gaub</u>	Position <u>Superintendent</u>
Name <u>Carla Hudson</u>	Position <u>K-12 Principal</u>
Name <u>Bruce Harris</u>	Position <u>Transportation Director</u>
Name <u>Tina Colvin</u>	Position <u>District Secretary</u>
Name <u>Tracy Starzman</u>	Position <u>Food Service Director</u>
Name <u>John Ritchey</u>	Position <u>Facilities/Maintenance</u>

*With the concurrence of: The Lincoln County Sheriff's Office, Lincoln County Health Department, City Hall personnel such as the Fire Marshall, police dept., etc.), and other local or regional agencies with expertise and/or authority in the given emergency situation.

Essential Functions – Fiscal (payroll, general accounting and insurance) continue instructional schedule, coordinate with OSPI and NEWESD 101, continue school board of directors process, continue transportation/school bus routes, continue basic communications, counseling services, and food services at multiple community locations (Lutheran Church and Catholic Church). Ability to diversify transportations routes as needed.

Also have access to Wilbur Community Center and other churches, if needed.

Orders of Succession – essential part of the district’s continuity plan to ensure that personnel know who assumes the authority and responsibility of the district’s leadership if that leadership is incapacitated or becomes otherwise unavailable during a continuity situation.

- 1st –Steve Gaub, Superintendent
- 2nd - Carla Hudson, K-12 Principal
- 3rd- Charles Wyborney, School Counselor

Delegations of Authority – establish who has the right to make key decisions during a continuity situation. The following key personnel have the right to make key decisions in their respective departments in consultation with the superintendent or his/her successor/designee.

1. Fiscal - Business Manager
2. Transportation – Transportation
3. Facilities – Facilities Manager
4. Instructional – District Secretary
5. Counseling Services – School Counselor
6. Food Services – Food Services Director

Continuity Facilities – alternate facilities from which the school district can perform its essential functions in a threat-free environment.

1. Lutheran and Catholic churches
2. Other area churches
3. Wilbur Community Center

Continuity Communications – the availability and redundancy of critical communications systems to support connectivity to internal and external organizations, customers, and the public is vital to the success of district operations.

- District radios
- Telephone Instant Alert System
- Internet systems at continuity facilities and at the homes of COOP team
- Cellular Telephones
- Email
- Rapid Responder
- CenturyTel install temporary system at new locations, if needed

Human Capital – provides guidance to emergency employees and other special categories of employees who are activated by an agency and organization to perform assigned response duties during a continuity event (providing care for people not within your infrastructure).

The superintendent designates the district secretary to act as liaison for providing guidance to emergency employees and other special categories of employees who are activated to perform assigned response duties.

Vital Records Management – the identification, protection and ready availability of electronic and hard copy documents, references, records, information systems, data management software and equipment needed to support essential functions during a continuity situation.

- Principal emergency go kit with all emergency contact info, scheduling info, medical and special needs information for students and staff.
- Access to student management system, payroll system, all other accounting systems, special education system through district Citrix, Skyward, WSIPC and other on-line systems.

Tests, Training, and Exercises (TT&E) – provisions made for the identification, training, and preparedness of personnel capable of relocating to alternate facilities to support the continuation of the performance of essential functions.

Continuity team will train regularly on safety measures needed to institute this plan. Venues will include REMS meetings, district safety meetings, staff meetings and county-wide and area-wide administrator’s meetings.

Devolution of Control and Direction – the capability to transfer statutory authority and responsibility for essential functions from the district’s operating staff and facilities to other district employees and facilities, and to sustain that operational capability for an extended period.

By law, the Board of Directors of the Wilbur School District shall maintain control/duty to appoint or transfer authority and responsibility for all functions of the district.

Reconstitution – the process by which surviving and/or replacement personnel resume normal agency operations from the original or replacement primary operating facility.

- Begin with reconstitution by establishing that the original facility meets state safety standards.
- Reconnect, test all utilities for proper functioning.
- Re-establish business office and communications processes and equipment.
- Establish assignments of all personnel and make modifications, if necessary.
- Acquire certification/approval from the entity that required vacating the campus, that it is safe for staff and students to return
- Conduct meetings with students and staff regarding the reconstitution plan
- Communicate the reconstitution plan with parents and community

Accommodations for Students and Staff with Special Needs during relocation, off-site occupation, and return to original campus.

- The district special education director and special education staff will ensure that all accommodations are in place to accommodate each Individual Education Plan (IEP) for each student, to the best of their ability, and with the assistance of professionals in the medical field, throughout the transition from the district to a new location, during the time at the new location and back to the district.
- Essential information IEP's are on line and available to special education staff via internet
- Obtain needed equipment from neighboring districts and NEWESD 101, if unable to bring this equipment during the relocation.

Note: Transportation Agreements are in place with neighboring Lincoln County school districts in case there is a need for altering transportation routes, or sharing of buses between districts.

Use of the Rapid Responder System - The Wilbur School District utilizes the Washington State Rapid Responder System to supply emergency responders with critical information regarding the school campus and district emergency operations. This includes administrator and safety team contact information, tactical maps, floor plans, utility shut-off information, location and type of chemicals on the premises and tools for planning and communicating with responders. The district uploads information about all practice drills conducted onto the Rapid Responder website in compliance with state reporting mandates. The district appoints a system administrator to insure that Wilbur School district information is kept current. This system administrator has received system training through the Washington Association of Sheriffs and Police Chiefs, who oversee the Rapid Responder system.

Rapid Responder System Administrator for the Wilbur School District:

Tina Colvin, District Secretary, (509) 647-2221, tinac@wilbur.wednet.edu

Each building principal reports regularly to the Rapid Responder System Administrator to inform the administrator about drill specifics. The System administrator enters all drill information to the Rapid Responder website by the end of each school year.

Emergency Drilling/Training/Practice - In accordance with Washington State Law, the Wilbur School District complies with legislation requiring that one emergency drill per month be held, with students, including, but not limited to: six fire drill/evacuations, one lockdown, one shelter-in-place and one rapid responder drill per school year. Also in compliance with Washington State Law, the Wilbur School District records and uploads information about these drills on the Rapid Responder website for the district.

In addition to Washington State requirements, the district trains staff in the event of a bomb threat at school, an earthquake or the need to evacuate campus and reunite students with their parents/guardians at non-traditional times.

Chemicals on Site – The Wilbur School District periodically provides the local fire department with information on all chemicals on site at the school district and local firemen visit the district periodically to familiarize themselves with the campus.

Special Needs Students and Staff – Individual plans and procedures for students with special needs at Wilbur School District are written and updated by special education staff with assistance from school administrators and parents throughout each school year. This includes written procedures insuring that all special needs students are accommodated for in participation in emergency drills and potential emergency responses.

Methods of Communication

The Wilbur School District uses the following methods of communication to inform parents, students, the community and the media of events/situations at school or on school property, as needed:

- Sends letters home to parents regarding safety information/concerns/updates
- publishes safety information in the district newsletters and on the district website
- Uses telephone instant messaging system to prepare voice messages and send simultaneously to all parents and sheriff's office
- invites parents and community to briefing sessions at school
- brings information to a community location to disseminate to the public
- prepares press releases and conducts interviews with local media representatives as needed.

Varying combinations of these forms of communication tools are used based on the situation.

Volunteer Screening/Procedures – The Wilbur School District requires that all volunteers complete an application and undergo a screening process and background check. Building Administrator signature of approval is required for a volunteer to begin service.

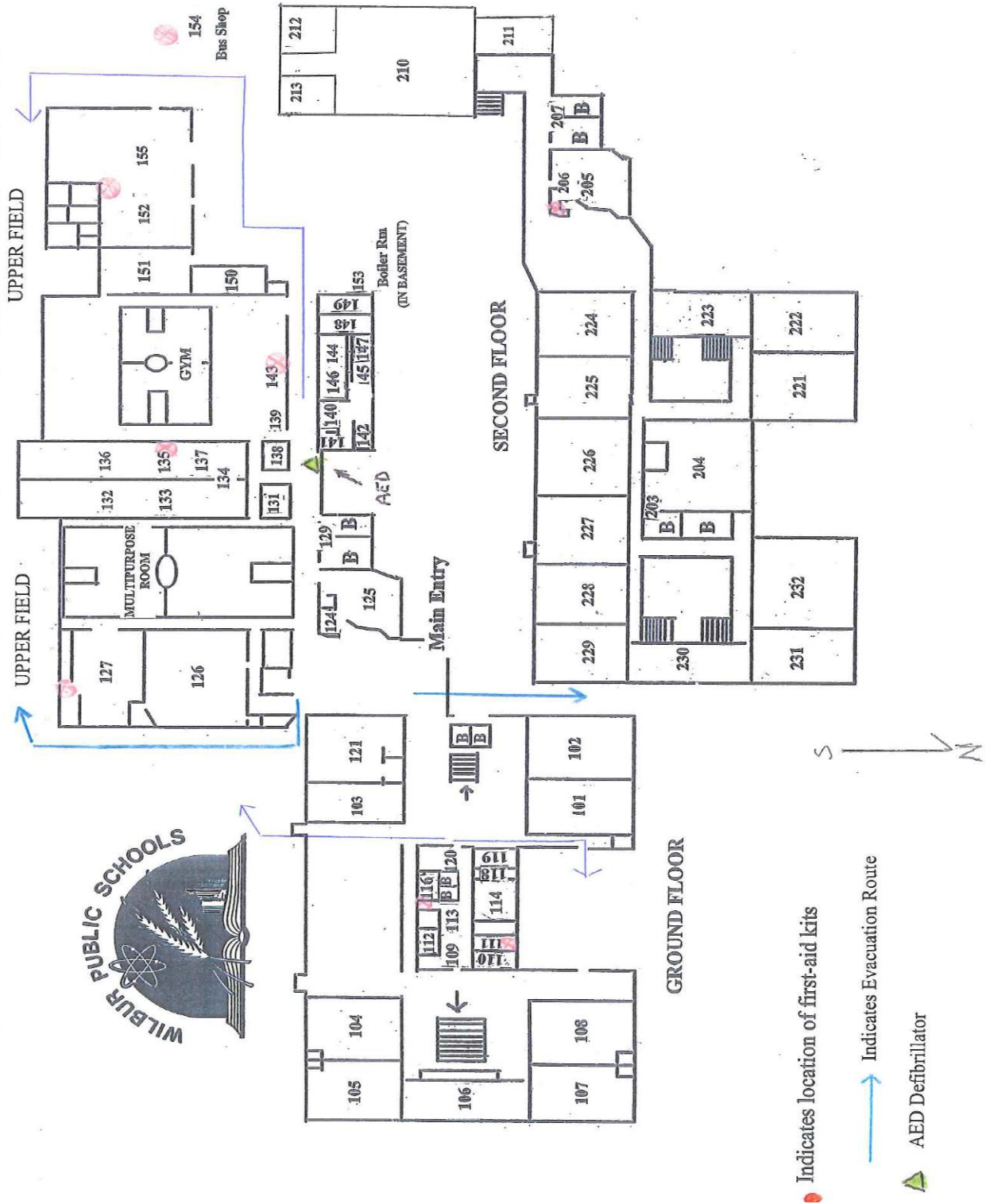
Community Use of Facility -The Wilbur School District requires all groups or individuals to complete a Facility Use Form for any non-school use of the facility or grounds. The form must be signed by the applicant, Superintendent, Head of Maintenance and possibly food service personnel or specific teachers, depending on the area of campus requested.

Emergency use of the district facilities, after hours, will be arranged by contacting:

1. Jon Ritchey, Head of Maintenance, (509) 977-1076
2. Steve Gaub, Superintendent, (509) 641-1135


Emergency Supplies On Hand - The following annotated maps indicate locations within the school building where first aid kits and AED machines are located. Evacuation Routes are also indicated on maps:

Floor Plan Map with Evacuation Routes, First Aid Kits and AED Machine Locations Wilbur School District



RESPONSE PLANS

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Poisoned Student.....	71
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Shelter In Place	72-79
Student-Parent Reunion	80-81
Suicide Threat	82

Action	Shelter-in-Place	Full/Modified Lockdown	Inclement Weather / Other Emergencies
 <p>PURPOSE: Call 9-1-1</p>		Near or on-campus violence ✓	Take Shelter
Notify District / Communicate school status	✓	✓	✓
Retrieve Classroom Emergency Kit	✓	✓	✓
Recall students from outdoors	✓	✓	✓
Close and lock all exterior doors/windows	✓	✓	
Sweep halls/non-classroom areas	✓	✓	
Turn off HVAC	✓		
Turn off lights	Check with local response agencies for appropriate action	Check with local response agencies for appropriate action	
Close windows/blinds or cover	Check with local response agencies for appropriate action	Check with local response agencies for appropriate action	
Seal windows, vents, air systems	✓		
Do not use telephone system		Full Lockdown Only	
No activities: stay quiet, low, out of sight		Full Lockdown Only	
Place red/green card		Full Lockdown Only	
Monitor activities via e-mail	✓	✓	✓
Wait for "All Clear"	✓	✓	✓

**WILBUR SCHOOL DISTRICT
CRISIS COMMUNICATION/MANAGEMENT PLAN
Updated: March, 2012**

INTRODUCTION

The purpose of this plan is to provide a set of guidelines to assist school personnel who are suddenly faced with a crisis. The plan should be used as a supplement to existing policies. The basic theme of this plan is the need to prepare for a crisis---in other words, be prepared to act rather than react to crisis.

EMERGENCY CONTACT TELEPHONE NUMBERS		
- Call 9-1-1 First For All Emergencies		
Wilbur City Police	(509) 647-5300	
Lincoln County Sheriff/Emergency Management	<i>front desk</i>	(509) 725-9264
Wade W. Magers wmagers@co.lincoln.wa.us	<i>dispatch</i>	(509) 725-3501
Wilbur Fire Department	(509) 647-5531	
Washington State Patrol	1-800-283-7804	
State Department of Transportation (WDOT)	1-800-695-7623	
Lincoln County Road Department:	South County 257-2251	North county: 456-3092
Public Utilities		
Avista	(800) 227-9187	
CenturyLink	(800) 201-4102	
City of Wilbur	(800) 641-5821	
Public Health and Mental Health		
American Red Cross	(509) 326-3330	
Lincoln County Health District	(509) 725-9213	
Poison Information Center	1-800-732-6985	
Lincoln County Alcohol/Drug Center	(509) 725-2111	
Lincoln County Counseling Center	(509) 725-3001	
Family Resource Center of Lincoln County	(509) 725-4358	
NE Washington Mental Health Crisis Line	1-800-767-6081	
Area Hospitals and Medical Facilities		
Clinic – Wilbur Medical Clinic	(509) 647-5321	
Hospital – Lincoln County (Davenport)	(509) 725-7101	
Hospital- Deaconess Medical Center, Spokane, WA	(509) 458-5800	
Hospital- Sacred Heart Medical Center, Spokane, WA	(509) 455-3131	
NEWESD 101 Nurse Corps	(509) 789-3583	
NEWESD 101 Risk Management	(509) 789-3517	
NEWESD 101 Center for Prevention Programs	(509) 789-3533	
NEWESD 101 Flight Team Request After Hours	(509) 991-8404	

GENERAL GUIDELINES FOR MANAGING A CRISIS

A crisis can happen at anytime. The most important consideration in dealing with a crisis is the health, safety and welfare of students and staff and the notification of parents. Regardless of the type of crisis, the responsibility for management rests with the district administration.

Steve Gaub, Superintendent	647-5625
Carla Hudson, K-12 Principal	647-5602
Chuck Wyborney, Counselor	647-5310

When a crisis occurs, the building principal will manage the crisis with the assistance of the superintendent and other appropriate school personnel. All press releases will go through the district superintendent and, in his absence, through the principal.

Under the district policy, it is understood that the principal of a school is charged with the responsibility of students and staff. Therefore, it is the responsibility of the principal to designate a certificated staff member to be responsible and to make decisions during a crisis in his/her absence.

K-12 Order of Command: 1) Steve Jantz

PRINCIPAL'S RESPONSIBILITIES

1. The principal is informed of the crisis
2. The principal gathers facts/information
 - a. The superintendent is informed
 - b. Plan of action is developed for this particular crisis
 1. Factual review of crisis
 2. Contact outside agencies as appropriate
 3. Administrators prepare response statement for media
 4. Determination is made for:
 - a. Student needs
 - b. Staff needs
 - c. Other concerns (i.e. parents, relatives)
3. Establish/define individual tasks/responsibilities
 - a. Building staff
 - b. Outside support staff
4. Arrange meeting places, if necessary
5. Plan a staff meeting: Facts, responses, details of plan, copy of addendums, if necessary.
 - a. Staff is informed of the crisis through the district phone tree and staff meeting time(s) set, if needed.
 - b. Action plan is implemented
 - c. Documentation of steps taken (provide copy to superintendent)
 - d. Following the crisis (if a student or staff death occurs)
 1. Gather records and personal belongings to take to office (if needed)
 2. Remove names from computerized lists and attendance roles (if needed)
 3. Secure additional temporary staff as necessary
 4. Gather information related to funeral/memorial services (if student death occurs)
 - a. Share with applicable parties – Staff, other principals/districts, others

PRINCIPAL FOLLOW-UP PROCEDURES

1. See that telephone tree connections were successful
2. Check on belongings and name removal (if death of student or staff)
3. Check on additional staff and parent, relative contacts
4. Make plans for additional support needs
5. Periodically and at anniversary of critical incident assess the need for further support and intervention, if death of student or staff.
6. Attempt to keep building schedule and activities as consistent as possible
7. Assemblies and large group meetings should be avoided during a critical incident as they tend to set up mass hysteria and contagion.
8. Consider operating a "Safe Room" with trained counselors during the first 1-3 days after a critical incident to accommodate students and staff who return to school, but have emotional needs or trauma that is keeping them from being able to function in the classroom.

STAFF RESPONSIBILITIES

In the classroom, staff need to model warmth, give students permission to talk, know and communicate FACTS. The emphasis of the classroom discussion must center on the value of life. The crisis must be handled in a low-key manner. Staff members know the students best, and are most qualified to help them through a crisis. Here are some suggestions.

1. Students experiencing a great deal of trauma may be referred to a counselor or other designed staff.
2. Let students talk about the situation. Listen emphatically. Be non-judgmental.
3. Demonstrate by your behavior that this is serious and affects you too. Model warmth and caring for all students.
4. A buddy system may be formed with students to monitor feelings/problems.
5. Refer all outside questions to the principal.
6. Stay visible in the halls and on school grounds.
7. Communicate/give permission to express your own feelings with other staff.
8. Tell students they do NOT have to talk with the media. Protect them from intrusion.
9. Staff should be assigned to monitor restrooms, as distraught students sometimes retreat there.
10. The district Incident Commander or their designee (Superintendent, then principal) is the sole media contact (Public Information Officer). Staff should direct photographers and reporters to the designed Incident Commander at all times.

Accident or Injury

The first adult on the scene assumes responsibility for appropriate procedures to be taken until an administrator or staff member with first aid card arrives.

- Keep injured person still and quiet.
- Check for breathing and bleeding; administer immediate first aid if necessary.
- Call 911 if appropriate, give necessary information, see A Reporting Information.
- Call for administrative assistance, nurse.
- Collect the facts of the cause or nature of the injury.

The Administrator or Designee will:

- Contact parent/guardian or relative/spouse for employee, if needed.
- ☐ Complete necessary forms, accident report, insurance forms, etc.

Accident or Injury

Bus Accident- Non-Injury

1. Driver reports details of accident by radio or second party.

- ☐ Who?
- ☐ Bus number-Driver name.
- ☐ Where?
- ☐ Exact location and direction of travel.
- ☐ What?
- ☐ Describe incident.

2. Transportation department notified of incident. Call 911 if injuries are involved.

- ☐ Who? Name of district department.
- ☐ What? Describe briefly the vehicles involved/nature of accident.
- ☐ Where? Exact location/address.
- ☐ When? Time of incident.

3. Transportation department dispatches bus, mechanic and/or replacement driver with route information and camera.

4. Transportation notifies Superintendent or Designee. Supervisor should go to scene of accident.

Transportation notifies schools regarding accident and delay or change in routes. Transport students to their destination.

District personnel will follow-up with an investigation of the accident and respond to the media.

Accident or Injury

I. Purpose

In case of a major emergency or disaster, schools may be without normal emergency medical services. Large-scale disasters may affect emergency medical service providers by damaging or destroying school and equipment. Further, it is possible that regional medical school and aid stations may be relocated to areas that have sustained less damage or are more accessible. This plan provides for limited first aid services to be provided by selected personnel when other public and private services are unable to respond or cannot be contacted during and after a widespread disaster.

II. Scope & Function

School personnel must be prepared to provide first aid services to the extent of their individual certification or training, not to surpass "basic life support." Basic life support means *non-invasive emergency medical services requiring basic medical treatment skills*.

An on-site first aid station will be established at a safe location. The injured will be found and moved to the first aid station. In the event of mass casualties, triage will be performed. Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. Directions for performing triage follow the first aid and triage checklist (see page 2).

Wilbur School District #200 will identify personnel with first aid and medical skills.

- Designate the person with the most skill, training, or medical certification as First Aid leader.
- Establish a first aid station at a safe location.
- Conduct triage.
- Gather first aid kits and emergency supplies.
- Provide care for the injured to the extent of abilities.
- Coordinate care with professional emergency medical service providers, if possible.
- Request or provide medical transportation of seriously injured to medical facility, if possible.
- Provide appropriate measures for the dead.
- Maintain records of injured and dead.
- Provide emergency shelter for injured.

Accident or Injury (continued)

III. Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below.

TRIAGE Priorities

Highest Priority

1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock

Second Priority

1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage

Lowest Priority

1. Fractures or other injuries of a minor nature
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously dead

Accident or Injury (continued)

1. Identify and organize personnel present at the school with emergency first aid, CPR, and medical knowledge into a team or teams.
2. Brief First Aid Team on the situation and assign duties.
3. Establish a first aid station in any safe location, depending on the extent of the disaster or emergency.
4. Identify first aid treatment and holding areas.

B. Triage – Treatment

1. Direct and coordinate the efforts of the First Aid Team(s) in triage and treatment of the injured. (See Triage Guidelines.)
2. Request medical transportation services for the injured or deceased. If the Disaster effects make normal means of medical transport unavailable, provide transportation using private vehicles.
3. Identify and record the disposition of the injured, the deceased, and their belongings.
4. Maintain communications with responding emergency medical services providers, on site emergency teams, the Command Post, and the Emergency Operations Center, if activated.

C. Logistical Support

1. Ensure the acquisition and maintenance of health and medical supplies and equipment.
2. Coordinate the transportation of health and medical supplies, equipment and personnel.
3. Establish, if necessary, an emergency shelter for victims, employees, rescuers, etc.

Accident or Injury (continued)

- Calmly and carefully assess the medical emergency you are faced with.

First Aid for Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants
- Breathe gently once every three seconds.
- If you are doing the procedure correctly you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound. **You should always wear latex or rubber gloves.**
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
 - Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
 - Repeat until the object comes out.

Wilbur School District

~ Emergency Procedure ~

Emergency: BOMB or SUSPICIOUS DEVICE

School resources

- Bomb Threat Incident Form
- Building Plan By Floor
- Shelter Plan

Community Resources

- **Law Enforcement- Fire Department- Rescue/Ambulance**

Response Actions/Responsible

1. Upon receipt of a bomb threat by telephone, use the bomb threat incident form to write down information from the caller. Make every effort to:
 - Prolong the conversation as much as possible.
 - Identify background noises.
 - Note distinguishing voice characteristics.
 - Question caller as to description of bomb, placement of bomb, and when it is due to explode.
 - Try to determine caller's knowledge of facility.
 - Note time of call.
 - Inform principal/site manager or designee of the threat.
 - If caller's threat implies an immediate threat, call 9-1-1.
 - Complete bomb threat checklist (located under telephone).
 - Call Security Department.
2. Review information provided by individual who received the threat.
3. Make decision whether or not to evacuate the facility.
4. Notify Security Director.
5. Complete Critical Incident Report Form.
6. Notify Communications Department.
7. Implement Incident Command System.
8. If building is to be evacuated, it should be handled as a fire alarm with staff assisting in guiding all students and personnel away from the designated location of threat.
9. If a decision to search is made, place prearranged search procedure into action. Have a checklist of building rooms and spaces available (fire evacuation plan) so that all areas are checked.

NOTE: Staff must be notified of evacuation via phone system, hardwired PA system or by messenger.

DO NOT use cell phones, radios or the fire alarm system because of the risk of activating a device.

Wilbur School District
~ *Emergency Procedure* ~

Emergency: BOMB or SUSPICIOUS DEVICE

Maintain an incident command post where a phone checklist is kept and where staff responsible for searching the facility can coordinate search results.

10. When police arrive:
 - Advise Police of situation and follow their instructions.
 - Police will notify Fire Department/Bomb Squad if necessary.
 - Turn control of building over to the Police/Fire Incident Commander.
 - Upon review of conditions, police officials will determine when control of the building, or part of the building, will be returned to school officials.
11. In consultation with Incident Command Officials, determine whether to resume building operations or activate Shelter Plan or School Cancellation Plan. Notify staff and students.
12. Develop and implement a Community Notification Plan.

related response emergencies

- Explosion
- Medical Emergency
- Multiple Casualty Incident
- Building – Structural Failure
- Building – Loss of Use

caution

- **DO NOT**
 - Move any suspicious device.
- **DO**
 - Keep all students and staff away from suspicious devices.

TIPS FOR BOMB THREAT CALL RECIPIENT

REPORT CALL IMMEDIATELY TO THE PRINCIPAL

MAKE SURE 911 IS CALLED FROM A LAND LINE

Attempt to delay the caller by stating: "I am sorry, I did not understand you. What did you say?"

Gather information from the caller:

- When will it go off?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place it there?
- Why are you doing this?
- Who are you?
- Where are you?

Note these things about the caller, if possible

sex _____
age estimate _____
ethnicity _____
speech impediment _____

Background Sounds can help identify a caller.

Take note of any of these noises in the background:

- _____ street noise
- _____ factory sounds
- _____ other voices
- _____ machinery
- _____ P.A. system
- _____ animal noises
- _____ Music
- _____ static
- _____ House noises
- _____ Motor
- _____ office machinery
- _____ other

Inform the caller that the building is occupied and the detonation of a bomb may result in death or serious injury to many children.

Make comments such as "You don't sound like the kind of person who would do this". This will often keep the terrorist talking, giving you a greater chance at identification.

All of these things can help in appraising how serious the bomb threat really is:

Caller's Voice:

- | | |
|-----------------------|-----------------|
| _____ calm | _____ angry |
| _____ excited | _____ slow |
| _____ rapid | _____ soft |
| _____ loud | _____ laughter |
| _____ crying | _____ normal |
| _____ slurred | _____ distinct |
| _____ nasal | _____ stutter |
| _____ lisp | _____ raspy |
| _____ deep | _____ ragged |
| _____ clearing throat | _____ accent |
| _____ deep breathing | _____ crackling |
| _____ short of breath | _____ disguised |

If the voice is familiar, who does it sound like?

Exact wording used in the threat:

Threat Language:

- _____ well spoken (educated)
- _____ incoherent
- _____ foul
- _____ taped
- _____ irrational
- _____ message being read

Length of Call: _____

Time of Call: _____

Number at which the call was received:

Chemical Spill

1. In the event of a chemical spill in a school building, students and employees must be moved to a safe location immediately, using fire drill procedures.
2. Try to address the spill at the **lowest level possible**. Calling the Fire Department escalates it to the highest level, which may be unnecessary for many types of spills.
3. Call Fire Department and appropriate district personnel, if necessary, depending on the severity of the spill.
4. Once the Fire Department is called, all control of the situation is taken out of district hands.
5. When a chemical spill occurs either inside or outside of the school building, follow the advice of the authorities. (Fire Department, County Health Department, etc...)
6. Wait for permission from authorities before returning to the school building.
7. Check MSDS Sheets.

HAZARDOUS MATERIALS INFORMATION:

1. The school district will provide Material Safety Data Sheets (MSDS) training to inform all employees of potentially hazardous materials in the work place.
2. Each location has a Chemical Hazard Notebook that contains MSDS for hazardous products. All substance containers should be clearly labeled. Hazardous chemicals transferred to other containers must be labeled.

Preparing:

- Ask your local fire department about emergency warning procedures.
- Find out precise information about where reported quantities of extremely hazardous substances are stored and where they are used.
- Ask your Local Emergency Planning Committee (LEPC) about community plans for responding to hazardous materials accidents.
- Determine how close you are to freeways, railroads or factories which may produce or transport toxic materials.
- Be prepared to evacuate.
- Have materials available to seal off your residence from airborne contamination.

Responding:

- If you are a witness – call 911 or your local fire department.
- If you hear a warning signal – listen to local radio or television stations for further information. Follow instructions.
- Stay away from the incident site to minimize the risk of contamination.
- If caught outside – stay upstream, uphill or upwind. Try to go one-half mile (10 city blocks) from the danger area.
- If you are in a car - close windows and shut off ventilation,
- Evacuate if told to do so by authorities, or be prepared to **SHELTER IN PLACE** if that is the recommendation
- If local officials say there is time, move students and staff to pre-designated Shelter in Place locations within the school buildings, close all windows, vents, doors and cover all openings with plastic and tape (**see district Shelter in Place plan and Diagram**). Turn off air conditioners, attic fans, or other local ventilation systems in the sheltering rooms.
- Maintenance or administrative staff shut off all air exchange systems to stop outside air from being circulated, to minimize contamination inside the building.
- To reduce the possibility of toxic vapors entering your school, seal off rooms designated sheltering rooms as efficiently as possible.
- If an explosion is imminent – close drapes curtains and shades.
- If you suspect gas vapor contamination – take shallow breaths through a cloth or towel.
- Avoid contact with any spilled liquid materials, airborne mist or condensed solid chemical materials.
- Do not eat or drink any food or water that may have been contaminated.

After a Haz-Mat Incident:

- Seek medical help for unusual symptoms.
- If medical help is not immediately available and you suspect contamination – remove all clothing and shower thoroughly.
- Place exposed clothing and shoes in tightly sealed containers without allowing them to contact other materials: get directions for proper disposal.
- Advise others of your possible contamination.
- Get direction from local authorities on how to clean up your land and property.
- Return home only when directed to do so.
- Upon returning home, ventilate the house.
- Report lingering vapors or other hazards.

EARTHQUAKE and Earthquake Drills

Teachers and other school staff should have students follow the instructions listed below:

Indoors

In Class:

The following are recommended drill procedures for a teacher and class of students:

- **"Drop, Cover and Hold on"**
 - DROP to the ground
 - TAKE COVER under a sturdy table or other piece of furniture. Kneel and bend your head close to your knees.
 - HOLD ON to the table leg or desk (a few inches above the ground to avoid pinching fingers). Cover your eyes with your other hand. If your "shelter" moves, move with it.
 - Do not get between a piece of furniture and a solid wall, shelter on the side away from the wall or under it.
- **FACE AWAY from windows**
 - If you don't have a shelter to hang on to, drop and cover with your hands linked on the back of your neck, and cover the side of your head with your arms to protect your neck, head and face.
 - Remain in place until the shaking stops. COUNT ALOUD to 60 -- earthquakes rarely last longer than 60 seconds and counting is calming.

The teacher should:

- issue the "earthquake" order
- also drop, cover and hold until the shaking stops
- review evacuation procedures.

If the teacher is injured, two student monitors should have designated authority to give instructions.

In other areas within the school building:

At the first sign of an earthquake, occupants should:

- move away from windows, shelves and heavy objects that may fall
- take cover under a table or desk or in a corner
- in halls, stairways and other areas where no cover is available, move to an interior wall; kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms
- in the library, move away from where books and bookshelves may fall and take cover
- stay inside -- usually the most dangerous place is just outside where building debris may fall; exit only after the shaking has stopped
- in science laboratories, extinguish all burners, if possible, before taking cover; stay away from hazardous chemicals that may spill

- in other areas, such as gymnasiums, auditoriums, music rooms, and industrial education shops, the district or school committee should prepare appropriate guidelines based on the above.

Outdoors:

Students and teachers should move to an open space away from buildings, fences, trees, tall playground equipment, lights and overhead power lines. Kneel or sit on the ground and cover your head and face with your hands. Once in the open, stay there until the shaking stops.

In a Vehicle/School Bus:

The driver should stop the bus away from power lines, bridges, buildings, and overpasses. Occupants should **Drop** down between the seats (which will act as a shield), **Cover**, and **Hold on**. Be aware that heavy objects may fall from overhead racks, Count to 60.

Don't:

- Don't try to take cover in a doorway during an earthquake. The door may slam on you.
- Do not run outside during the shaking or use the stairways or elevators. Many people are killed just outside of buildings by falling bricks and other debris.
- Do not try to use your telephone for the first 90 minutes after an earthquake, except for serious medical or fire emergency, or if victims are trapped. You could tie up the lines needed for emergency response.

Indoors or outdoors, TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE.

Earthquake Preparedness

How prepared are you for an earthquake? What should you do when the earth starts moving?

- If you are inside a building... **Drop, Cover and Hold**

Drop and duck under a heavy desk, table, bench, or against inside walls.

Cover your head and neck with one hand.

Use the other hand to **Hold** on to the table or desk above you and be prepared to move with it if the shaking causes it to move. Stay away from glass, particularly windows and glass doors.

- If you are outside, move to an open area and away from buildings, street lights, trees, utility wires and other objects that could fall.
- If you are in an automobile, stop and stay in it until the shaking ends. Avoid stopping near trees and power lines or on or under overpasses or bridges.

Stay Informed:

- Register your cell phones with the local alert system, if you have access to one.
- Listen to local radio for official emergency information.

Suggested Videos:

ELEMENTARY:

www.youtube.com: Search - “Missourians prepare in case of an earthquake”, select “shake out” video, (3 minutes 37 seconds) elementary classroom training.

MIDDLE SCHOOL-JR HIGH-HIGH SCHOOL: <http://training.dps.mo.gov/trainingwebsite.nsf> Select “Emergency Mgt Training” pull down menu, then select “Training Videos”, select the “Drop, Cover Hold – Earthquake Safety in Schools” video (13 minutes 33 seconds; start at 4:15 and go to 8 minutes 8 seconds).

http://www.emd.wa.gov/publications/pub_index.shtml and select “Drop, Cover and Hold – Earthquake preparedness” (Video)

http://www.emd.wa.gov/publications/pub_index.shtml and select “Earthquake...Preparing Your Classroom – How Safe is Your Classroom?”

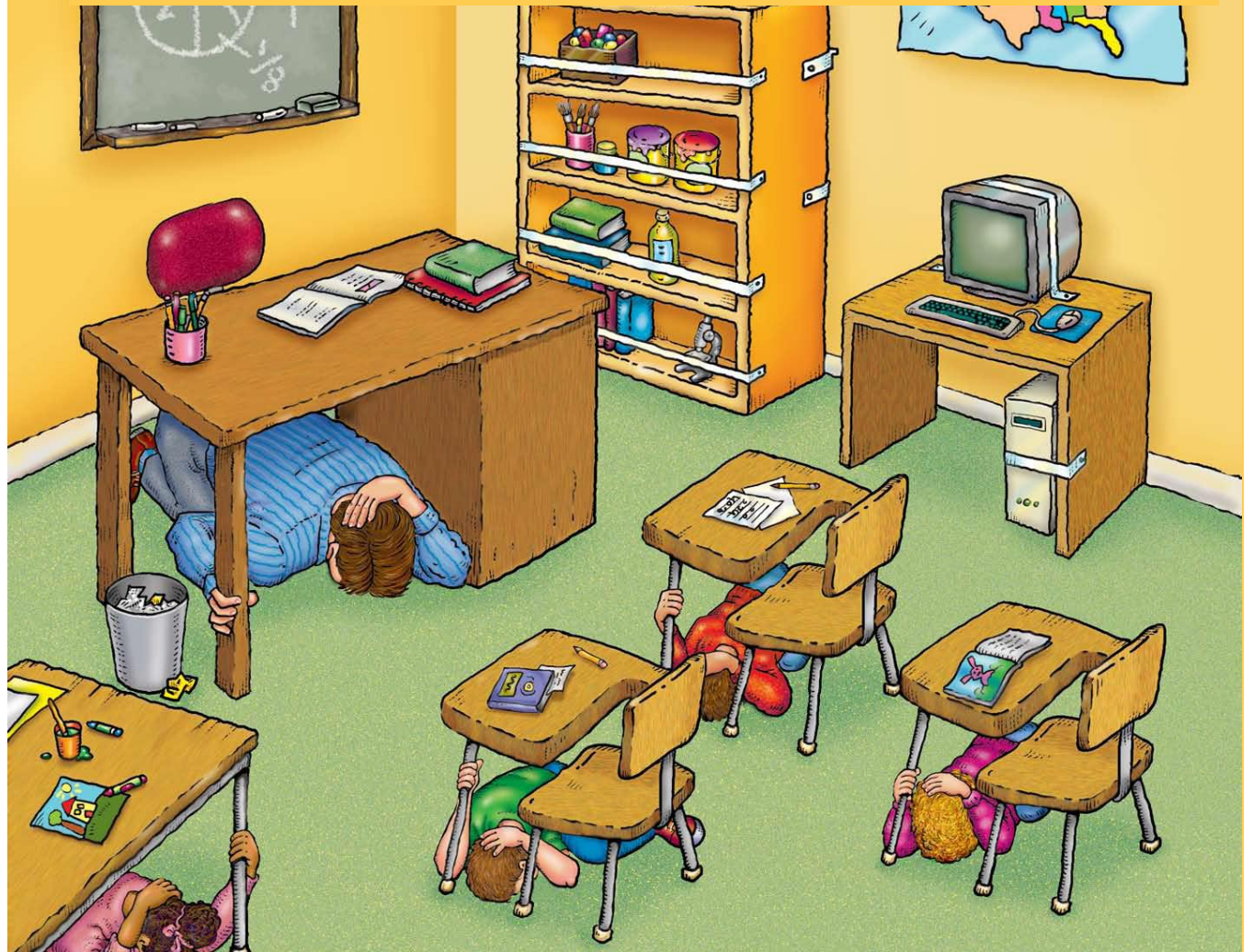
Resources: Washington Emergency Management Division (WEMD), State Emergency Management Agency of Missouri (SEMA), Readiness & Emergency Management for Schools (REMS), Regional Office Emergency Management (NE Washington Regional Emergency Management).

When earthquake shaking begins . . .

Drop, Cover, and Hold

Date: _____

Time: _____



DROP and get under your desk or table

COVER your head and neck with one hand

HOLD onto the desk leg with your other hand

**Wilbur School District
Emergency Procedure**

Evacuation

In an emergency, it may be necessary to evacuate students from a school. Principals must prepare an evacuation plan for their school and carry out a practical evacuation exercise at least twice a year. As the needs for each school will be different, no common plan can be prepared for all schools. Check with local fire and law enforcement when making plans to evacuate your school.



 **Action Completed**

Evacuation Steps

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. The routes may need to be changed for safety reasons.
- Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device. **(Do not use fire alarm, cell phones or radios to notify. These devices may activate a device. Notify staff via phone system, hardwired PA system or messenger.)**
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
- Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

Wilbur School District Emergency Procedure

Evacuation *(Continued)*

 Action Completed	Relocation		
	<ul style="list-style-type: none"> • Building administrator determines whether students and staff should be evacuated to a relocation center. • Building administrator or school emergency response team designee notifies relocation center. • If necessary, a school emergency response team designee coordinates transportation to relocation center. • Teachers stay with class en route to the relocation center and take attendance upon arriving at the center. • Use student release forms for students who are picked up from a relocation center. • Notify superintendent's office and district public information office of relocation center address. 		
 Action Completed	Relocation Centers		
	<p>List the primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Primary Relocation Center: <u>Lutheran Church</u> Contact Person: <u>Amy Ritchey (has key)</u> Address/Phone: <u>306 SE Trinity St.</u> <u>Wilbur, WA 99185</u> <u>(509) 647-5781</u></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Secondary Relocation Center: <u>Community Center</u> Contact Person: <u>Dick Miller</u> Address/Phone: <u>P.O. Box 124, Wilbur, WA 99185</u> <u>(509) 647-5598</u></p> </td> </tr> </table>	<p>Primary Relocation Center: <u>Lutheran Church</u> Contact Person: <u>Amy Ritchey (has key)</u> Address/Phone: <u>306 SE Trinity St.</u> <u>Wilbur, WA 99185</u> <u>(509) 647-5781</u></p>	<p>Secondary Relocation Center: <u>Community Center</u> Contact Person: <u>Dick Miller</u> Address/Phone: <u>P.O. Box 124, Wilbur, WA 99185</u> <u>(509) 647-5598</u></p>
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Field Trip

Prior to leaving on an extended (out of county) or overnight field trip including all extra-curricular activities, the Staff Supervisor will:

- ☑ Provide the bus driver the completed List of Participants form before departure.
 - If a van is used, the List of Participants form must be given to the Transportation Department prior to keys being issued.
 - The List of Participants form is to be kept in an emergency folder in the vehicle.

In the event of being stranded:

1. The teacher/adviser/coach is to contact his/her supervisor who will start an Emergency phone tree. If a van is used, they are to contact the Superintendent, OR
2. The bus driver will contact the Supervisor of Transportation who makes contact with the Superintendent.
- 3 Depending on the situation:
 - The Transportation Department will make arrangements for alternate transportation.
 - An Administrator will convene an Emergency Response Team.
4. When telephone is inaccessible, and it is difficult to give and get information to the District, the responsible adults are to keep students safe and secure until contact can be made with the District.

Fire Extinguisher Use

1. Evacuate the buildings immediately for any fire or suspected fire.
2. Sound alarm if it has not already been done.
3. Call 911, identify problem, school building address and location of fire (if known).
 - ☒ Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.
 - ☒ Fire Extinguisher Instructions:
 - ☒ **P- Pull** safety pin from the handle;
 - ☒ **A- Aim** at the base of the fire;
 - ☒ **S- Squeeze** the trigger handle;
 - ☒ **S- Sweep** from side to side.
 - ☒ **If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!!**
4. Upon arrival, the Fire Department will assume command.
5. Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
6. Notify Superintendent of the incident

Food Defense Plan Wilbur School District

The Wilbur School District recognizes that, in addition to state and federal food safety guidelines and regulations, there is need for a **Food Defense Plan** to protect students and staff from INTENTIONAL contamination OR the introduction of chemical, radiological or biological hazards into food, water or facilities by individuals seeking to do harm.

This comprehensive food defense plan utilizes the four phases of emergency management to proactively ready the district to act against intentional harm caused to food, water, facilities or supplies used to supply food and drink to students and staff.

The following measures have been taken by the district in the area of food defense:

Prevention/Mitigation

Biosecurity Risk Assessment – district administrators and food service personnel have completed a thorough biosecurity risk assessment to identify vulnerabilities and areas of risk in all district food service operations. The assessment closely examined six (6) areas of school operations and determined whether there were any practices, facility issues or other factors that could cause medium to high risk or compromised security of the food and water supply. These six areas are:

1. Exterior building and grounds
2. Interior premises
3. Receiving areas
4. Transporting and shipping areas
5. Food preparation and work areas
6. Human resource/personnel elements

Summarized results if the 2011 risk assessment

The Wilbur School District Food Services Director and Head of Maintenance completed a *School Food Biosecurity Risk Assessment Checklist* for the district. The completed assessment document is on file with the Food Services Director, who will review the document periodically and report any security concerns to district administration.

Local Hazards – Lincoln County, Vulnerability Assessment -As part of the REMS (Readiness and Emergency Management for Schools) process, a comprehensive assessment of local hazards was completed with all Lincoln County School Districts in 2008, 2009 and 2010. The following local hazards were identified and carefully taken into consideration in this food defense plan:

Primary Local Hazards Identified

- Inclement weather
- Road conditions and closures
- Proximity of Railroads to schools
- Proximity of major trucking routes to schools
- Proximity of Fairchild Air Force base to schools
- Transport of farm chemicals throughout the county
- Response time for emergency responders due to remoteness of rural schools

Preparedness

Staff Training in Food Defense measures

- Procedures for Reporting a Food Defense Issue
- Information about incident plan if suspected food contamination
- Preservation of site for testing and investigation
- Clean-up plan
- Interim Food Service Plan
- Continuance of Food Service Operations

Communication Plan

Persons/agencies to notify if there is a food defense incident and responsibility of staff:

<u>Person/Position</u>	<u>Tel. Number</u>	<u>Who will notify them</u>
<u>Carla Hudson, District Principal</u>	<u>(509) 647-5602</u>	<u>Food Service Director</u>
<u>Steve Gaub, District Superintendent</u>	<u>(509) 647-2221</u>	<u>Principal/Food Service</u>
<u>Chairman, School Board of Directors</u>		<u>Superintendent</u>
<u>Lincoln County Health Department</u>	<u>(509) 725-2501</u>	<u>Principal or Superintendent</u>
<u>Parents</u>	<u>See district list</u>	<u>Automated Messaging System</u>
<u>Local Media</u>		<u>Automated Messaging System</u>
<u>Distributers/Shipping Companies/Brands</u>	<u>List of Suppliers</u>	<u>Food Service Director</u>

Response

Procedures for reporting possible food or drink supply violations:

Any staff member, student or concerned citizen can report a food/water safety concern, at any time, to the district incident commander or their designee. This can be done in person, in writing, via email, by telephone or by any other readily available means of communication.

The school district's Incident Commander shall document the report in as much detail as possible and contact the appropriate authorities including the Lincoln County Health Department and the Lincoln County Sheriff's Office. Based on the findings and recommended procedures of the health department and the sheriff's office, the district will take immediate action to eradicate the potential danger, including clean-up activities.

The district incident commander will communicate any potential hazards, interruption of school operations, or other important information as quickly as possible to staff, students, parents, the sheriff's office, the health department and the media. This will occur on an ongoing basis as accurate information becomes available throughout the incident.

Any need for medical care of persons affected by a food safety issue will be managed by the district first aid team until affected persons are in the care of medical professionals.

Lincoln County Health District Procedures

Reporting If the district identifies an increase in student or staff illness above normal levels, the district shall notify the Lincoln County Health Department to report the increase at (509) 725-2501. The district will work with the Health Department to determine if the increase in illness is due to a naturally occurring illness or possible environmental exposure. The Health Department will determine the need to conduct an epidemiologic evaluation to determine the causative agent or possible sources. This could include contamination of food sources or water through accidental or intentional means. If at any time evidence indicates criminal intent, the district shall contact the Lincoln County Sheriff's Department for investigation.

Responding The district will work with the health department to develop strategies to reduce further illness based on the symptoms and environmental factors identified. While investigating illness outbreaks in the school setting, the Health Department will be provided access to students for interviews and possible sample collection as well as facilities including the kitchen and food storage areas for inspection and sample collection. The Health Department will work with the Washington State Department of Health food technical advisors and laboratory services for support and testing. Once the source of illness is identified, the school will utilize every means possible to contain the outbreak and remediate the source to control further illness. The District will work with the Health Department to develop a joint public information message to inform staff, students and parents as appropriate regarding the illness outbreak.

Recovery

The district incident commander will communicate will staff, students, parents, the health department, the sheriff's office, the community and the media when the food safety issue is resolved and school operations are back to normal.

The district's Incident Commander will debrief staff about the incident, and possibly students, if he/she deems it necessary.

The incident will be documented in writing and discussed by administration, the district safety team and food service personnel. Any necessary corrective actions will be put into place to better secure the food/water supply and lessons learned will be recorded and incorporated into the district's food defense plan.

With the assistance of the county health department, information about what to do if one feels ill will be disseminated to staff, students and parents.

The district counselor will be available to meet with students and staff who need counseling assistance during and after the incident.

Resources

REMS Technical Assistance Website
United States Department of Agriculture
The School Nutrition Association, Paster Training, Inc.
Lincoln County Health Department

SCHOOL FOOD BIOSECURITY RISK ASSESSMENT CHECKLIST

A School Food Biosecurity Risk Assessment is a careful examination of the work environment, actions and behaviors of a facility where intentional contamination of food products could occur if control measures are not in place. A candid assessment can provide a clear perspective on potential hazards, promoting increased levels of food biosecurity.

This checklist has been developed to assist the Wilbur School District Food Service Director in conducting a self-assessment to review potential food biosecurity issues.

INSTRUCTIONS: Please answer each question on the following checklist in the 6 identified categories:

- Exterior Building & Grounds
- Interior Premises
- Receiving, Products & Supplies
- Transporting / Shipping
- Preparation & Work Areas
- Human Elements

RISK ASSESSMENT LEVEL When answering the questions on this CHECKLIST assess the risk level first. To determine the risk assessment level, consider the following questions as you proceed through the assessment:

What is the hazard?



Who would be harmed?



How likely would the hazard occur?



After completing the checklist, review all responses, prioritize areas of high risk that and address them in the district's written plan to minimize risk. Once high-risk areas have been addressed, begin addressing medium and then low-level risks and incorporating them into the district's written plan.

FOOD BIOSECURITY RISK ASSESSMENT CHECKLIST

School Name _____

Date _____

Name/Title of Person(s) Completing the Assessment:

TRANSPORTING/SHIPPING	RISK LEVEL H M L ▼	YES Addressed <input checked="" type="checkbox"/>	NO Not Addressed Currently <input checked="" type="checkbox"/>	N/A Does Not Exist <input checked="" type="checkbox"/>
1.Are transporting vehicles secured to prevent deliberate contamination of food products/supplies?				
2.Are drivers/delivery personnel trained in security procedures?				
3.Are transporting vehicles and procedures routinely monitored to ensure security procedures are being followed?				
EXTERIOR BUILDING/GROUNDS	RISK LEVEL H M L ▼	YES Addressed <input checked="" type="checkbox"/>	NO Not Addressed Currently <input checked="" type="checkbox"/>	N/A Does Not Exist <input checked="" type="checkbox"/>
1.Are facility boundaries clearly identified to indicate limited access areas?				
2.Are prevention measures in place (e.g. fencing or other barriers)?				
3.Are structures within these boundaries identified?				
4.Is there adequate outside lighting?				
5.Is access to restricted areas controlled (locks, access cards, etc.)?				
6.Are after hours, weekend and holiday security measures in place?				
7.Are procedures in place for deliveries to restricted areas?				
8.Have outside delivery and loading docks been assessed?				
9.Are procedures in place for deliveries/delivery personnel entering the facility?				
10. Are delivery vehicles inspected for possible product contamination?				

11. Are documented procedures in place for inspecting deliveries prior to accepting?				
12. Have all entrances and exits been assessed to meet local codes?				
13. Are there entrances and exits needing monitoring?				
14. Are there areas restricted to classified personnel only?				
RECEIVING, PRODUCTS & SUPPLIES	RISK LEVEL H M L ▼	YES Addressed <input checked="" type="checkbox"/>	NO Not Addressed Currently <input checked="" type="checkbox"/>	N/A Does Not Exist <input checked="" type="checkbox"/>
1. Do you know your vendors? Are they licensed, reputable?				
2. Do your vendors have food biosecurity measures in place?				
3. Are delivery personnel identified and aware of security procedures?				
4. Is there restricted entry for delivery personnel?				
5. Are deliveries scheduled during production hours?				
6. Are incoming products, supplies inspected prior to entry?				
7. Are packaging materials tamperproof and intact prior to entry?				
8. Are products, supplies re-inspected after opening and prior to use?				
9. Are all water, ice supplies identified, tested for potability and are there emergency procedures in place if the water supply is cut off?				
10. Are open doors monitored during production and hours of operation?				
PREPARATION & WORK AREAS	RISK LEVEL H M L ▼	YES Addressed <input checked="" type="checkbox"/>	NO Not Addressed Currently <input checked="" type="checkbox"/>	N/A Does Not Exist <input checked="" type="checkbox"/>
1. Are controls in place during production to prevent employee tampering?				
2. Are employees required to work in pairs when preparing products without supervision present?				
3. Are procedures in place to minimize intentional contamination during all phases of production and product flow?				

4. Are access points to production areas and products been identified and are monitoring procedures in place to minimize, restrict or eliminate access to non-production staff or others?				
5. Are areas where large amounts of product are exposed, including kettles, tanks, and coolers restricted to only production personnel?				
6. Are cleaning compounds, hazardous materials and restricted materials kept in secured / locked areas only accessible by authorized personnel?				
7. Are there procedures in place to restrict access by contract service providers such as sanitation crews, pest control operators, building maintenance staff, or facility repair contractors?				
8. Are there controls in place to prevent contamination of product by contract service personnel?				
9. Are there programs/procedures in place to train, monitor contractors when working in sensitive areas?				
HUMAN ELEMENTS	RISK LEVEL H M L ▼	YES Addressed <input checked="" type="checkbox"/>	NO Not Addressed Currently <input checked="" type="checkbox"/>	N/A Does Not Exist <input checked="" type="checkbox"/>
1. Are there standardized procedures in place for obtaining applicants for food service employment?				
2. Are there procedures in place for screening new employees including reference and background checks?				
3. Is there a waiting period during verification of new employees' application information?				
4. Is there a system in place for employee identification such as photo ID cards, badges or uniforms?				
5. Is there training for new employees including emergency procedures such as emergency contacts, evacuation routes, bomb threats, chemical spills, suspected product tampering or other security threats				
6. Is there a daily roster for employees working each day?				
7. Are there procedures or restrictions in place for employees entering the facility each day when reporting to work?				
8. Are there procedures or restrictions in place for employees exiting the building during normal employment hours?				

9. Are there procedures or restrictions in place for visitors?				
10. Are there procedures in place restricting or prohibiting employees from bringing packages, bags and items into the facility?				
11. Is there a designated and secured storage area for employees' personal items and restricted to employees?				
12. Are employees' parking areas secured and monitored?				
13. Are employees trained in security policies and procedures?				
14. Are there procedures in place for employee termination including turning in badges, IDs, keys, and restricting access?				
INTERIOR PREMISES	RISK LEVEL H M L ▼	YES Addressed <input checked="" type="checkbox"/>	NO Not Addressed Currently <input checked="" type="checkbox"/>	N/A Does Not Exist <input checked="" type="checkbox"/>
1. Are procedures outlined for investigating reported food security incidents?				
2. Are facility construction and design plans available identifying entrances/exits, ventilation, electrical, plumbing, gas, etc.?				
3. Are security measures in place to prevent tampering with utilities, ventilation and/or plumbing?				
4. Are procedures in place to monitor bulk food equipment to prevent deliberate contamination, such as ice bins?				
5. Is there an emergency plan identifying off site areas where products and ingredients are stored such as coolers, freezers and warehouses?				

Wilbur School District Lockdown - Modified

Administrative Procedures

Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school. Modified Lockdown is typically used when events in the vicinity of the school may pose a threat. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended. (Reference RCW 28A.320.125 and WAC 51-54-0400).***

PREPAREDNESS

- Provide annual training to staff and students in modified lockdown procedures.
- Conduct modified lockdown drills at least once annually.
- Prepare school maps (for distribution to responders) and distribute red/green cards to teachers.
- Inventory classroom emergency equipment, prepare window covering materials.

RESPONSE

- Main office receives information on potential threat in vicinity of school.
- Administrator or other authorized person makes decision to lock down school.
- COMMUNICATE LOCKDOWN STATUS**(communicate to remote buildings and outside areas).
 - “OUR SCHOOL IS IN MODIFIED LOCKDOWN. THIS IS NOT A DRILL” (repeat).**
- RAPIDLY ASSESS** need for police or other assistance.
- ASSIGN RESPONSIBILITIES** to others (administrator stays in command center).
 - NOTIFY** district office (usually assigned to secretary).
 - CALL 911** and request assistance if needed (caller must stay on line).
 - LOCK** all outside doors (usually assigned to maintenance staff).
 - MONITOR** radio and main phone line(alley parent concerns).
- COMMUNICATE PROTOCOL TO SCHOOL.**
 - NO MOVEMENT** of students between buildings.
 - RECALL STUDENTS** from outside areas **if safe to do so.**
 - NORMAL OR MODIFIED ACTIVITY** may be permitted inside the building.
 - RESTRICT ENTRY** to known persons.
 - ADJUST PROTOCOL** to the level of the perceived threat.
- RE-ASSESS SITUATION PERIODICALLY** (summon help as warranted).
- GIVE “ALL CLEAR” SIGNAL** when the safety of the school has been assured.

Wilbur School District
Lockdown - Modified

Administrative Procedures (continued)

RECOVERY

- Resume normal operations as soon as possible.
- Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing. Allow students time for physical activity or verbal stress relief. Allow traumatized students to contact parents if desired.
- Communicate status.
 - Notify district office when lockdown is terminated.
 - Email the staff an overview of the situation to minimize misinformation.
 - Prepare a brief letter to parents explaining the situation.
 - Consider a press release if event has drawn or may draw media attention.
- Document and report - debrief and evaluate with key staff.

Classroom Procedures:

Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school. Modified Lockdown is typically used when events in the vicinity of the school may pose a threat. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended. (Reference RCW 28A.320.125 and WAC 51-54-0400).***

PREPAREDNESS

- Review lockdown procedures at least annually with your students; post lockdown instructions in room.
- Inventory classroom emergency equipment, advise administration of needed equipment or supplies.
- Prepare window blackout materials (for windows without blinds).
- Carry your keys at all times.

RESPONSE

- Contact the main office to report a perceived danger.
- Administrator or other authorized person will make the decision to lock down the school.
- RESPOND TO LOCKDOWN ALERT.**
 - “OUR SCHOOL IS IN MODIFIED LOCKDOWN. THIS IS NOT A DRILL.”**
 - RETURN** to building from any outside areas **if safe to do so.**
 - DIRECT** all students in hallways to return to their assigned room.
 - LOCK** all exterior doors (lock exterior doors near your room).
 - CLOSE** windows and blinds, **COVER** exposed windows (secondary students can assist).
FOLLOW instructions from main office regarding protocols / allowable activities.

Classroom Procedures - RESPONSE (continued)

- REASSURE** students by keeping calm and continuing allowed activities.
- SUPERVISE** student movements between rooms, limit other hall traffic.
- DO NOT OPEN** exterior doors for any reason until an “all clear” is received.
- DO NOT USE** the telephone system to request information (follow protocols for email).
- COMMUNICATE** known threats to office.
- ASSESS SITUATION.**
 - Communicate problems (panic, medical emergencies, intruders).
 - Report any problems or needs to the main office.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Calm and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Do not open exterior doors or look out windows until “All Clear” is communicated.

RECOVERY

- Assess the need for aftercare or counseling by students in your care. Allow students time for physical activity or verbal stress relief. Allow traumatized students to contact parents if desired.
- Contact front office with names/numbers of students who need counseling or aftercare.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve response.
- Re-stock emergency supplies as needed.

Wilbur School District
Lockdown - Modified

Maintenance Procedures:

Modified Lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school. Modified Lockdown is typically used when events in the vicinity of the school may pose a threat. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended. (Reference RCW 28A.320.125 and WAC 51-54-0400).***

Preparation

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

Response

- Contact the main office to report a perceived danger.
- Administrator or designee will make the decision to lock down the school.
- RESPOND TO LOCKDOWN ALERT.**
 - “OUR SCHOOL IS IN MODIFIED LOCKDOWN. THIS IS NOT A DRILL.”**
 - RETURN** to building from any outside areas **if safe to do so.**
 - DIRECT** all students in hallways to return to their assigned room.
 - LOCK** all exterior doors.
 - CLOSE** windows and blinds, **COVER** exposed windows.
 - REPORT** to, or contact, command post for additional instructions.
 - DO NOT OPEN** exterior doors for any reason until an “all clear” is received.
 - DO NOT USE** the telephone system to request information (follow protocols for email).
 - COMMUNICATE** known threats to office.
- ASSESS SITUATION.**
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Calm and re-assure upset students.
 - Use emergency supplies as needed or necessary.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Do not open exterior doors or look out windows until “All Clear” is communicated.

Recovery

- Contact front office with names/numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (info. from administrators).
- Document, report and provide feedback to administration.
- Participate in debriefing sessions.
- Re-stock emergency supplies as needed.

Wilbur School District Lockdown - Full

Administrative Procedures:

Full Lockdown is initiated to isolate students and staff from immediate dangers which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. *This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended. (Reference RCW 28A.320.125 and WAC 51-54-0400).*

PREPAREDNESS

- Provide annual training to staff and students in lockdown procedures.
- Conduct lockdown drills at least once annually.
- Prepare school maps (for distribution to responders) and distribute red/green cards to teachers.
- Inventory classroom emergency equipment, prepare window blackout materials.
- Carry your keys at all times.

RESPONSE

- Main office receives information on potential immediate danger.
- Administrator or another authorized person makes decision to lock down school.
- COMMUNICATE LOCKDOWN STATUS:**(communicate to remote buildings and outside areas).
 - “OUR SCHOOL IS IN FULL LOCKDOWN. THIS IS NOT A DRILL”(repeat).
- RAPIDLY ASSESS** need for police or other assistance.
- ASSIGN RESPONSIBILITIES** to others (administrator stays in command center).
 - NOTIFY** district office (usually assigned to secretary).
 - CALL 911** and request assistance if needed (caller must stay on line).
 - RECALL** all students and staff to interior spaces - **if safe to do so.**
 - LOCK** all outside doors (usually assigned to maintenance staff).
 - SWEEP** halls and non-classroom areas for students. **LOCK** interior doors.
 - MONITOR** radio and main phone line (**do not** use radios in the event of a bomb threat).
- WAIT FOR LAW ENFORCEMENT** if they have been requested (hand off Command to Senior Officer).
- ASSESS SITUATION.**
 - Security or Law Enforcement determines nature/seriousness of threat (distribute maps).
 - Document red/green card status on maps, report to command post.
- RESPOND** to the threat, or standby, for police response.
- GIVE “ALL CLEAR” SIGNAL** when the safety of the school has been assured.

Administrative Procedures - Full Lockdown (continued):

RECOVERY

- Resume normal operations as soon as possible.
- Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.
- Communicate status.
 - Notify district office when lockdown is terminated.
 - Email staff an overview of the situation to minimize misinformation.
 - Prepare a brief letter to parents explaining the situation.
 - Consider a press release if event has drawn or may draw media attention.
- Debrief and evaluate with key staff, including law enforcement and first responders.
- Document and report - prepare a report that documents the events, response, and results of the lockdown. Include problems that need to be addressed. Revise emergency procedures as necessary.

Wilbur School District Lockdown - Full

Classroom Procedures:

Full Lockdown is initiated to isolate students and staff from immediate dangers which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended. (Reference RCW 28A.320.125 and WAC 51-54-0400).***

PREPAREDNESS

- Review lockdown procedures at least annually with your students; post lockdown instructions in room.
- Inventory classroom emergency equipment, advise administration of needed equipment or supplies.
- Prepare window blackout materials (for windows without blinds).
- Check that you have a set of red and green cards in your emergency kit.
- Carry your keys at all times.

RESPONSE

- Contact the main office to report a perceived danger.
- Administrator or law enforcement will make the decision to lock down the school.
- RESPOND TO LOCKDOWN ALERT:**
 - “OUR SCHOOL IS IN FULL LOCKDOWN. THIS IS NOT A DRILL.”**
 - MOVE** students in outdoor areas to indoors **if safe to do so.**
 - SWEEP** any students in the hallway into your room.
 - LOCK** all doors (lock exterior doors near your room).
 - CLOSE** windows and blinds, **COVER** exposed windows (secondary students can assist).
 - TURN OFF** lights.
 - INSTRUCT** students to stay calm, stay quiet, stay low, and stay out of sight.
 - DO NOT OPEN** your door for any reason until an “all clear” is received.
 - DO NOT USE** the telephone system to request information (follow protocols for email).
 - COMMUNICATE** known threats to the office by email or radio (e.g., “intruder north hall”).
- ASSESS SITUATION.**
 - Inventory any injuries or other problems (panic, medical emergencies, intruders).
 - Take roll of all students in your supervision.
 - Write your needs or problems on card if possible (e.g. “two minor injuries”).
 - Place a **green** card under your door if the room is safe.
 - Place a **red** card under your door if something is wrong.

Classroom Procedures – Full Lockdown (continued)

- If no card is visible, security will assume the room is not safe and will enter.
- Take a complete written roll of all students in your classroom.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Provide** First Aid. **Calm** and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.

WAIT FOR “ALL CLEAR” SIGNAL or communications from command post or responders. Do not open doors or look out windows until “All Clear” is communicated (responders will have keys).

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling or aftercare.
- Resume normal operations as soon as possible.
- Allow students time for physical activity or verbal stress relief.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions; provide feedback to administration to improve response.

Wilbur School District Lockdown - Full

Maintenance Procedures:

Full Lockdown is initiated to isolate students and staff from immediate dangers which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended. (Reference RCW 28A.320.125 and WAC 51-54-0400).***

PREPAREDNESS

- Review lockdown procedures at least annually with your staff; post instructions in work areas.
- Assess assignment of exterior door and master keys, assign keys to teachers/staff as necessary.
- Have extra master keys available for law enforcement use.
- Prepare window blackout materials (for windows without blinds), or install blinds on exterior windows.
- Carry a radio or cell phone at all times.
- Establish a system of interoperable communications with law enforcement.
- Carry your keys at all times.

RESPONSE

- Contact the main office to report a perceived danger.
- Administrator or other authorized person will make the decision to lock down the school.
- RESPOND TO LOCKDOWN ALERT:**
 - “OUR SCHOOL IS IN FULL LOCKDOWN. THIS IS NOT A DRILL.”**
 - RETURN** to building from any outside areas **if safe to do so.**
 - DIRECT** any students in the hallways into nearest staffed room.
 - LOCK** all doors, starting with exterior doors.
 - CLOSE** windows and blinds, **COVER** exposed windows (secondary students can assist).
 - TURN OFF** lights.
 - DO NOT** open doors for any reason until an “all clear” is received.
 - DO NOT** use the telephone system to request information (follow protocols for email).
 - COMMUNICATE** known threats to office by email or radio (e.g., “intruder north hall”).
- ASSESS SITUATION.**
 - Inventory any injuries or other problems (panic, medical emergencies, intruders).
 - Report to the command center or contact office for instructions.

Maintenance Procedures – Full Lockdown (continued)

- Distribute keys to responding law enforcement officers.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Provide** First Aid. **Calm** and re-assure upset students.
 - Use emergency supplies as needed or necessary.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Do not open doors or look out windows until “All Clear” is communicated.

RECOVERY

- Assess the need for aftercare or counseling by students or staff in your supervision.
- Resume normal operations as soon as possible.
- Allow students time for physical activity and/or verbal stress release.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Document and report - provide feedback to administration to improve, participate in debriefings.
- Re-stock emergency supplies as needed.
- Inventory and secure master keys.

Lost Student

When a student is reported lost:

1. Call 911.
2. Notify Superintendent.
3. Gather the following information for the patrol officer:
 - ☐ Who made the report?
 - ☐ Time last seen, where and with whom?
 - ☐ Physical description and how dressed?
 - ☐ Playmates, friend's names, addresses and phone numbers.
 - ☐ Student's normal path, mode of transportation to and from school.
(Contact Transportation to track possible information).
 - ☐ Contact teachers or counselors to see if student shared any information with member that might be helpful.
 - ☐ Provide counselor with information regarding those who may be distraught over the situation.

When a student is reported kidnapped:

1. Upon report of kidnapping, call parent/guardian and/or 911. Relay whatever available information to the dispatcher.
2. Notify Superintendent.
3. Keep school procedures as normal as possible.
4. Gather witnesses in private area to meet with patrol officer, but keep them separated from one another.
5. Obtain description of suspect(s) and vehicle, if possible.
 - ☐ **Suspect;** Height, weight, hair color, race, facial hair, clothing, X
 - ☐ **Vehicle;** Color, make, year, license plate number, noticeable damage.
6. Provide counseling for those distraught over the situation.

Pandemic-Infectious Disease Plan Wilbur School District

The Wilbur School District recognizes that, in order to be prepared for an infectious disease outbreak at school, including pandemic influenza, additional prevention, preparedness, mitigation, response and recovery measures are necessary to insure student and staff health and safety, and to insure the continuance of school district essential operations to the extent possible.

In order to be prepared for an infectious disease outbreak at school, including Pandemic Influenza, the following items are addressed in this plan:

- Following all Washington State Department of Health and Lincoln County Department of Health procedures and guidelines
- Communicating effectively with the Lincoln County Department of Health, parents, the community and the media
- Keeping all district staff informed
- Operating school education processes to the extent possible
- Hold additional staff meetings, as needed, to continually plan the academic schedule based on absenteeism of students and staff, and overall needs of the school district
- Planning for revised staff duties, increased responsibilities
- Taking into careful consideration the individual needs of special needs students and staff, including those with temporary conditions.
- Planning for revised staffing and class schedules if necessary
- Coordinating a plan for closure of the district, which includes scheduling make-up days, district office functions such as payroll and other accounting duties
- Additional cleaning and disinfecting by custodial staff

The following measures have been taken by the school district in order to effectively prepare for, respond to and recover from an infectious disease/pandemic outbreak:

- Each district provides school nursing services to its students.
- School nurses in Lincoln County regularly train to keep current with latest information, standards, practices and licensing requirements in order to serve their respective school districts with high quality care.
- In accordance with Washington State Statute RCW 28A.210.010, the district has adopted Infectious disease policy #3414 which outlines steps for identifying and managing infectious disease occurrences and coordinating with county health officials.
- In accordance with Washington State Statute RCW 28A.320.125, the school district has adopted a policy entitled “Emergencies” which outlines district responsibilities in case of a Pandemic/Epidemic health event at school.

- Lincoln County Schools receive funding through the Northeast Washington Educational Service District 101 Nurse Corps, which contributes to nursing services, technical assistance and professional development for all school nurses in the NEWESD region.
- The school district has established procedures for effectively communicating and coordinating with the Lincoln County Health Department to insure compliance with all Lincoln County health standards.
- As part of this plan, key personnel of the district have completed a pandemic flu checklist in order to outline and pre-assign roles and additional duties of key personnel in the event of a pandemic influenza or other infectious disease event.
- The district has access to and uses “*The Infectious Disease Control Guide for School Staff*” available on the Office of Superintendent of Public Instruction website at www.k12.wa.us/HealthServices/pubdocs/InfectiousDiseaseControlGuide3-11-04.pdf and has access to other valuable health information at www.k12.wa.us/HealthServices/
- The school district has participated in a federal Readiness and Emergency Management for Schools (REMS) Project (2010-2012) whereby emergency plans and procedures for the district have been updated, enhanced and aligned with the National Incident Management System, the Incident Command System and recommended guidelines of the Washington Division of Emergency Management.
- The school district has developed a Continuity of Operations Plan to assist them in continuing to provide essential services in the event of major changes in school operations or relocation due to an emergency situation.

Lincoln County Health Department Procedures for Infectious Disease/Pandemic Influenza Control

The Lincoln County Health Department provides direction and technical assistance to all Lincoln County Schools, employing a public health nurse, health administrator, outreach personnel and information and resources through the Lincoln County Health website and on site at the Lincoln County Health Department office.

Reporting If the district identifies an increase in student or staff illness above normal levels, the district shall notify the Lincoln County Health Department to report the increase at (509) 725-2501. The district will work with the Health Department to determine if the increase in illness is due to a naturally occurring illness or possible environmental exposure.

The Health Department will determine the need to conduct an epidemiologic evaluation to determine the causative agent or possible sources. This could include contamination of food sources or water through accidental or intentional means. If at any time evidence indicates criminal intent, the district shall contact the Lincoln County Sheriff’s Dept. for investigation.

Responding The district will work with the health department to develop strategies to reduce further illness based on the symptoms and environmental factors identified. While investigating illness outbreaks in the school setting, the Health Department will be provided access to students for interviews and possible sample collection as well as facilities including the kitchen and food storage areas for inspection and sample collection.

Once the source of illness is identified, the school will utilize every means possible to contain the outbreak and remediate the source to control further illness. The District will work with the Lincoln County Health Department to develop a joint public information message to inform staff, students and parents as appropriate regarding the illness outbreak.

Pandemic Influenza and the Media

The Wilbur School District informs local media groups of school emergency plans via its automated messaging system. If additional information is requested by the media regarding an infectious disease incident, the following key messages are available for use by district public information officers. Depending on the severity of the infectious disease/pandemic influenza event, the message may be coordinated with or advised by the Lincoln County Health Department. **Sample "Key Messages"** for communicating information to the public and media regarding Pandemic Influenza at your school district:

Question or Concern: How is pandemic influenza different from seasonal flu?		
Key Message 1:	Key Message 2:	Key Message 3:
Pandemic influenza is caused by an influenza virus that is new to people	The timing of an influenza pandemic is difficult to predict	An influenza pandemic is likely to be more severe than seasonal flu
Supporting Fact 1-1:	Supporting Fact 2-1:	Supporting Fact 3-1:
Seasonal flu is caused by viruses that are already among people	Seasonal flu occurs every year, usually during winter	Pandemic influenza is likely to affect more people than seasonal flu
Supporting Fact 1-2:	Supporting Fact 2-2:	Supporting Fact 3-2:
Pandemic influenza may begin with an existing influenza virus that has changed	Pandemic influenza has happened about 30 times in recorded history	Pandemic influenza could severely affect a broader set of the population, including young adults
Supporting Fact 1-3:	Supporting Fact 2-3:	Supporting Fact 3-3:
Fewer people would be immune to a new influenza virus	An influenza pandemic could last longer than a typical flu season	A severe pandemic could change daily life for a time, including limitations on travel and public gatherings

Wilbur School District
Pandemic Influenza/Infectious Disease Response Checklist

Function	Responsible Staff Members	Description of Responsibility in addition to regular duties
Nursing/Student Care	School Nurse School Secretaries Administrators	<ul style="list-style-type: none"> • Attendance clerk determines cause if excessive illness causes increased absenteeism and notifies the principal/superintendent and the school nurse • School secretaries and/or school nurse review vaccination records to ensure that appropriate students are excluded (if determined by Lincoln County Health Dept.) • School nurse and/or school secretaries communicate with the county health dept. • Additional attendance record tracking by clerical staff • Clerical staff and/or school nurse document symptoms to find commonalities
Custodial-Janitorial	Supervising Custodian Custodial Staff Administrators	<ul style="list-style-type: none"> • Increase cleaning and sanitizing efforts, referencing the “Cleaning for Healthier Schools – Infection Control Handbook” at www.ct.gov/dph/lib/dph/environmental_health/eoha/pdf/cleaning_for_healthier_schools_final_2.4.11.pdf • Increase number of posters put up for students and staff relating to stopping the spread of germs • Encourage additional hand sanitizing by students and staff prior to meals
Food Service	Food Service Director Supervising Custodian Custodial Staff	<ul style="list-style-type: none"> • Increase cleaning and sanitizing efforts of kitchen and dining areas • Re-evaluate the normal food handling process to eliminate multiple student use of utensils, such as salad tongs, touching common food, etc. • Temporarily stop students from assisting with the serving of food

Function	Responsible Staff Members	Description of Responsibility in addition to regular duties
Communication with Media/Public Relations, District Staff, Parents and the Community	Superintendent Principal	<ul style="list-style-type: none"> Superintendent or designee will communicate with parents, staff, the Lincoln County Health Department and the media, collaborating with local health officials on public information dissemination
Payroll, Accounts Payable and Purchasing	Business Manager Accounts Payable Secretary	<ul style="list-style-type: none"> These duties are interchangeable between the two listed office staff personnel Assistance from NEWESD 101 Fiscal Services is available, if needed
Mental Health Services	Principal School Counselor	<ul style="list-style-type: none"> Principal and/or School Counselor will provide additional mental health services and arrange for outside sources of service, if necessary Additional Mental Health and/or Grief Counseling can be obtained from Lincoln County Mental Health Services and NEW ESD 101 Prevention Programs, if needed. The administration will contact local clergy to assist with counseling, if needed
Technology Needs	Technology Director Administrators School Secretaries School Nurse	<ul style="list-style-type: none"> More frequent use of the district's instant messaging system by administration and/or school nurse to notify parents and the media of changes in the school schedule and updates on the emergency, as necessary Coordinate messages with NEWESD 101 Coordinate messages with Lincoln County Health Department message system Additional technical assistance, as needed, from NEWESD 101
Emergency Staff Hiring	Superintendent Board of Directors Chair	<ul style="list-style-type: none"> Hiring of employees, specific to the emergency, as necessary
Liaison to Public Health Dept.	Superintendent School Nurse Business Mgr	<ul style="list-style-type: none"> Communicates directly with the Lincoln County Health Department for the duration of the pandemic influenza/infectious disease outbreak

Function	Responsible Staff Members	Description of Responsibility in addition to regular duties
Accommodations for Special Needs Students and Staff	Special Education Teacher School Nurse Administrators	<ul style="list-style-type: none"> Coordinate care for students with special educational and/or medical needs
School Closure Process	Continuity Team	<ul style="list-style-type: none"> See District Continuity Plan
Transportation of Students	Administrators Transportation Supervisor Supervising Custodian	<ul style="list-style-type: none"> Revision of bus schedules and routes, if necessary Additional sanitation of buses, if necessary
Community Facilities Use/Red Cross/Multi-Agency	Administrators Supervising Custodian District Secretary	<ul style="list-style-type: none"> All aspects of coordinating building and grounds use

POSTERS: Download the following informational posters at the Center for Disease Control website at www.cdc.gov/h1n1flu/schools/toolkit/posters.htm



Resources

Centers for Disease Control & Prevention

United States Department of Health and Human Services, <http://www.cdc.gov/>

Washington Emergency Management

Division, http://www.emd.wa.gov/preparedness/prep_schools_panflu.shtml, Links to; School Pan Flu Preparedness Guide and Pandemic Flu Planning Tool for Schools

State of Washington Office of Superintendent of Public Instruction and Washington State Department of Health, Infectious Disease Control Guide,

<http://www.k12.wa.us/HealthServices/pubdocs/InfectiousDiseaseControlGuide3-11-04.pdf>

United States Department of Education Readiness and Emergency Management for Schools, Technical Assistance Center, publications, videos and planning tools, <http://rems.ed.gov/>

United States Department of Environmental Protection, Washington, D.C., *Covello, V.T. and Allen, F. (1988) Seven Cardinal Rules of Risk Communication*

Lincoln County Health Department, Technical Assistance provided by the Public Health Administrator, Public Health Nurse, Community Health Director and the Lincoln County Health Website, www.co.lincoln.wa.us/health%20department/index.html

Northeast Washington Educational Service District 101 (NEWESD 101), Technical Assistance provided by the NEWESD 101 School Nurse Corps, the NEWESD 101 Center for Prevention Programs and the NEWESD 101 website, www.esd101.net

POISONED STUDENT

If a student ingests a poisonous substance

1. Cal 9-1-1
2. Call Poison Control Center 1-800-732-6985, in non-emergency
3. Notify School Nurse (if available)
4. Notify the Principal
5. Call parent/guardian

POWER OUTAGE

Operational failures include breakdown of the heating/air conditioning system, broken water, steam or gas lines, or loss of electrical, sewer or water service.

1. Notify the Principal of operational failure that endangers building occupants or buildings.
2. Principal will:
 - ☒ Notify custodian and/or Support Services.
 - ☒ Notify utility company(s) serving the school.
 - ☒ Alert employees/staff and students to evacuate.
 - ☒ Call 911.
3. Fire Department, district maintenance and utility personnel will attempt to correct the problem.
4. Superintendent will be notified of incident and will make decision on whether or not to dismiss students.

ELEVATOR FAILURE

1. If you are in an elevator that stops between floors or the doors will not open, use the elevator phone or alarm button to call for help.
2. Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury

Wilbur School District Shelter-in-Place

Administrative Procedures

Shelter-in-place is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended.*** (Reference RCW 28A.320.125 and WAC 51-54-0400).

PREPAREDNESS

- Provide annual training to staff and students in “shelter-in-place” procedures.
- Conduct “shelter-in-place” drills at least once annually.
- Inventory classroom emergency equipment, including pre-cut plastic and tape to seal rooms.
- Assess classrooms and offices to determine which spaces are appropriate for sheltering use.
- Prepare written/pictorial instructions for shutting down heating and ventilation systems.

RESPONSE

- Main office receives directive to “shelter-in-place”. May come from District office or emergency agency.
- 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.”

DESIGNATED SHELTER ROOMS FOR WILBUR SCHOOL DISTRICT:

KINDERGARTEN CLASSROOM– All K, 1, 2 students and staff, office staff and Special Education and Title students and staff.

6TH GRADE CLASSROOM – All 3, 4, 5 and 6 grade students and staff.

SCHOOL GYM – All Jr. High and Sr. High. Shelter kit located in the laundry room.

DISTRICT OFFICE – All District Staff, any staff members who are not with a class. This will also serve as the command center.

- 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).

Administrative Procedures – Shelter in Place (continued)

- ASSESS NEEDS and PROVIDE CARE.**
 - Contact each room to determine needs for First Aid or other care.
- WAIT FOR INSTRUCTIONS OR INFORMATION.**
 - If instructed by officials, 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.

RECOVERY

- Resume normal operations as soon as possible.
- Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.
- Communicate status.
 - Notify district office of any problems.
 - Email staff an overview of the situation to minimize misinformation.
 - Prepare a brief letter to parents explaining the situation.
- Debrief and evaluate with key staff, including first responders.
- Document and report - prepare a report that documents the events, response, and results of the shelter-in-place directive. Revise response procedures as necessary.

Wilbur School District Shelter-in-Place

Classroom-Office Procedures

Shelter-in-place is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended.***

PREPAREDNESS

- Explain to students the reasons for “shelter-in-place” – answer questions and re-assure students.
- Review “shelter-in-place” procedures at least annually with your students; post sheltering guidelines.
- Inventory classroom emergency equipment, including plastic and tape to seal rooms. Pre-cut plastic for windows. Advise administration of needed equipment or supplies.
- Assess your classrooms or office to determine which spaces are appropriate for sheltering use.

RESPONSE

- RESPOND TO SHELTER-IN-PLACE ALERT.**
“SHELTER IN PLACE. THIS IS NOT A DRILL.”
 - MOVE** to your assigned shelter location with your students.

DESIGNATED SHELTER ROOMS FOR WILBUR SCHOOL DISTRICT:

KINDERGARTEN CLASSROOM– All K, 1, 2 students and staff, office staff, Special Education and Title students and staff.

6th GRADE CLASSROOM – All 3, 4, 5 and 6 grade students and staff.

SCHOOL GYM – All Jr. High and Sr. High. Shelter Kit located in the laundry room.

DISTRICT OFFICE – All District Staff, any staff members who are not with a class. This will also serve as the command center.

- SWEEP** any students in the hallway into your shelter room.
- LOCK** all exterior doors (lock exterior doors near your room).
- CLOSE** windows. **SEAL** windows with tape and plastic if directed to do so.
- TURN OFF** any classroom heating or ventilation; cover air vents with plastic.
- INSTRUCT** students to stay calm. Share developmentally appropriate information.
- DO NOT USE** the telephone system to request information (follow protocols for email).

Classroom-Office Procedures – Shelter in Place (continued)

- ASSESS SITUATION.**
 - Inventory any injuries or other problems (panic, medical emergencies).
 - Communicate problems to main office.
 - Take a complete written roll of all students in your classroom.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Provide** first aid if needed. **Calm** and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.
 - Allow students to use cell phones to contact parents (will reduce anxiety).
 - Use caution if allowing students to watch TV newscasts.
 - Try to keep students occupied to reduce anxiety.
- WAIT FOR INSTRUCTIONS.**
 - Seal doors and windows with plastic and tape if instructed to do so.
 - Monitor e-mail (if available) for updates from administration.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle
- Re-stock emergency supplies as needed.

Wilbur School District Shelter-in-Place

Maintenance Procedures

Shelter-in-place is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment. ***This document is intended as guidance to schools rather than a universally mandated response plan; consultation with local response agencies is recommended.***

PREPAREDNESS

- Explain to employees the reasons for “shelter-in-place”.
- Review “shelter-in-place” procedures at least annually with all maintenance staff.
- Inventory emergency equipment, including plastic and tape to seal rooms, doors, and HVAC systems; prepare pre-cut plastic sheets or prepare other means to seal HVAC systems. Assess the ability to shut off and seal HVAC systems and other exposures to the outside environment.
- Advise administration of needed equipment, supplies, or maintenance.
- Assist in the assessment to determine which spaces are appropriate for sheltering use.

RESPONSE

- RESPOND TO LOCKDOWN ALERT.**
 - “SHELTER IN PLACE. THIS IS NOT A DRILL.”**
 - CLOSE AND LOCK** all outside doors and windows.
 - SHUT DOWN** all HVAC systems and **SEAL** air intakes and exhausts.
 - TURN OFF** any classroom heating or ventilation; cover air vents with plastic.
 - SEAL** all exterior building openings which allow air intrusion.
 - ASSIST** teachers and administrators with sealing remainder of building.
- ASSESS SITUATION**
 - Inventory any major air intrusions and report to Incident Command.
 - Communicate other problems to Incident Command.
 - Document your actions, including times HVAC was shut down.
- CARE FOR THE STAFF or STUDENTS IN YOUR SUPERVISION**
 - Provide first aid if needed. Calm and re-assure upset staff or students.**
 - Use supplies in your emergency kit as needed or necessary.
 - Allow staff and students to use cell phones to contact parents (will reduce anxiety).
- RE-ASSESS SITUATION AND WAIT FOR INSTRUCTIONS**
 - Re-assess building sealing efforts and report problems to Incident Command.
 - Re-seal doors and windows with plastic and tape if instructed to do so.
 - Monitor radio or email for communications.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

Maintenance Procedures – Shelter in Place (continued)

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Document and report - provide feedback to administration to improve planning/response cycle.
- Participate in debriefing sessions.
- Re-stock emergency supplies as needed.

Shelter In Place – Quick Sheet

What is Shelter In Place? It is the act of finding the nearest indoor location where you can seal yourself in a room and stay there until told by authorities that it is safe to go outside due to a **chemical spill, hazmat incident**, etc. Common types of hazmat incidents are;

- railroad car derailments/spills
- semi-truck or tanker accidents that result in a spill of cargo
- truck accidents where diesel fire ignites
- airplane crashes

Why Shelter In Place? When there is a chemical spill or hazardous materials release in your vicinity, emergency responders quickly determine the safest response to coordinate for their local citizens. It is usually either evacuation or **Shelter In Place**.

If Shelter in Place is called for, area schools, households and businesses/organizations should be prepared to shelter for an estimated two (2) hours.

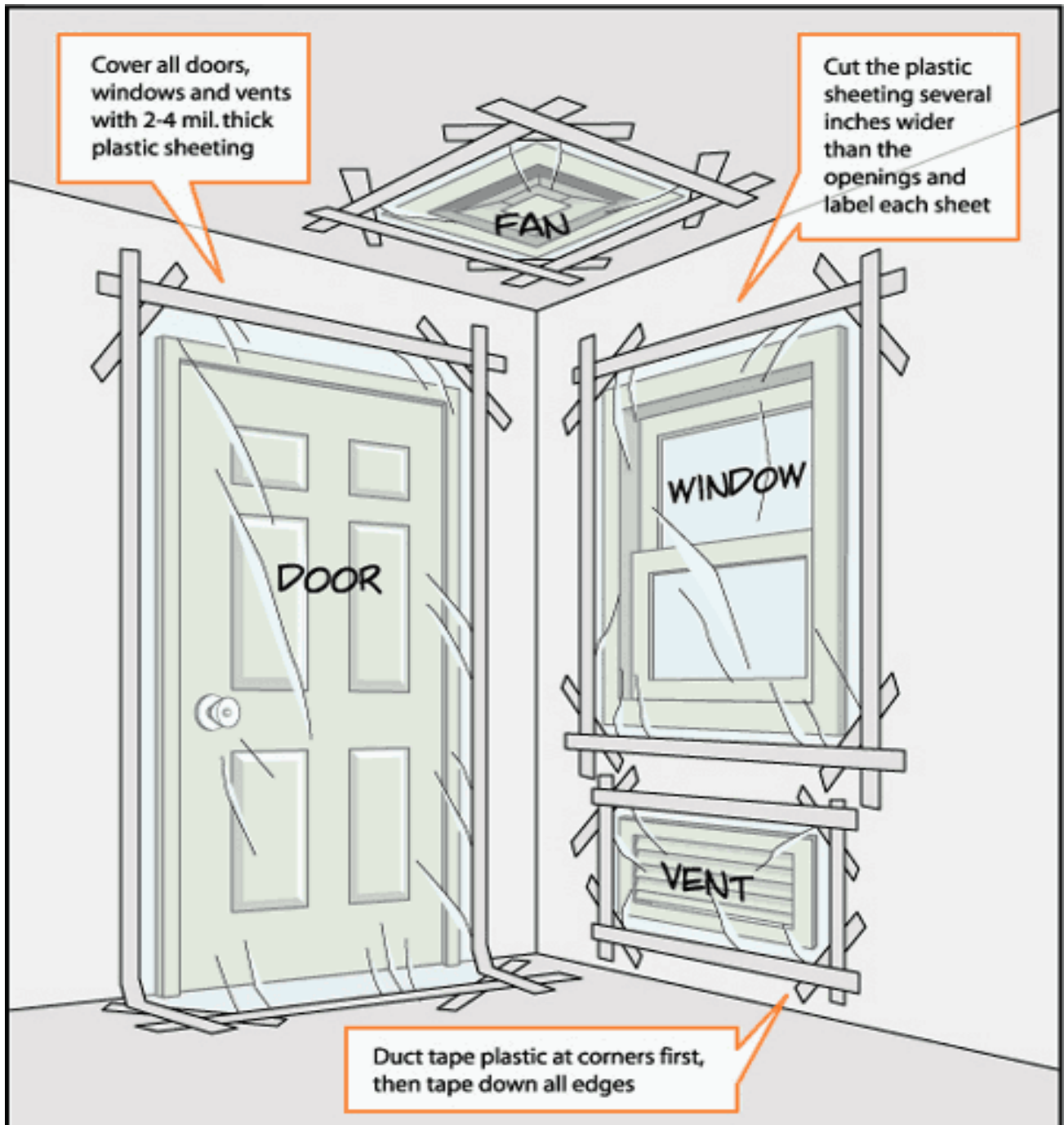
How do I Shelter In Place? If you are advised to Shelter in Place, take the following steps to help maximize safety for staff and students during chemical/hazmat emergencies:

- ▶ Move all staff and students to pre-designated rooms
- ▶ Close and lock all doors and windows and seal with plastic and tape and do not reopen until told to do so by an authority informed about the incident
- ▶ Shut down all heating and air conditioning systems, fans and fireplace dampers
- ▶ If possible, an interior room, above ground level, without windows is recommended
- ▶ If water is available in the room, wet down a towel or other cloth article and roll it up at the bottom of the door to further stop gases from leaking in
- ▶ Stay in the room in shelter mode until given the “o.k.” by your building administrator or local emergency responder to leave
- ▶ Determine with your building administrator as to how updates and information about the hazmat incident will be shared with those sheltering (i.e. email, telephone, intercom system, radio)
- ▶ Keep quiet and still, and listen for further instructions from your building administrator or fire department, sheriff, etc.

What Supplies should you have to Shelter In Place?

- ▶ Duct tape, plastic (2-4 ml. thick), scissors
- ▶ masking tape, marker and scissors for pre-cutting plastic and numbering it to cover each window, door and vent and practice putting up
- ▶ drinking water, snack bars and toileting supplies

View “Shelter In Place” – an on-line video created by the Washington Division of Emergency Management at www.k12.wa.us/safetycenter/training/default.aspx



Shelter in Place Diagram

STUDENT-PARENT REUNION PLAN

WilburSchool District

The Wilbur School District is prepared to reunite students with their parents/guardians quickly and efficiently, at non-traditional hours, on or off campus, to insure the safety of students if an event forces staff and students to evacuate the building and/or the campus.

Student/Parent Reunion - NON-EMERGENCY:

- parents are called via the instant messaging system to come to the school campus and pick up their students.
- Students are supervised, as usual, on campus, until parents arrive and check them out through the school office.

ALL STAFF ARE MEMBERS OF THE EMERGENCY STUDENT-PARENT REUNION TEAM

Student/Parent Reunion - EMERGENCY:

- All staff and students evacuate the school building(s) or evacuate to a specific area of the school building, as announced by the Incident Commander (Superintendent/Principal), using the school district's evacuation procedures.

Once evacuated to the specified place on or off campus, it will be determined by the Incident Commander (Superintendent/Principal) where all students and staff will assemble in order to reunite students with their parents/guardians.

If it is determined that all staff and students must leave the school campus, off-site reunification will be called for by the Incident Commander and will result in many additional tasks, duties and responsibilities by all staff, as follows:

Off-site Reunification requires:

- moving students to a safe location by foot or by bus
- providing a safe place to house students and staff until students are picked up (facility or school bus)
- security, law enforcement, if available
- full, constant supervision of all students until they are reunited with their parent/guardian
- vehicle traffic directing, both in and out of the reunification site
- greeters to greet parents and guide them to the check-out point
- a check out station, cordoned off, for signing out students with parent/guardian signature
- a first aid station
- runners to relay information and retrieve students and deliver them to the check-out station

- possible dispensing of water and food
- special considerations for special needs students and staff.
- an after-incident location and plan for supervising students who are not picked up during the parent reunion.
- an after-incident plan for returning staff to their vehicles or housing them in another location until they can be picked up (if campus is not safe to return to during the regular school day).
-

Many events happen during a reunion so it is imperative that all staff know their roles and the roles of other staff in order to quickly and safely reunite students with parents.

Quick Information - All Staff

- BE PREPARED FOR PARENTS/GUARDIANS TO REACH THE REUNIFICATION SITE BEFORE STUDENTS AND STAFF ARRIVE, AND TO WANT THEIR STUDENTS RELEASED BEFORE STAFF ARE ORGANIZED TO RELEASE STUDENTS.
- BE PREPARED FOR PARENTS/GUARDIANS TO BE IN AN ELEVATED STATE OF ANXIETY AND/OR EMOTION DUE TO THE UNCERTAINTY AND SENSE OF FEAR CAUSED BY EVACUATION FROM SCHOOL OR CAMPUS.
- REMEMBER THAT NO STUDENTS, NOT EVEN THOSE WHO LIVE WITHIN WALKING DISTANCE OF SCHOOL, ARE TO BE RELEASED WITHOUT PARENT/GUARDIAN SIGNATURE.

SUICIDE

Suicide Threat

1. Notify Principal or Counselor immediately.
2. Counseling staff involved with identification of risk will notify parents/legal guardian.
3. Parent/legal guardian will be provided clear information of intervention and appropriate crisis phone numbers.

Suicide Attempt- No Injury

1. Call 911 if weapon is involved.
- 2. DO NOT LEAVE PERSON ALONE.**
3. Notify Principal.
5. Parent/legal guardian will be called and informed regarding intervention.
6. A verbal and written report will be made to the District Office. Principal and/or Counselor will make report.

Suicide Attempt- Injury

- 1. Call 911 immediately.**
2. Office will notify Nurse and Principal.
3. Call parent/legal guardian, specify what is going to happen, where to go (office or hospital) and have someone ready to meet parent/legal guardian.
4. Crisis Team goes into action to disseminate information and request extra help as needed. As much factual information as possible will be presented to disconnect the rumor mill.
5. Principal will make follow-up report.

Completed Suicide

1. Call 911, **immediately.**
2. Crisis Team is activated by Principal. District Emergency Response Team will become part of the Crisis Team.
3. Superintendent and District Emergency Response Team are alerted.
4. Emergency staff meeting will be called. As much factual information as possible will be presented to disconnect the rumor mill and to provide consistent data to share with students when school convenes. The Principal and Crisis Team will tell staff about strategy for the day.
5. An intervention area will be available for counseling for staff and students.
6. The Principal is the spokesperson for the school and the only person to talk to the media/press.

Death of Student or Staff (Non-Suicide)

School Crisis Team will gather information, evaluate situation and establish plan as appropriate

Media Relationships/Public Information Officer Functions

Maintaining a positive relationship with local and regional media groups and their representatives is an important function in providing accurate, timely information to the students, parents and community. The Wilbur School District takes the following measures to inform local media of events and/or situations that affect the school district:

- Includes local television/radio news stations on the district's instant messaging system so they will be called along with parents and the Lincoln County Sheriff's Office in the event of schedule changes, school closures, late starts, road/bus route closures or revisions, and other relevant safety information.
- Establishes a **Public Information Officer (PIO)** to represent the district to the media as follows: In keeping with the procedures of the Incident Command System, the district designates one Public Information Officer to provide information to the media. All district staff is annually informed of this important protocol, which helps the district keep an accurate stream of information flowing and minimizes the risk of providing inaccurate or speculative information to the public.

The Public Information Officer for the Wilbur School District is:

Name: Steve Gaub Title: Superintendent

The Alternate Public Information Officer for the Wilbur School District is:

Name: Carla Hudson Title: K-12 Principal

- Establishes an alternate PIO in the event that the district Public Information Officer is not available at the time media arrives.
- Keeps media contact numbers readily available in the event that the district PIO needs to make first contact with the media.

Public Information Officer - Recommended Checklist

Every situation is different; therefore every response is different. Depending on the circumstances, the following checklist is a guide for working with the media in a crisis:

_____ Determine where the communications center will be located, and, if necessary, set up off-site. (If possible, it should have telephones, a computer, internet connection, a photocopy machine and a fax machine.)

_____ Gather facts and writes a press release which generally includes:

- facts about the incident
- actions to protect students and staff
- other positive actions taken by the school, such as what is being done to help students and staff cope with the situation
- any restrictions such as where the communication center will be, who the spokesperson will be, etc.
- a statement informing the media that parent release must be obtained before speaking to students

_____ Make copies of the news release to distribute or have available for the media.

_____ Ensure updates are made throughout the day, even if nothing new has happened, and documents the time of each release in writing.

_____ Writes or oversees the writing of a letters/correspondence for students and their parents to inform them of the incident and to inform what will happen next at school.

Suggested Tools and Strategies for Crafting your Message and Preparing for Interview

Be Prepared – Know “What is the story?” “What are the questions?” “Who else are they talking to?” Anticipate reporter’s questions.

Use Key Messages – a key message is a significant idea or thought that you want your audience to know, understand, remember and repeat. An effective key message leads your audience to the desired behavior.

Use Key Messages to frame the issue – they pull people back to focus on what you most want people to know, remember and act on.

Key Messages are short, easily understood, kid focused and positive.

Example of Key Message:(Topic - MRSA outbreak) “We are moving quickly and proactively to address and mitigate the risk, including extra custodial help, classroom supplies of antibacterial wipes and greater availability of hand sanitizer throughout the school.

Use Bridging Statements – a bridging statement is a verbal transition or “bridge” from the question to your key message.

Examples of Bridging Statements:

- *However, let me also point out...*
- *What I’d like you to know is this...*
- *We’re in the process of reviewing that now, and here’s what I can tell you...*
- *I’d like to make this point perfectly clear...*
- *The most important point in this situation is...*
- *The bottom line on this situation is...*
- *The solutions are complex. Let’s look at them individually...*
- *It’s a basic question of...*
- *Let’s step back for a moment and look at what’s happening in every district across the state...*
- *It’s not as simple as...*
- *That may have been the case and now we’re taking steps to...*

Get Ready – practice, even if only for a few minutes

visualize the location

visualize your eyes on the reporter and smiling when appropriate

Maintain – Reporters can wait 10 minutes. Tell them you need 10 minutes to prepare.

Control Listen actively during the interview, answer directly and bridge to your message

Think CAP:

CONFIDENCE

AGENDA

POSITIVE APPROACH

If for print, make your interview an opportunity to **educate the public.**

Tips for speaking to the media in a crisis...

Washington Emergency Management

- Be prepared. Understand all the facts, especially technical ones.
- Be honest. Be brief. **Stick to the facts.**
- Don't become defensive. Don't lose your temper or argue. Keep cool.
- Do not make statements about responsibility until all the facts are known.
- Pause and collect your thoughts before you respond to reporters' questions.
- **The interview is not over until the reporter leaves.** Always be careful about what you say in the presence of a reporter before or after an interview – the microphone may still be on.
- Don't respond to negative questions by repeating words that inflame the situation.
 - *"Yes, it is a real tragedy..."*
- Be alert to statements that begin:
 - *"Isn't it true that...?"*
 - *"Aren't you really saying...?"*
 - *"How do you respond to...?"*
 - *"Are you aware that...?"*
- Avoid "what-if" questions. You can't predict the future.
- Do not say, "No comment". Instead, try "I will have to check into the matter. What is your deadline and I will get back to you".
- **There is no such thing as "off the record"**. While many reporters will honor this, you cannot assume that all reporters will.
- If multiple agencies are involved and there is more than one spokesperson/PIO who will be addressing the media (i.e. school district, sheriff's office, county roads department) make sure that all are using the most current facts.

COORDINATED RESPONSE
TO
VIOLENCE, THREATS OF VIOLENCE, WEAPONS
IN
LINCOLN COUNTY SCHOOLS
AND
SCHOOL PROVIDED TRANSPORTATION

Lincoln County Protocol

Updated 07/20/2010

This document outlines the Lincoln County response to be initiated when a student commits a violent act; threatens violence; or attempts, threatens, or brings a weapon or explosive onto school property or school provided transportation.

These guidelines are to be utilized only when an unlawful act has occurred. It is not intended to limit school districts from establishing intervention programs to deal with the prevention of violence.

This protocol was created as a result of the Joint Task Force against school violence convened during the summer of 1999 in Lincoln County. The task force consisted of the following agencies:

- Lincoln County Sheriff's Office (LCSO)
- Local Police Departments
- Lincoln County Juvenile Court Services (LCJCS)
- School District Representatives
- Local Fire Department and EMS
- Counseling Center staff

Adhering to this protocol is not required by law however it is anticipated that with each school district, law enforcement agency, and LCJCS complying with the guidelines the above noted incidents will be better managed and there will be more effective outcomes.

Note: Under Washington State law children under the age of eight years old are deemed to be incapable of committing a crime (RCW 9A.04.050). However, nothing in this statute precludes a law enforcement officer from taking a child into protective custody in a situation where that child has threatened or perpetrated a violent act.

PROTOCOL FOR STUDENT BRINGING A WEAPON OR EXPLOSIVE TO SCHOOL

RCW 9.41.280 legislates certain school and law enforcement responses when a student brings a weapon onto school property, school related transportation, or areas of facilities while being used exclusively by public or private schools. This RCW requires certain law enforcement and designated mental health professional responses (formerly CDMHP) when that weapon is a firearm or dangerous weapon.

The following unified response should be taken when a student brings a weapon or explosive onto school property or school related transportation:

1. The School shall take such action as is immediately necessary to provide for the security of the students and staff. This might include, but is not limited to, evacuation or lock down of the facility (in accordance with school district safety plans).

2. In concurrence with the above steps the school shall notify the law enforcement agency within its jurisdiction. During a crisis/emergency situation the school shall contact the Lincoln County Dispatch center via the **911** emergency phone number to initiate the coordinated response.
3. Law enforcement shall take the student(s) into custody and transport them to the Lincoln County Jail. Students under age 18 need to be confined in a holding area that is sight and sound separated from adult inmates.
4. The arresting officer and/or agency shall notify Lincoln County Juvenile Court Services (LCJCS) to advise them of the arrest of a student(s) and shall provide the name, date of birth, home phone number, etc.
5. The arresting officer shall notify the parents/legal guardians of the student to notify them of the arrest of their child and to advise them that LCJCS will be contacting them.
6. If the youth is at least 12 years of age and not more than 18 years of age LCJCS will contact a designated mental health professional as soon as practical to request that an evaluation under RCW 71.05 or 71.34 be completed. Law Enforcement shall contact the designated mental health professional if the student is between 18 and 21 years of age. The Alliance Counseling Center in Davenport has agreed to respond by:
 - Conducting an Involuntary Treatment Act (ITA) investigation with possible follow up action (i.e. voluntary or involuntary hospitalization, a less restrictive alternative, referral for outpatient services).
 - Possible referral to a Chemical Dependency Specialist (RCW 70.96A).
 - Writing a report to the court on the results of the investigation.
 - Notify the parents/legal guardians that an ITA evaluation has occurred and the results.
 - Refer the student for mental health treatment or other community providers.
7. The designated mental health professional will meet with the student at the Lincoln County Jail within two hours of the request being made. LCJCS will be provided with a written copy of the outcome immediately after the investigation is completed. If the criteria for an involuntary commitment are met the student will be detained in a certified child psychiatric unit. The designated mental health professional shall be responsible for making the arrangements necessary for such care to be accessed.
8. The arresting officer/agency shall provide LCJCS with a completed probable cause (PC) sheet prior to the transportation of the student to a detention facility, psychiatric facility or release to the parents/legal guardians. The arresting agency will provide a copy of the criminal report within 48 hours of the arrest of the student.

9. If the student is to be detained LCJCS will coordinate with the arresting agency for the transportation of the student to the Martin Hall Juvenile Detention facility in Medical Lake. If an ITA commitment is required then the designated mental health professional shall coordinate with the arresting agency for transportation to a psychiatric facility.
10. LCJCS shall notify the School District by the next school day of the decision to detain or release the student. The School District shall inform LCJCS of any disciplinary action that the school is taking. The arresting agency will notify any victims of their right to contact the Family Resource Center in Davenport should they want assistance in filing a no contact or similar order.
11. The family, school counselor, LCJCS, Alliance Counseling Center, and other agencies will determine if a unified risk management plan should be developed for the student based on the preliminary results of the ITA.
12. LCJCS shall arrange through the Lincoln County Prosecuting Attorney's Office for the scheduling of detention/review hearings.
13. If the student is detained LCJCS shall notify the School District, law enforcement, and any victims prior to the student being released.

Suggested References

RCW 9.41.250 Dangerous weapons
RCW 9.41.270 Weapons apparently capable of producing bodily harm-Unlawful carrying
RCW 9.41.280 Possessing dangerous weapons on school facilities
RCW 70.74.180 Explosive devices prohibited
RCW 70.74.270 Malicious placement of an explosive
RCW 70.74.272 Malicious placement of an imitation device
RCW 70.74.275 Intimidation or harassment with an explosive
RCW 70.74.280 Malicious explosion of a substance
RCW 70.74.310 Gas bombs, explosives, stink bombs

RCW's can be accessed at <http://apps.leg.wa.gov/RCW>

PROTOCOL FOR A STUDENT PERPETRATING VIOLENCE ON SCHOOL PROPERTY

The following unified response will be taken when a student perpetrates a violent act while on school property or transportation:

1. The School shall take such action as is immediately necessary to provide for the security of the students and staff. This might include, but is not limited to, evacuation or lock down of the facility (in accordance with school district safety plans).

2. In concurrence with the above steps the school shall notify the law enforcement agency within its jurisdiction. During a crisis/emergency situation the school shall contact the Lincoln County Dispatch center via the **911** emergency phone system to initiate the coordinated response.
3. Law enforcement shall take the student(s) into custody and transport them to the Lincoln County Jail. Students under age 18 need to be confined in a holding area that is sight and sound separated from adult inmates. **NOTE:** Law enforcement shall exercise their discretion for arrest involving incidents of Fourth Degree Assault and if the county wide unified response should be initiated.
4. The arresting officer and/or agency shall notify Lincoln County Juvenile Court Services (LCJCS) to advise them of the arrest of a student(s) and shall provide the name, date of birth, home phone number, etc.
5. The arresting officer shall notify the parents/legal guardians of the student to notify them of the arrest of their child and to advise them that LCJCS will be contacting them.
6. If the youth is at least 12 years of age and not more than 18 years of age LCJCS will contact a designated mental health professional as soon as practical to request that an evaluation under RCW 71.05 or 71.34 be completed. Law Enforcement shall contact the designated mental health professional if the student is between 18 and 21 years of age. **NOTE:**LCJCS shall make the determination if the designated mental health professional should be contacted. For serious violent offenses it is expected that the initial response will be for law enforcement to arrest the student and transport them to a secure facility. If a designated mental health professional is needed Alliance Counseling Center in Davenport has agreed to respond by:
 - Conducting an Involuntary Treatment Act (ITA) investigation with possible follow up action (i.e. voluntary or involuntary hospitalization, a less restrictive alternative, referral for outpatient services).
 - Possible referral to a Chemical Dependency Specialist (RCW 70.96A).
 - Writing a report to the court on the results of the investigation.
 - Notify the parents/legal guardians that an ITA evaluation has occurred and the results.
 - Refer the student for mental health treatment or other community providers.
7. The designated mental health professional will meet with the student at the Lincoln County Jail within two hours of the request being made. LCJCS will be provided with a written copy of the outcome immediately after the investigation is completed. If the criteria for involuntary commitment are met the student will be detained in a certified child psychiatric unit. The designated mental health professional shall be responsible for making the arrangements necessary for such care to be accessed.

8. The arresting officer/agency shall provide LCJCS with a completed probable cause (PC) sheet prior to the transportation of the student to a detention facility, psychiatric facility or release to the parents/legal guardians. The arresting agency will provide a copy of the criminal report within 48 hours of the arrest of the student.
9. If the student is to be detained LCJCS will coordinate with the arresting agency for the transportation of the student to the Martin Hall Juvenile Detention facility in Medical Lake. If an ITA commitment is required then the designated mental health professional shall coordinate with the arresting agency for transportation to a psychiatric facility.
10. LCJCS shall notify the School District by the next school day of the decision to detain or release the student. The School District shall inform LCJCS of any disciplinary action that the school is taking. The arresting agency will notify any victims of their right to contact the Family Resource Center in Davenport should they want assistance in filing a no contact or similar order.
11. The family, school counselor, LCJCS, Alliance Counseling Center, and other agencies will determine if a unified risk management plan should be developed for the student based on the preliminary results of the ITA.
12. LCJCS shall arrange through the Lincoln County Prosecuting Attorney's Office for the scheduling of detention/review hearings.
13. If the student is detained LCJCS shall notify the School District, law enforcement, and any victims prior to the student being released.

Suggested References

RCWs 9A.32 Homicide and Manslaughter codes
RCWs 9A.36 Assault, Physical Harm, Harassment, Reckless Endangerment, Coercion codes
RCWs 9A.40 Kidnapping and Unlawful Imprisonment codes
RCWs 9A.46 Harassment, Stalking, Criminal Gang Intimidation
RCWs 9A.48 Arson and Reckless Burning codes
RCWs 9A.49 Unlawful Discharge of Lasers

RCW's can be accessed at <http://apps.leg.wa.gov/RCW>

**PROTOCOL FOR STUDENTS THREATENING OR INTIMIDATING STUDENTS AND/OR STAFF WITH
THE THREAT OR FORCE OF VIOLENCE**

The following unified response is recommended when a student threatens violence or intimidates students and/or staff while on school property or school provided transportation:

1. The School shall take such action as is immediately necessary to provide for the security of the students and staff. This might include, but is not limited to, evacuation or lock down of the facility (in accordance with school district safety plans).
2. In concurrence with the above steps the school shall notify the law enforcement agency within its jurisdiction. During a crisis/emergency situation the school shall contact the Lincoln County Dispatch center via the **911** emergency phone number to initiate the coordinated response.
3. Law enforcement shall take the student(s) into custody and transport them to the Lincoln County Jail. Students under age 18 need to be confined in a holding area that is sight and sound separated from adult inmates. **NOTE:** Law enforcement has the discretion to arrest or not arrest in a situation involving threats of harm. Nonetheless, for a unified response and potentially better outcomes it is suggested that the protocol be followed in all situations involving threats to harm or kill other students and/or staff.
4. The arresting officer and/or agency shall notify Lincoln County Juvenile Court Services (LCJCS) to advise them of the arrest of a student(s) and shall provide the name, date of birth, home phone number, etc.
5. The arresting officer shall notify the parents/legal guardians of the student to notify them of the arrest of their child and to advise them that LCJCS will be contacting them.
6. If the youth is at least 12 years of age and not more than 18 years of age LCJCS will contact a designated mental health professional as soon as practical to request that an evaluation under RCW 71.05 or 71.34 be completed. Law Enforcement shall contact the designated mental health professional if the student is between 18 and 21 years of age. Alliance Counseling Center in Davenport has agreed to respond by:
 - Conducting an Involuntary Treatment Act (ITA) investigation with possible follow up action (i.e. voluntary or involuntary hospitalization, a less restrictive alternative, referral for outpatient services).
 - Possible referral to a Chemical Dependency Specialist (RCW 70.96A).
 - Writing a report to the court on the results of the investigation.
 - Notify the parents/legal guardians that an ITA evaluation has occurred and the results.
 - Refer the student for mental health treatment or other community providers.

7. The designated mental health professional will meet with the student at the Lincoln County Jail within two hours of the request being made. LCJCS will be provided with a written copy of the outcome immediately after the investigation is completed. If the criteria for an involuntary commitment are met the student will be detained in a certified child psychiatric unit. The designated mental health professional shall be responsible for making the arrangements necessary for such care to be accessed.
8. The arresting officer/agency shall provide LCJCS with a completed probable cause (PC) sheet prior to the transportation of the student to a detention facility, psychiatric facility or release to the parents/legal guardians. The arresting agency will provide a copy of the criminal report within 48 hours of the arrest of the student.
9. If the student will be detained LCJCS will coordinate with the arresting agency for the transportation of the student to the Martin Hall Juvenile Detention facility in Medical Lake. If an ITA commitment is required then the designated mental health professional shall coordinate with the arresting agency for transportation to a psychiatric facility.
10. LCJCS shall notify the School District by the next school day of the decision to detain or release the student. The School District shall inform LCJCS of any disciplinary action that the school is taking. The arresting agency will notify any victims of their right to contact the Family Resource Center in Davenport should they want assistance in filing a no contact or similar order.
11. The family, school counselor, LCJCS, Alliance Counseling Center, and other agencies will determine if a unified risk management plan should be developed for the student based on the preliminary results of the ITA.
12. LCJCS shall arrange through the Lincoln County Prosecuting Attorney's Office for the scheduling of detention/review hearings.
13. If the student is detained LCJCS shall notify the School District, law enforcement, and any victims prior to the student being released.

Suggested RCWs

- 9A.46.020 Harassment
- 9A.46.020 (b) Harassment with Threat to Kill
- 9A.46.120 Criminal Gang Intimidation
- 28A.635.090 Interfering by Threat of Force a Teacher or Student
- 28A.635.100 Intimidating by Threat of Force a Teacher or Student

RCW's can be accessed at <http://apps.leg.wa.gov/RCW>

Recovery

The following recovery procedures, protocols and tools are used to insure that

- 1. students and staff are safe and have access to necessary after-care*
- 2. buildings and other school structures are safe to continue using*

AFTER THE EMERGENCY

Inform everyone that the emergency is over.

When directed by the Incident Commander, make an “all clear” announcement informing all staff, students and visitors that the situation is now safe. Make the “all clear” announcement using the same means that you made the crisis announcement. Ensure that all areas are informed.

Arrange for damage assessment

Emergency response personnel and risk managers will be needed to determine structural safety, clearance for re-entry, etc. in crises/emergency situations which compromise your school buildings, fixtures, structures utilities, etc. on campus. Be sure to have the safety of school premises restored before allowing any staff, students or community access to the area(s) of the crisis.

The School Incident Commander will designate a school employee to document disaster activities and costs, and will be responsible for overseeing services and utilities restoration if there is a disruption.

Preserve the incident scene if needed

Seal off the affected area and leave it as is until released by law enforcement and/or the fire department. Have a school staff member take photos of the area as a record of the incident. Once released, clean up and repair the scene promptly. (Depending on the situation, the district may want to use an outside service for the clean-up.)

Direct the staff and students what to do next

Determine if personnel are allowed to re-enter the building for personal possessions, and how people will be kept out of the hazardous areas. Direct employees what to do for the remainder of the day and for the next day. (Will it be business as usual tomorrow?) School may be canceled for several days while recovery is underway. Address both short-term and long-term actions, and keep staff informed.

RECOVERY - STUDENTS AND STAFF

Assisting Students and Staff with Emotional Trauma - Emergencies may result in emotional trauma for those involved – including school district personnel, students, parents, others at the school, students and staff at neighboring schools and emergency service providers. Brief the staff on what to say to students, and assist them with how to handle their own reactions. Make arrangements to make available trained staff (psychologists, counselors, and chaplains) to help all those affected in dealing with their emotions. Again, address both short-term and long-term actions.

The Wilbur district maintains contact information and connections in advance, with local mental health professionals, victim advocates and private counselors in order to assist students and staff with emotional needs.

Local Mental Health Professionals:

<u>Lincoln County Counseling Center</u>	<u>(509) 725-3001</u>
<u>Family Resource Center of Lincoln County</u>	<u>(509) 725-4358</u>
<u>Center for Prevention Programs, NEW ESD 101</u>	<u>(509) 789-3533*</u>
<u>*(after hours (509) 991-8404 or (509) 701-1742 for the NEW ESD 101 Superintendent)</u>	

CREATING A “SAFE ROOM” - Establishing a SAFE ROOM can be of great assistance to students and staff who need additional time and/or assistance in coping with a crisis situation, yet want to be at school and among other students and staff. Grieving over the death of a staff member or student is a prime example of a time when a Safe Room can be very helpful to the school community.

Announce the availability of counseling and a place to go (i.e. an assigned room where people can have time out of class when they are not coping well, get emotional, etc.). A safe room can be established for as many days as needed to assist students and staff. Only professional counselors, local clergy with experience in counseling, school administrators and possibly caseworkers should be assigned to facilitate the Safe Room. Parents and community members, although caring and concerned, should be discouraged from being in the Safe Room, but can be asked to donate snacks, drinks, or other comfort measures, if they would like to contribute.

Planning your Safe Room in advance is very helpful. School administrators can determine where the Safe Room will be located, who will facilitate, and what ground rules will be in effect, prior to the need to establish the room.

School Counselors and mental health professionals- Utilize mental health professionals and school counselors to identify students, parents and staff who may need long-term mental health support or intervention and make recommendations to them. Assist them in connecting with assistance programs in your area.

Disaster Behavioral Health Recommendations

By the Substance Abuse and Mental Health Services Administration, SAMHSA, Disaster Assistance
Technical Center, 2011

3 Keys to assisting people with social emotional needs during and after disaster

1. **Offer a supportive presence** as soon as possible.
2. **Provide good information as soon as possible** – help people understand the situation. This leads to decreased anxiety and a feeling of increased control over their lives.
3. **Have a referral system in place** for the estimated 10% of people affected by a disaster/emergency, who don't recovery right away.

Do's and Don'ts

- Do not create a setting where there is name taking or opening of case files unless there are private offices for meeting. Typically disaster behavioral health.
- Prioritize helping people calm down, but don't tell them to "calm down"
- Help people feel safe.
- Consider disaster mental health work to be "outreach" rather than "therapy".
- Using a team approach for outreach is highly effective.
- Look for natural support systems and assist in strengthening them.
- Consider the cultural aspects of the group (i.e. observe and ask yourself "How does this group of people typically "be together"?)
- Help minimize stress and its responses by:
 - Making connections with those affected as early as possible.
 - Turning off the news.
 - Having comforting drinks available such as tea or cocoa.
- Provide signs, post information to help direct people to the proper places (determine whether any signage needs to be posted in multiple languages for those whose primary language is not English).

Special Needs Populations

Make special considerations for those with special needs, including language barriers, non-mobile, hearing or sight impaired, additional emotional needs, dietary needs or other needs. Obtain necessary information from the Incident Commander regarding individual special instructions for students and staff with special needs.

Flight Teams

If the crisis situation requires more mental health assistance than you have access to in your school district's community, contact an outside "Flight Team" who can mobilize and come to your district.

Administrators may need to modify staff work roles and responsibilities or add volunteer or support staff, as needed.

Administrators must also monitor the effects of cumulative stress on caregivers such as office staff, counselors, paraprofessionals, teachers and crisis team members.

Regional School Flight Team Leader: Astri Zidack, Director, Center for Prevention Programs, NorthEast Washington Educational Service District #101, (509) 789-3533, azidack@esd101.net

Local Flight Teams

School districts within a close proximity to each other often form local flight team agreements, whereby a school counselor or mental health professional from one school can assist another district in the group, as needed.

If the crisis situation involves a loss of life within the school's student or staff community, administrators may want to meet with staff and discuss memorial activities to plan at school. Preparing in advance for anniversaries of tragic dates can ease the stress of students and staff.

Other Flight Team Models

Some school districts utilize trusted volunteers such as local clergy to provide mental health assistance in crisis situations. Each district differs in what model its students, parents and community are comfortable with. The level of expertise, as well as the level of comfort of students and staff should always be taken into consideration when choosing mental health professionals to assist.

Keeping Parents Informed During and after a Crisis

The Superintendent or designated administrator may want to send an informational letter home regarding the incident, addressing the district's immediate plans, provided there is time that school day. If not that same day, then, "as soon as possible".

The Superintendent should maintain consistent communications with parents/guardians, volunteers, the media and the general public/community regarding actions the school is taking to facilitate recovery.

Ideas for conveying this information include:

- Sending letters to parents/guardians (having an emergency letter template available can be very helpful and will cut down on additional time and stress immediately following a crisis/emergency.
- Calling a community meeting
- Holding parent/teacher conferences
- Press/media release
- Using the school reader boards
- Posting notices and/or letters in public locations
- Make educational materials available to parents, staff and community on topics such as how to support your students, common symptoms of loss and grief, and constructive ways to cope with stress.

Documenting the Incident

Everything written during the emergency (meeting notes, checklists, copies of letters home, police investigative reports, staff meeting notes, etc.) should be collected and retained by a designated School Administrator. Obtain written statements from staff and others who were directly affected, and from those who witnessed critical events.

Debrief Staff

The Building Administrator will debrief all staff after the incident, listen to concerns, note possible changes that need to be made to individual response plans, district procedures or other district safety plans, and report back to staff on any changes made. Administrators will assess staff well-being and discuss with staff what to say when debriefing students in classrooms and/or individually to help them restore a sense of safety, security and aftercare. The amount of information given to students and the delivery of such information will depend on age/grade level of the students(s) and on other special conditions that are individual to the incident.

Accepting Donations

The Wilbur School District has a board policy governing the acceptance of all donations. Building level staff will direct any requests to donate to the superintendent's office and the donation request will be made to the board of directors by the superintendent.

Memorializing Students, Staff and Community

Donations involving the memorialization of students, staff or community members will be made to the board of directors by the superintendent. Temporary forms of memorializing will be pre-approved by the board of directors of the district.

Changes Needed – Lessons Learned

At a suitable time after the incident, gather those involved and responding (school staff and emergency service providers) to evaluate how the situation was handled and how to make improvements. Determine what enhancements are needed and make recommendations to update the school emergency plan and Rapid Responder website. (Document any changes to your crisis plan and file a record of the changes with the plan at the district office.)

Emergency Management Plan Maintenance/Changes

The following personnel of the Wilbur School District will insure that the district's Emergency Management Plan is updated annually using the checklist below:

Plan Maintenance/Changes will be made by:

Tina Colvin, District Secretary, (509) 647-2221, tinac@wilbur.wednet.edu

Checklist of Annual Maintenance Activities

- _____ Any revisions to the plan documented in a change log
- _____ Annual updates names of key personnel assigned to incident command teams, public information officer, food defense plan pandemic infectious plan, Rapid Responder system administrator and contact information, or any other key duties in response plans herein.
- _____ Update Rapid Responder website with changes
- _____ Annual Orientation of all new staff/substitutes/volunteers to the Emergency Management Plan
- _____ Annual Orientation of all current staff, substitutes and volunteers in any changes made to the Emergency Management Plan

Appendix

Forms

102-103	Emergency Drill Form
104	Emergency Management Plan Change Log

Team specific information

105-107	Building & Infrastructure Team
108-110	Evacuation Team
111-112	First Aid Team
113-114	Search & Rescue Team
115-118	Student-Parent Reunion Team
119	Student-Staff Supervision Team
120-121	Support & Security Team



Emergency Drill Reporting Form

School:		Date:	
District:		School ID #:	
Person Completing Form and Title:		# Students:	# Staff:

(For compliance with 2008 fire code revisions in WAC 51-54-000 and SSB 5097)

Time Alarm Sounded:	Time Drill Concluded:	Time to Evacuate: (fire evac drills only)
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Type of Drill: <input type="checkbox"/> Fire / Evacuation <input type="checkbox"/> Lockdown <input type="checkbox"/> Modified Lockdown <input type="checkbox"/> Shelter-in-Place <input type="checkbox"/> Earthquake <input type="checkbox"/> Tsunami <input type="checkbox"/> Medical Emergency <input type="checkbox"/> Lahar <input type="checkbox"/> Weather Emergency <input type="checkbox"/> Other: _____	Type of School: <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> K-8 <input type="checkbox"/> K-12 <input type="checkbox"/> Alternative School <input type="checkbox"/> Other	Weather Conditions: <input type="checkbox"/> Clear <input type="checkbox"/> Cloudy <input type="checkbox"/> Raining <input type="checkbox"/> Rain and wind <input type="checkbox"/> Windy <input type="checkbox"/> Snow / Sleet <input type="checkbox"/> Hail
Participants: (check all that apply) <input type="checkbox"/> School Administrators <input type="checkbox"/> Teachers / Para-educators <input type="checkbox"/> Custodial Staff <input type="checkbox"/> Students <input type="checkbox"/> School Security Officers <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Fire Department <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> County Emergency Mgmt. <input type="checkbox"/> Other _____	Notification / Alert Method: <input type="checkbox"/> Bell or Buzzer <input type="checkbox"/> Enhanced Alert System <input type="checkbox"/> Intercom <input type="checkbox"/> Phone <input type="checkbox"/> Voice Notification <input type="checkbox"/> Siren <input type="checkbox"/> Other: _____	Situation at Start of Drill: <input type="checkbox"/> Before School <input type="checkbox"/> During Class Time <input type="checkbox"/> Passing Time <input type="checkbox"/> Recess <input type="checkbox"/> Lunch Time <input type="checkbox"/> Assembly <input type="checkbox"/> After School <input type="checkbox"/> Other: _____ _____
School Mapping System: <input type="checkbox"/> Mapping system used <input type="checkbox"/> Mapping system not used	Staff previously trained on emergency procedures this year? <input type="checkbox"/> Yes <input type="checkbox"/> No	Students previously trained on emergency procedures this year? <input type="checkbox"/> Yes <input type="checkbox"/> No
Incident Command System Used? <input type="checkbox"/> Yes <input type="checkbox"/> No	Incident Commander:	Operations Chief:

Attach to this form a list of all staff who participated in the drill, and any visitors participating. OSPI intends that this document will serve as guidance to schools for compliance with fire code changes and SSB 5097. This form should be adapted for local use as appropriate, after consultation with local fire and emergency officials. Revision date: 5/8/08.

Problems Encountered: (Check all that apply)	
<input type="checkbox"/> Congestion in hallways <input type="checkbox"/> Alarm not heard <input type="checkbox"/> Students unsure of what to do / proper <input type="checkbox"/> Staff unsure of responsibilities / response <input type="checkbox"/> Weather-related problems <input type="checkbox"/> Unable to lock doors <input type="checkbox"/> Windows not covered <input type="checkbox"/> Windows left open <input type="checkbox"/> Doors left open <input type="checkbox"/> Lights left on <input type="checkbox"/> Students not accounted for / attendance <input type="checkbox"/> Difficulties with evacuation of disabled students or staff <input type="checkbox"/> Unable to access school mapping system <input type="checkbox"/> Students unaccounted for (note # below)	<input type="checkbox"/> Radio communication problems <input type="checkbox"/> Network / computer problems <input type="checkbox"/> Noise impedes communications <input type="checkbox"/> Students not out of sight (lockdown drill) <input type="checkbox"/> Long time to evacuate building <input type="checkbox"/> Students not serious about drill <input type="checkbox"/> Frightened students (lockdown drill) <input type="checkbox"/> Improper or unavailable supplies (SiP) <input type="checkbox"/> Confusion <input type="checkbox"/> Doors or Exits blocked <input type="checkbox"/> Transportation <input type="checkbox"/> Interagency miscommunications <input type="checkbox"/> Incident command problems <input type="checkbox"/> Other: _____
Extenuating Circumstances / Identified Factors / Special Conditions Simulated:	

Mitigation / Plans for Improvement: (check all that apply and explain below)	
<input type="checkbox"/> Additional staff training <input type="checkbox"/> Additional student training <input type="checkbox"/> Address need for additional equipment <input type="checkbox"/> Improved emergency supplies	<input type="checkbox"/> Cooperative planning with responders <input type="checkbox"/> Revised emergency procedures <input type="checkbox"/>
Explain corrective efforts here:	

OSPI intends that this document will serve as guidance to schools for compliance with fire code changes and SSB 5097. This form should be adapted for local use as appropriate, after consultation with local fire and emergency officials. Revision date: 5/8/08.

**PLAN UPDATE LOG
Wilbur School District**

Date Entered	EnteredBy	Date Change Implemented	Description of Change

BUILDING AND INFRASTRUCTURE TEAM

In the event of a disaster, schools may have damage causing fires, gas leaks, water line ruptures, downed power lines, other utility problems, as well as building damage.

This plan provides for limited fire suppression, utility services, and initial damage assessment to be provided by selected school personnel when other public and private services are unable to respond or be contacted during and after the event.

Designated employees will conduct only initial building assessments of school buildings. As none of the district's personnel are trained in Applied Technology Council #20 techniques of building damage assessment, a thorough evaluation of building damage will be conducted by a trained professional (such as a professional engineer) to determine the safe occupation by students and staff. When in doubt, the building is to be evacuated and closed.

Duties of the Building & Infrastructure Team may include the following:

- ✓ Provide evaluation of fire outbreaks and dangers.
- ✓ Provide minimal fire suppression.
- ✓ Provide evaluation of dangers and deficiencies of utilities and shut-off precautionary measures if needed.
- ✓ Conduct rapid building assessment of all floors and facilities.
- ✓ Close building or cordon off all dangerous areas.
- ✓ Document building damage.
- ✓ Request professional help as needed.

The Incident Management Team will activate the Fire, Utilities and Damage Assessment Team when needed.

Team Leader (TBA): _____
 Area(s) to be assessed (TBA): _____
 Time assigned: _____

Supplies that may be needed:

- ID vests
- paper, pens, clipboards
- building floor plan
- hard hats, gloves, flashlights
- tools, valve wrenches
- master keys
- barrier tape
- pre-written signs
- sheets to cover person or bodies

(Note: All three functions below may be done at the same time)

To ensure Building and Infrastructure Team effectiveness, this team will:

1. Designate the person with the most skill and training as the Team Leader.
2. Form teams of at least two persons per team.
3. Establish a means of communication with the Command Post. Remind teams to check in every 15 minutes.
4. Provide relevant information needed for the team to do the assigned job (status of persons, the school, possible hazards, affected areas, etc.).
5. Equip team members with hard hats, gloves, and tools as needed. Review safety guidelines.
6. Equip team members with building maps and writing materials.
7. Divide the school into manageable areas prior to starting to evaluate. Use a floor plan area map or a sheet of paper to identify the sections and the problems encountered. Mark the areas evaluated.
8. Document all activities of the Teams. This should include areas searched, victims found, damage noted, times, team members, etc.
9. Communicate findings with the Command Post at least every 15 minutes.
10. All team members are to report to the Command Post when duties are completed.
11. Document all activities and findings of the team.

Fire

12. Confirm reported existence and location of fires.
13. Suppress small fires.
14. Immediately report discovery of larger fires to Command Post.
15. Assist in evacuation or search and rescue activity if needed.
16. Check for spilled chemicals in and around hazardous chemical storage areas

Utilities

17. Check utilities in assigned area.
18. Take whatever action is necessary to minimize danger and further damage.
19. Assess what services are still available:
 - ✓ Water
 - ✓ Electricity (check transformer)
 - ✓ Gas service (check gas main)
 - ✓ Telephone
 - ✓ Sewer lines
 - ✓ Heating/ventilation systems (check boilers, chillers, pumps)
 - ✓ Bathrooms
 - ✓ Fuel tanks
20. Report assessment and any apparent structural and site damage to the Command Post.

Building Damage Assessment

21. Check evacuation routes and sites for safety.
22. Check assembly areas for safety - gas/water pipe ruptures, downed power lines, trees, landslide danger, hazardous materials, etc.
23. Review condition inside buildings, noting any damage to:
 - ✓ walls (check both inside and outside)
 - ✓ windows, window trimmings
 - ✓ doors and exits, stairs
 - ✓ ceilings, light fixtures
 - ✓ parapets, ornamentation
 - ✓ cladding, glazing
 - ✓ furniture
24. Review condition of buildings outside, noting any damage including:
 - ✓ building off foundation
 - ✓ ground or slope movement present
 - ✓ collapse or partial collapse of building
 - ✓ sizeable cracks
 - ✓ evidence of damage or distress...Keep a detailed list of the damaged areas.
25. Indicate the condition of the building. Close the building if necessary. Cordon off dangerous areas with barrier tape, signs, barricades, etc.
26. Make recommendations on the safety of building to the Command Post.

EVACUATION TEAM

I. PURPOSE

In a major emergency / crisis, evacuation of the school may be warranted. The purpose of the Evacuation Team is to coordinate such an evacuation.

II. SCOPE AND FUNCTIONS

Team members must be able to evacuate a school for any and all hazards and will be trained to assist in the evacuation of all school facilities and to coordinate the communications, accountability and hazard assessment of the evacuation.

The Evacuation Team will provide the following functions:

Before the Evacuation:

- ❑ The “fire drill” assembly sites will be used for all evacuations unless determined unsafe from other hazards.
- ❑ Review all evacuation routes annually. Reviewing evacuation routes will also assist in training employees.
- ❑ Pre-determine if the “fire” assembly site can be used for earthquake evacuation. Is it far enough from a building collapse? 1 ½ times the building height is a good rule of thumb for collapse distances.
- ❑ Pre-identify your school's employees and students with disabilities who may need special considerations to evacuate. Discuss with at-risk employees and parents for their suggestions on how to mitigate any issues that you have discovered. Insure that such people have adequate assistance from staff or team members.
- ❑ Pre-determine ways to account for all employees, students and visitors (if possible). Create or insure the use of personnel lists that are removed when people are evacuated.
- ❑ Recruit sufficient team members to cover all sections / floors in the school.
- ❑ Provide training for unique situations:
 - ◆ Provide training specific to special needs populations about building specific methods of caring for and assisting this population.
 - ◆ Educate food service employees about the system.

- ◆ Special Ed Resource Room / Library / Computer Lab occupants have clear access to their assembly point.
- ◆ Insure that office personnel take children that are in the office, during an evacuation.
- ◆ Insure that office personnel act as secondary sweepers and take custody of any unsupervised child as they move towards the evacuation assemble area.
- ◆ Train Para-Educators / Recess Staff to assist the children to find their assembly areas and wait for their teachers.
- ◆ Train specialists that if she / he have custody of children during an evacuation alert, they are responsible for their children until they are passed off to the teachers in the assembly area.

During the Evacuation:

- ❑ Assure evacuation route is safe and assembly site is free of any hazard, i.e., power lines, downed trees or smoke issues.
- ❑ In the event of an evacuation due to hazardous material incident, ensure assembly site at least upwind and if possible also uphill of the incident.
- ❑ If safe, members of the IMT will sweep all occupied locations for stragglers and escort them to their proper location.
- ❑ Provide assistance to special needs populations.
- ❑ Once evacuated, account for all employees, students and visitors using the Red / Green card system and personnel lists. Coordinate with team members to facilitate the accurate determination that all people are out of harms way and accounted for. Insure that off campus personnel such as kitchen and transportation staff are included in the accountability system.
- ❑ Once evacuated, assist with the accountability process.
- ❑ Communicate all findings to the IC.

After the Evacuation :

- ❑ Review all evacuation routes and procedures.
- ❑ Determine if enhancements are needed and make recommendations to Principal.
- ❑ Documentation

III. EQUIPMENT FOR THE EVACUATION TEAM

The following are examples of resources needed for specific response functions.

- Evacuation Plan and Procedures
- Radio or Walkie-Talkies
- Megaphone if available
- Cell phone
- Spare Red / Green Cards
- Pad and Paper and Pen
- Master keys

EVACUATION TEAM CHECKLIST

A. Evacuation Team:

Team Leader _____

Team Members _____

B. Assembly Sites _____

C. Evacuation Cache

- _____ 1. Evacuation Plan & Procedures
- _____ 2. School map
- _____ 3. Student / Staff rosters
- _____ 4. Communication (Radio – Cell phone - Bullhorn – Walkie Talkie)
- _____ 5. Signs to post, writing implements, clipboards
- _____ 6. Master keys
- _____ 7. Visible Identification (Vests – Lanyards with ID badge)

FIRST AID TEAM

In case of a major emergency or disaster, schools may be without normal emergency medical services. First aid stations may be relocated to areas that have sustained less damage or are more accessible. This plan provides for limited first aid services to be provided by selected personnel when other public and private services are unable to respond or are overwhelmed during a disaster. School personnel will be prepared to provide first aid services to the extent of their individual certification or training, not to surpass “basic life support.” Basic life support means *non-invasive emergency medical services requiring basic medical treatment skills*.

An onsite first aid station will be established at a safe location. The injured will be found and moved to the first aid station if possible. In the event of mass casualties, triage will be performed. Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. Directions for performing triage follow.

The Incident Management Team will activate the First Aid Team when needed.

First Aid Team Leader (TBA): _____

First aid station site (TBA): _____

Time assigned: _____

Supplies that may be needed: ID vests, first aid supplies, blankets, sheets, paper, pens and clipboards.

To ensure First Aid Team effectiveness, the Incident Management Team will:

1. Establish a first aid station in a safe location, depending on the extent of the disaster or emergency.
2. Identify and organize personnel present at the school with emergency first aid, CPR, and medical knowledge into a team. Form teams of at least two persons per team.
3. Designate the person with the most skill, training, or medical certification as First Aid Team leader.
4. Brief the First Aid Team on the situation and assign duties. Remind them to use infection control precautions to protect themselves
5. Ensure the acquisition and maintenance of health and medical supplies and equipment
6. Coordinate the transportation of health and medical supplies, equipment and personnel.
7. Equip team members with writing materials.
8. Establish a means of communication with the Command Post. Remind teams to check in every 15 minutes.
9. Establish, if necessary, an emergency shelter for victims, employees and rescuers.
10. The First Aid Team Leader will direct and coordinate the efforts of the First Aid Team in triage and treatment of the injured. (See Triage Guidelines.) Provide care for the injured to the extent of their abilities.
11. Coordinate care with professional emergency medical service providers, if possible.
12. Request medical transportation services for the injured or deceased. If the disaster effects make normal means of medical transport unavailable, provide transportation using private vehicles.
13. Identify and record the disposition of the injured, the deceased, and their belongings.

14. Maintain communications with responding emergency medical services providers, and the Command Post.
15. Provide appropriate measures for the dead.
16. All team members are to report to the Command Post when duties are completed.
17. Document all activities and findings of the team.

TRIAGE GUIDELINES (To be included as part of first aid team guidelines) Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care. Incidents that involve large numbers of casualties and a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below.

TRIAGE Priorities - (From 1st Responder, 2nd Edition, J. David Bergerson, 1987)

Highest Priority	Second Priority	Lowest Priority
Airway and breathing difficulties	Burns	Fractures or other injuries of a minor nature
Cardiac arrest	Major multiple fractures	Obviously mortal wounds where death appears reasonably certain
Uncontrolled or suspected severe bleeding	Back injuries with or without spinal cord damage	Obviously dead
Severe head injuries		
Severe medical problems		
Open chest or abdominal wounds		
Severe shock		

BE SURE THAT THOSE RENDERING FIRST AID USE INFECTION CONTROL PRACTICES FOR THEIR PROTECTION WHILE OFFERING FIRST AID. Infection control practices include regular hand washing, barrier precautions (gloves, masks), protection for rescue breathing, and precautions to prevent injuries from sharps (needles, scissors, and other sharp instruments).

SEARCH AND RESCUE TEAM

In the event of a major emergency or disaster involving damage of buildings, school personnel may be required to perform light urban search and rescue to find missing or trapped students or staff.

Any major search and rescue operations must be performed by trained search and rescue teams provided through local/state government. However, limited immediate emergency search and rescue can be performed by school personnel.

Duties of the Search and Rescue Team may include the following:

- ❑ Conduct primary and secondary searches of school.
- ❑ Rescue trapped victims where possible.
- ❑ Report location of victim(s) to First Aid Team if rescue cannot be accomplished.
- ❑ Document rescue activities and victim information.
- ❑ Look for obvious problems while searching: structural damage, hazardous material spills, etc.
- ❑ Record nature and location of observed problems on checklist.
- ❑ Report imminent danger to Search and Rescue Team leader when feasible.
- ❑ Mark areas of search to avoid duplications and oversight.

The Incident Management Team will activate the Search and Rescue Team when needed.

Search and Rescue Team Leader (TBA): _____
Time assigned: _____

Supplies that may be needed:

- | | | |
|----------------------------------|---|----------------------------------|
| • ID vests | * | paper, pens, clipboards |
| • building floor plan | * | master keys |
| • tools | * | whistles |
| • hard hats, gloves, flashlights | * | sheets to cover person or bodies |
| • pre-written signs | * | barrier tape |

To ensure Search and Rescue Team effectiveness, the Incident Management Team will:

1. Designate the person with the most skill and training as the Team Leader.
2. Form teams of at least two persons per team.
3. Establish a means of communication with the Command Post. Remind teams to check in every 15 minutes.
4. Provide relevant information needed for the team to do the assigned job (status of persons, the school, possible hazards, affected areas, etc.).
5. Equip team members with hard hats, gloves, and tools as needed. Review safety guidelines.
6. Equip team members with building maps and writing materials.

The Search and Rescue Team will:

7. Briefly plan a strategy and divide duties. Establish a search plan. Divide the school into manageable areas prior to starting to search. Use a floor plan area map or a sheet of paper to identify the sections searched and the problems encountered. Mark the areas searched.
8. Communicate findings with the Command Post at least every 15 minutes.
9. Record the positions of the unconscious or dead for identification purposes. Note any identifying objects found with each person.
10. Make every effort to find victims. Call out, use a whistle, or otherwise announce the presence of the team so that trapped victims can respond to notify them of their location.
11. Move victims carefully to avoid further injury. Take those with injuries to the first aid station. Remove the dead to a temporary or permanent morgue.
12. Care for the dead respectfully: cover bodies, avoid mutilation, and collect and preserve identification (clothes, watches, purses, wallets, and the like). Log names.
13. Conduct a second search after all first search victims have been cared for and moved. Record building damage and observations.
14. All team members are to report to the Command Post when duties are completed.
15. Document all activities and findings of the Search and Rescue Team. This should include areas searched, victims found, damage noted, times, team members, etc. Information regarding victims must be reported to Command Post.

Suggested Key Roles and Duties of the Reunion Team During a Student/Parent Reunion

Incident Commander/District Superintendent

- Makes decision whether or not to activate the district's Reunion Plan
- Notifies local law enforcement and requests police assistance at the reunification site (depending on the nature of the incident)
- Determines where the reunification will take place based on the nature of the emergency
- Makes the initial "all call" announcement to evacuate the building and prepare for student/parent reunification. Announces whether this will be on-site or off-site, walking or busing, and informs staff of "type of evacuation".
- Creates Instant Alert Message and sends to all parents of the district based on the emergency information parents have provided to the school district.
- Calls the transportation supervisor to call in the bus drivers and coordinate drivers to drive buses to the specified loading area, if off site evacuation is called.
- Meets with reunion team at the evacuation site to inform the team of the plan details.
- Contacts person at reunification site to insure that the building/area is made ready for the arrival of all staff and students.
- Oversees and supervises all processes at the reunion site.
- Is assisted by school secretary until arrival at the reunion site.
- Oversees and supervises all processes throughout the reunion from start to finish.
- Oversees return of all school property to the school district after the "all clear" is given to return to the building by local law enforcement.
- Assigns an alternate to command the incident response in case of absence
- Evacuates the building with bullhorn and Principal Go Kit
- Determines bus loading site and announces to teachers where to move their classes to load buses or to walk to with classes to await parent arrival and check out.
- Establish a media area and direct media vehicles to that area for safety of students and staff. If law enforcement there, ask law enforcement to situate arriving media.

Transportation Supervisor

- Calls in bus drivers and oversees bus line up at designated evacuation pick up site
- Calls on-site bus drivers first, then uses regular list, if needed, until an adequate number of drivers are present to transport all students and staff to the designated location.
- Checks on transportation conditions, instructs bus drivers on route to take to the reunion site and on how to park when buses arrive
- Directs traffic at the reunion site
- Insures buses are secured after the reunion is over
- Assigns an alternate to command the incident response in case of absence

Maintenance/Facilities Supervisor

- Secures building, if safe to do so
- Posts notice on front door stating that students have been evacuated to a reunification site (what phone number to list?)
- Brings portable first aid kit to reunion site and establishes an area for administering first aid
- Checks in with all staff during prior to leaving the campus (if possible) to see if staff have any safety concerns (i.e. left lights on, left burner or electric device on, left door unlocked, etc.)

Traffic Director(s)

- wears reflective vest
- Brings and posts signs and/or cones to direct traffic, including an entrance sign, arrow signs and an exit sign to assist parents/guardians in picking up their students and leaving the premises efficiently, providing as much safety as possible for students and staff
- brings caution tape in case traffic must be directed or redirected from a location and signage is not sufficient
- Is first off the buses (or on foot) at the reunification site to post traffic signs and begin directing traffic
- Helps tear down all signage, cones, tape and ribbons at the conclusion of the reunion

School Secretary

- Assists Incident Commander in activating the reunification plan, activating the instant alert system, calling local law enforcement and calling the transportation supervisor
- Evacuates with a reunification kit which consists of;
 - clipboard with list of authorized emergency pick up people
 - master list of all students with space for printing the name of receiving adult and obtaining their signature
 - list/bulletin of absent students that day
 - list/book of students who have checked out early that day
 - signs to post to clearly mark reunion check out station
 - student medication
 - special health needs list
 - master list of special needs students and staff
 - extra paper, markers, tape, pens and several clipboards (in case more signage is needed to direct parents and to assist parents/guardians in signing out their student efficiently), caution tape or plastic ribbon
- Sets up a station for checking out students and cordons off the area on either side of the station
- Checks students out to parents/guardians and prints the name of the adult checking the student out on the master list near the student's name
- Checks list against absence and check out sheets for the day
- Sends runner to communicate with teachers, as needed

2nd Secretary

- Assists main secretary in all aspects of checking out students to their parent/guardian
- Makes more signage as necessary to keep the process running smoothly
- Sends runners to communicate with teachers, as needed
- Continue to attempt to contact parents who did not receive the instant alert message.

Classroom Teachers and Classroom Advisors

- Evacuate the school building with their students and continue to supervise them throughout the entire reunion process
- Once all students accounted for and/or missing students are reported to the school secretary, teacher and class load buses upon direction from the Incident Commander and stay with class throughout entire reunion process, escorting students to their destination to wait for reunion with their parent/guardian. This could mean staying on buses at a remote location or going to a different facility.
- As the number of students diminishes or with parent pick up, or if there are other more pressing needs (i.e. first aid, trauma assistance, parent greeting) teachers may be asked to fill different roles at the reunification site.

Paraprofessionals

- Provide assistance to staff and students with special needs including those with individual education plan instructions, limited mobility, language barriers or any other limiting condition that would inhibit their ability to quickly evacuate and participate in the student/parent reunion process (see separate, detailed list of special needs students and staff).

All Other Staff

- Assist in areas of need at the reunion site. Assist with student supervision unless otherwise directed by the Incident Commander to assist in other areas
- May be assigned as runners, greeters, or to make and post signs, hold signs, direct traffic, bring individual students for water, restroom or other personal needs on a one-on-one basis, hand out supplies to students and teachers, or assist in the first aid area
- Sit with individual students who are emotional about the reunion process
- Other duties as assigned in the best interest of student and staff safety

Middle School/High School Students

- assist with supervision of younger students

After the Reunion

- Team members tear down the supplies and signs they brought and pack them up for safe keeping on buses.
- Transportation Director and Incident Commander determine where the buses will be driven for securing and parking
- The Incident Commander determines where remaining students will be taken (if any), how they will be transported there, and who will supervise them
- The school secretary posts a notice at the reunion site, directing late parents/guardians where to call for further information, if their student is not picked up during the reunion
- The school secretary will continue to call and attempt contact with the parent/guardian of any remaining students at a location.
- If opening a team member's home to remaining students is the only option, divide the students into manageable groups and have team members of the same gender provide shelter until reunification with parent or guardian is achieved.
- The Incident Commander, based on direction from local law enforcement, will determine whether or not staff and students can retrieve their vehicles from the school campus. The incident commander will devise a plan for notifying staff and students as to when they can retrieve their vehicles.
- If vehicles can be retrieved, buses will transport staff back to campus to their vehicles
- If students remain after the reunion process is over, the Incident Commander will determine where to deliver the students for safekeeping and supervision until parents/guardians can arrive.
- If students remain after the reunion process is over, the Transportation Director will appoint a driver(s) to transport the remaining students to a location determined by the Incident Commander.
- The transportation director, with direction from law enforcement, will determine where buses will be parked and secured by drivers, after the event if the campus is not available.
- Team members pick up, re-stock and check their reunion supplies at the earliest convenience, once school re-opens.
- The transportation director insures that reunion supplies are delivered back to the main office at the earliest time possible after school re-opens
- The Incident Commander will arrange a time for debriefing of all staff and to take recommendations for improving the Reunion Plan based on "lessons learned"
- The school secretary will make any necessary adjustments to the written Reunion Plan and will insure that all staff are aware of the change(s)
- The Incident Commander will provide for post incident stress management for staff and students if needed

STUDENT/STAFF SUPERVISION TEAM

In the event of a disaster, schools must be prepared to respond to the incident with the available staff on duty at the time of the incident. The purpose of the Student/Staff Supervision Team is to supervise the students while the emergency responder teams (Search and Rescue, First Aid, etc.) are responding to the incident.

Designated employees and substitute staff will remain with the students while other staff is forming the first response teams. These staff who remain supervising students are part of the Student/Staff Supervision Team.

Before leaving class supervision, the released staff member will:

1. Determine the extent of injuries in his/her class.
2. Assess the ability to evacuate if needed.
3. Assure that the Student/Staff Supervision Team staff member knows s/he is assuming responsibility of the buddy class.
4. Provide an Activity Box to be used for keeping students occupied.
5. Provide a class roster.

The Incident Management Team will activate the Student/Staff Supervision Team(s) when needed.

Student/Staff Supervision Team Leader (TBA): _____

Student/Staff Supervision Site (TBA): _____

Time assigned: _____

Supplies that may be needed:

ID vests	paper, pens, pencils	clipboards
student class lists	absence/check out lists	activities for students

To ensure Student/Staff Supervision Team effectiveness, the Incident Management Team will:

1. Establish evacuation/reunion sites in a safe location.
2. Designate the person with the most skill and training as the Team Leader.
3. Establish a means of communication with the Command Post. Remind the team leader to check in every 15 minutes.
4. Provide relevant information needed for the team to do the assigned job.
5. Ensure the acquisition and maintenance of necessary supplies.
6. Take a census of students within your control, and report it to the School Administrator.
7. Remain with students and supervise them during the incident.
8. Assist with parent/student reunions as directed.
9. Once students have been dismissed, report to the Command Post

SUPPORT AND SECURITY TEAM

In the event of a disaster, schools must be prepared to provide security for the school building and its grounds and prepare to take care of the students until such time as parents or their designated representative can safely pick up the students.

As directed by the Command Post, duties may include:

- Assuring evacuation assembly areas are kept safe and secure.
- Preparing sanitation areas
- Securing school and grounds
- Receive neighbors and other volunteers and assigning them tasks

The Incident Management Team will activate the Support and Security Team(s) which will perform the following functions:

Support and Security Team Leader (TBA): _____

Time assigned: _____

Supplies that may be needed:

- ID vests
- paper, pens, clipboards
- building floor plan and site diagrams
- hard hats, gloves, flashlights
- tools, valve wrenches
- master keys
- barrier tape, rope, barricades
- pre-written signs
- two-way radios
- toilet facilities - poles, black polyethylene sheeting, portable johns, spare bags, 5 gal. urinal buckets, toilet paper and holders, disposable hand wipes

To ensure Support and Security Team effectiveness, the Incident Management Team will:

1. Designate the person with the most skill and training as the Team Leader.
2. Form teams of at least two persons per team.
3. Establish a means of communication with the Command Post. Remind teams to check in every 15 minutes.
4. Provide relevant information needed for the team to do the assigned job (status of persons, the school, possible hazards, affected areas, etc.).
5. Equip team members with hard hats, gloves, and tools as needed. Review safety guidelines.
6. Equip team members with maps and writing materials.
7. Briefly plan a strategy and divide duties.
8. Communicate findings with the Command Post at least every 15 minutes.

SUPPORT AND SECURITY TEAM (Continued)

The Support and Security Team will:

9. Immediately following the evacuation, secure grounds (if possible), after the first response teams (Search and Rescue, First Aid, etc.) have completed tasks, secure building as requested by Command Post.
10. Cordon off any areas with apparent structural damage or other damage (coordinate this activity with school's Damage Assessment Team).
11. Station team members at the school's access points and direct them to Student/Parent Reunion areas.
12. If needed, prepare to set up sheltering and/or sanitary areas for students and staff.
13. Assist with assigning jobs to volunteers.
14. Keep a record of duties assigned and actions taken.
15. After the disaster, report to the Command Post. Prepare to work closely with the Command Post, engineers and staff in re-establishing school.

*** Related forms**

- Log for Release of Students in an Emergency