



# School Safety Planning Manual

June 2008

*Essential Resources for*  
Developing a Comprehensive Safe School Plan



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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### Introduction

The *School Safety Planning Manual: Essential Resources for Developing a Comprehensive Safe School Plan* developed to assist the K–12 public school system to create and implement safety plans in compliance with both state and federal laws. The 2007 Washington State legislature radically altered existing laws dealing with school safety plans, requiring a range of specific elements to each school’s plan, and the processes which must be developed and maintained to facilitate these plans. Since the passage of this law, the Office of Superintendent of Public Instruction (OSPI) worked to clarify the elements of this new legislation through the following:

- Worked with the multi-stakeholder School Safety Advisory Committee to develop consensus on the implementation of Substitute Senate Bill 5097;
- Prevention in a committee to revise the fire and building codes relative to new drill requirements;
- Revised the OSPI School Safety Center Web site to provide for updated guidance;
- Conducting 27 intensive training sessions in every part of the state on the Incident Command System (ICS) as applied to schools in collaboration with the Association of Washington School Principals (nearly **1200** school administrators have been trained in the past year);
- Developed and disseminated training DVDs on how schools can adopt shelter-in-place programs and practices in collaboration with the Washington State Emergency Management Division;
- Promoted and awarded 59 Emergency Drill Mini Grants throughout the state, with additional grants available for the 2008–09 school year;

- Promoted and awarded 7 Comprehensive Safe School Grants to address the complexities and funding issues for adopting new requirements;
  - The two grant programs combined will provide schools with approximately one million dollars of support to address safety planning programs.
- Collaborated with the Washington Association of Sheriffs and Police Chiefs to upgrade the statewide mapping system. Providing assistance to schools in uploading their safety plan information (per state law requirements);
- The Gangs n Schools Task Force formed under the legislative directive to date have held 3 regional forums and several regional meetings giving both schools and communities the opportunity to voice their concerns.
- Recently launched the School Pan Flu Preparedness Project through a grant with the Washington State Department of Health and the Center for Disease Control and prevention, to provide schools with a model policy, procedure, and set of tools to address pan flu preparedness and continuity of operations guidance.
- Developed and implemented the “Ready-Set-Plan” training for schools to address how schools can develop programs, policies, and practices consistent with both state and federal safety planning laws and guidance.

This manual is intended as a dynamic document which will be updated on a periodic basis to address new information and Best Practices. Please let us know if you have questions or suggestions about any of the elements within this manual. We truly hope this is helpful to schools and their community safety stakeholders, as they grapple with the challenges presented by updating and upgrading local safety plans.

Sincerely,

Craig D. Apperson, Director  
Washington State School Safety Center

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# Chapter 1

## Safe School Plans

**RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules.**

**Source:** <http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.320.125>

(1) The legislature considers it to be a matter of public safety for public schools and staff to have current safe school plans and procedures in place, fully consistent with federal law. The legislature further finds and intends, by requiring safe school plans to be in place, that school districts will become eligible for federal assistance. The legislature further finds that schools are in a position to serve the community in the event of an emergency resulting from natural disasters or man-made disasters.

(2) Schools and school districts shall consider the guidance provided by the superintendent of public instruction, including the comprehensive school safety checklist and the model comprehensive safe school plans that include prevention, intervention, all hazard/crisis response, and postcrisis recovery, when developing their own individual comprehensive safe school plans. Each school district shall adopt, no later than September 1, 2008, and implement a safe school plan consistent with the school mapping information system pursuant to RCW 36.28A.060. The plan shall:

- (a) Include required school safety policies and procedures;
- (b) Address emergency mitigation, preparedness, response, and recovery;
- (c) Include provisions for assisting and communicating with students and staff, including those with special needs or disabilities;
- (d) Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the Washington state office of the superintendent of public instruction school safety center and the school safety center advisory committee;
- (e) Require the building principal to be certified on the incident command system;
- (f) Take into account the manner in which the school facilities may be used as a community asset in the event of a community-wide emergency; and
- (g) Set guidelines for requesting city or county law enforcement agencies, local fire departments,

emergency service providers, and county emergency management agencies to meet with school districts and participate in safety-related drills annually.

(3) School districts shall annually:

(a) Review and update safe school plans in collaboration with local emergency response agencies;

(b) Conduct an inventory of all hazardous materials

(c) Update information on the school mapping information system to reflect current staffing and updated plans, including:

(i) Identifying all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system; and

(ii) Identifying school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements consistent with the school mapping information system; and

(d) Provide information to all staff on the use of emergency supplies and notification and alert procedures.

(4) School districts are required to annually record and report on the information and activities required in subsection (3) of this section to the Washington association of sheriffs and police chiefs.

(5) School districts are encouraged to work with local emergency management agencies and other emergency responders to conduct one tabletop exercise, one functional exercise, and two full-scale exercises within a four-year period.

(6) Schools shall conduct no less than one safety-related drill each month that school is in session. Schools shall complete no less than one drill using the school mapping information system, one drill for lockdowns, one drill for shelter-in-place, and six drills for fire evacuation in accordance with the state fire code. Schools should consider drills for earthquakes, tsunamis, or other high-risk local events. Schools shall document the date and time of such drills. This subsection is intended to satisfy all federal requirements for comprehensive school emergency drills and evacuations.

(7) Educational service districts are encouraged to apply for federal emergency response and crisis management grants with the assistance of the superintendent of public instruction and the Washington emergency management division of the state military department.

(8) The superintendent of public instruction may adopt rules to implement provisions of this section. These rules may include, but are not limited to, provisions for evacuations, lockdowns, or

other components of a comprehensive safe school plan.

[2007 c 406 § 1; 2002 c 205 § 2.

**Notes:**

**Findings -- 2002 c 205:** "Following the tragic events of September 11, 2001, the government's primary role in protecting the health, safety, and well-being of its citizens has been underscored. The legislature recognizes that there is a need to focus on the development and implementation of comprehensive safe school plans for each public school. The legislature recognizes that comprehensive safe school plans for each public school are an integral part of rebuilding public confidence. In developing these plans, the legislature finds that a coordinated effort is essential to ensure the most effective response to any type of emergency. Further, the legislature recognizes that comprehensive safe school plans for each public school are of paramount importance and will help to assure students, parents, guardians, school employees, and school administrators that our schools provide the safest possible learning environment." [2002 c 205 § 1.]

**Severability -- 2002 c 205:** "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [2002 c 205 § 5.]

**Effective dates -- 2002 c 205 §§ 2, 3, and 4:** "(1) Sections 2 and 4 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately [March 27, 2002].

(2) Section 3 of this act takes effect September 1, 2002." [2002 c 205 § 6.]

## Chapter 2

# Emergency Rule Fire Codes

### 2006 International Fire Code

#### Chapter 4 -- Emergency Planning and Preparedness

The following are the applicable sections of Chapter 4 that apply to educational institutions when creating emergency plans including the new shelter-in-place and lock down plans. New 5097 text is underlined.

#### SECTION 402

#### DEFINITIONS

**402.1 Definitions.** The following words and terms shall, for the purposes of this chapter and as used elsewhere in this code, have the meaning shown herein.

**EMERGENCY DRILL.** An exercise performed to train staff and occupants and to evaluate their efficiency and effectiveness in carrying out emergency procedures.

**LOCKDOWN** an action used to position occupants behind secured openings and isolated from threats.

**Full lockdown** occupants remain out of sight and as quiet as possible, with only limited authorized entry, exit, or movement within the building. Occupants in corridors, common areas, or unsecured areas move quickly to the nearest secured area.

**Modified lockdown** occupants of a facility are isolated from potential outside threats by remaining within a building with exterior doors and other exits are secured, and that entry and exit from the building is limited to that which is authorized. During a modified lockdown, interior movement and other activities within the building may be allowed or restricted in accordance to the lockdown plan.

**SHELTER-IN-PLACE** is an emergency response used to minimize exposure of facility occupants to chemical or environmental hazards by taking refuge in predetermined interior rooms or areas where actions are taken to isolate the interior environment from the exterior hazard.

## **SECTION 404**

### **EMERGENCY PLANS**

**404.1 General.** Fire safety, evacuation, shelter-in-place and lockdown plans shall comply with the requirements of this section.

**404.2 Fire safety and evacuation plans.** Fire safety and evacuation plans shall comply with the requirements of section 404.2.1 through 404.2.4

**404.2.1 Where required.** A fire safety and evacuation plan shall be prepared and maintained in accordance with this chapter for the following occupancies and buildings when required by the fire code official.

1. Group A having an occupant load of 100 or more.
2. Group B buildings having an occupant load of 500 or more persons or more than 100 persons above or below the lowest level of exit discharge.
3. Group E.
4. Group H.
5. Group I.
6. Group R-1.
7. Group R-2 college and university buildings. Boarding homes, group homes and residential treatment facilities licensed by the State of Washington.
8. High-rise buildings.
9. Group M buildings having an occupant load of 500 or more persons or more than 100 persons above or below the lowest level of exit discharge.
10. Covered malls exceeding 50,000 square feet (4645 m<sup>2</sup>) in aggregate floor area.
11. Underground buildings.
12. Buildings with an atrium and having an occupancy in Group A, E or M.

**404.2.2 Contents.** Fire safety and evacuation plan contents shall be in accordance with Sections 404.2.2.1 and 404.2.2.2.

**404.2.2.1 Fire evacuation plans.** Fire evacuation plans shall include the following:

1. Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only.
2. Procedures for employees who must remain to operate critical equipment before evacuating.
3. Procedures for accounting for employees and occupants after evacuation has been completed.
4. Identification and assignment of personnel responsible for rescue or emergency medical aid.
5. The preferred and any alternative means of notifying occupants of a fire or emergency.
6. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization.
7. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan.
8. A description of the emergency voice/alarm communication system alert tone and preprogrammed voice messages, where provided.

**404.2.2.2 Fire safety plans.** Fire safety plans shall include the following:

1. The procedure for reporting a fire or other emergency.
2. The life safety strategy and procedures for notifying, relocating, or evacuating occupants.
3. Site plans indicating the following:
  - 3.1. The occupancy assembly point.
  - 3.2. The locations of fire hydrants.
  - 3.3. The normal routes of fire department vehicle access.

4. Floor plans identifying the locations of the following:
  - 4.1. Exits.
  - 4.2. Primary evacuation routes.
  - 4.3. Secondary evacuation routes.
  - 4.4. Accessible egress routes.
  - 4.5. Areas of refuge.
  - 4.6. Manual fire alarm boxes.
  - 4.7. Portable fire extinguishers.
  - 4.8. Occupant-use hose stations.
  - 4.9. Fire alarm annunciators and controls.
5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures.
6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires.
7. Identification and assignment of personnel responsible for maintenance, housekeeping and controlling fuel hazard sources.

**404.2.3 Maintenance.** Fire safety and evacuation plans shall be reviewed by the owner or occupant annually or more often, as necessitated by changes in staff assignments, occupancy, or the physical arrangement of the building.

**404.2.4 Availability.** Fire safety and evacuation plans shall be available in the workplace for reference and review by employees, and copies shall be furnished to the fire code official for review upon request.

**404.3 Shelter-In-Place and Lockdown Plans.** Shelter-in-place and lockdown plans shall comply with the requirements of Sections 404.3.1 through 404.3.4.

**404.3.1 Where required.** A shelter-in-place and lockdown plan shall be prepared and maintained for all Group E occupancies.

**Exception:** Group E daycares not co-located on a Group E campus.

**404.3.2 Contents.** Shelter-in-place and lockdown plan contents shall be in accordance with Sections 404.3.2.1 and 404.3.2.2.

**404.3.2.1 Shelter-in-place plans.** Shelter-in-place plans shall include the following:

1. Identification of the procedures of initiating the shelter-in-place plan throughout the facility or campus.
2. Identification of pre-arranged alert and recall signals to notify all occupants.
3. Identification of procedures for reporting the facility is sheltering-in-place to the local emergency dispatch center.
4. A means of two-way communication between a central location and each secure area.
5. Identification of protective security measures.
6. Location of emergency supplies.
7. Accountability procedures for staff to report the presence or absence of occupants.
8. Identification of crisis response team members in accordance with the National Incident Management System.
9. Actions to be taken in the event of a fire or medical emergency while in sheltering-in-place.

**404.3.2.2 Lockdown plans.** Lockdown plans shall include the following:

1. Identification of the procedures of initiating the lockdown plan throughout the facility or campus.
2. Identification of pre-arranged alert and recall signals to notify all occupants.
3. Identification of procedure for access to facility for emergency responders.
4. Identification of procedures for reporting the facility is in lockdown to the local emergency dispatch center.
5. A means of two-way communication between a central location and each secure area.
6. Identification of protective security measures.
7. Location of emergency supplies.
8. Accountability procedures for staff to report the presence or absence of occupants.
9. Identification of crisis response team members in accordance with the National Incident Management System.
10. Actions to be taken in the event of a fire or medical emergency while in lockdown.

**404.3.3 Maintenance.** Shelter-in-place and lockdown plans shall be reviewed by the owner or occupant annually or more often, as necessitated by changes in staff assignments, occupancy, or the physical arrangement of the building.

**404.3.4 Availability.** Shelter-in-place and lockdown plans shall be available in the workplace for reference and review by employees, and copies shall be furnished to the fire code official for review upon request.

## **SECTION 405**

### **EMERGENCY DRILLS**

**405.1 General.** Emergency drills shall comply with the requirements of this section.

**405.2 Emergency Evacuation Drills.** Emergency evacuation drills complying with the provisions of this section shall be conducted at least annually in the occupancies listed in Section 404.2.1 or when required by the fire code official. Drills shall be designed in cooperation with the local authorities.

**405.2.1 Frequency.** Required emergency evacuation drills shall be held at the intervals specified in Table 405.2.1 or more frequently where necessary to familiarize all occupants with the drill procedure.

**TABLE 405.2.1**  
**FIRE AND EVACUATION DRILL**  
**FREQUENCY AND PARTICIPATION**

<b>GROUP OR OCCUPANCY</b>	<b>FREQUENCY</b>	<b>PARTICIPATION</b>
Group A	Quarterly	Employees
Group B <sup>c</sup>	Annually	Employees
Group E	Monthly <sup>ae</sup>	All occupants
Group I	Quarterly on each shift	Employees <sup>b</sup>
Group R-1	Quarterly on each shift	Employees
Group R-2 <sup>f</sup>	Quarterly on each shift	Employees
Group R-2 <sup>d</sup>	Four annually	All occupants
High-rise buildings	Annually	Employees

- a. The frequency shall be allowed to be modified in accordance with Section 408.3.2.
- b. Fire and evacuation drills in residential care assisted living facilities shall include complete evacuation of the premises in accordance with Section 408.10.5. Where occupants receive habilitation or rehabilitation training, fire prevention and fire safety practices shall be included as part of the training program.
- c. Group B buildings having an occupant load of 500 or more persons or more than 100 persons above or below the lowest level of exit discharge.
- d. Applicable to Group R-2 college and university buildings in accordance with Section 408.3.
- e. Group E, and daycares co-located on a Group E campus shall jointly perform at least 6 fire and evacuation drills per school year.
- f. Applicable to boarding homes, group homes, residential treatment facilities licensed by the State of Washington.

**405.2.2 Leadership.** Responsibility for the planning and conduct of drills shall be assigned to competent persons designated to exercise leadership.

**405.2.3 Time.** Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of fire.

**405.2.4 Record keeping.** Records shall be maintained of required emergency evacuation drills and include the following information:

1. Identity of the person conducting the drill.
2. Date and time of the drill.
3. Notification method used.
4. Staff members on duty and participating.
5. Number of occupants evacuated.
6. Special conditions simulated.
7. Problems encountered and corrective action taken.
8. Weather conditions when occupants were evacuated.
9. Time required to accomplish complete evacuation.

**405.2.5 Notification.** Where required by the fire code official, prior notification of emergency evacuation drills shall be given to the fire code official.

**405.2.6 Initiation.** Where a fire alarm system is provided, emergency evacuation drills shall be initiated by activating the fire alarm system. The fire alarm monitoring company shall be notified prior to the activation of the fire alarm system for drill purposes and again at the conclusion of the transmission and restoration of the fire alarm system to normal mode.

**Exception:** Drills conducted between the hours of 9:00 pm and 6:00 am, in Group R-2 boarding homes, groups homes and residential treatment facilities licensed by the State of Washington, are allowed to utilize a coded announcement.

**405.2.7 Accountability.** As building occupants arrive at the assembly point, efforts shall be made to determine if all occupants have been successfully evacuated or have been accounted for.

**405.2.8 Recall and reentry.** An electrically or mechanically operated signal used to recall occupants after an evacuation shall be separate and distinct from the signal used to initiate the evacuation. The recall signal initiation means shall be manually operated and under the control of the person in charge of the premises or the official in charge of the incident. No one shall reenter the premises until authorized to do so by the official in charge.

**405.3 Shelter-In-Place and Lockdown Drills.** Shelter-in-place and lockdown drills complying with the provisions of this section shall be conducted in the occupancies listed in Section 404.3.1 or when required by the fire code official. Drills shall be designed in cooperation with local authorities.

**405.3.1 Frequency.** Shelter-in-place and lockdown drills required by this section shall each be held at least annually to familiarize all occupants with the emergency procedures. Group E and co-located daycares shall drill jointly.

**405.3.2 Leadership.** Responsibility for the planning and conduct of drills shall be assigned to competent persons designated to exercise leadership.

**405.3.3 Time.** Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of an emergency.

**405.3.4 Record keeping.** Records shall be maintained of required shelter-in-place and lockdown drills and include the following information:

1. Identity of the person conducting the drill.
2. Date and time of the drill.
3. Notification method used.
4. Staff members on duty and participating.
5. Number of occupants sheltered and unaccounted for.
6. Special conditions simulated.
7. Problems encountered and corrective actions taken.
8. Time required to accomplish complete sheltering.

**405.3.5 Notification.** Where required by the fire code official, prior notification of shelter-in-place and lockdown drills shall be given to appropriate emergency response agencies.

**405.3.6 Signals.** Alerting signals shall be separate and distinct from the fire alarm and other signals.

**405.3.7 Accountability.** Efforts shall made to be determine if all occupants have been successfully sheltered and accounted for.

## SECTION 406

### EMPLOYEE TRAINING AND RESPONSE PROCEDURES

**406.1 General.** Employees in the occupancies listed in Section 404.2.1 and 404.3.1 shall be trained in the procedures described in their emergency plans. Training shall be based on these plans and as described in Sections 404.2.2 and 404.3.2.

**406.2 Frequency.** Employees shall receive training in the contents of fire safety and evacuation plans and their duties as part of new employee orientation and at least annually thereafter. Records shall be kept and made available to the fire code official upon request.

**406.3 Employee training program.** Employees shall be trained in fire prevention, evacuation, fire safety, shelter-in-place and lockdown in accordance with Sections 406.3.1 through 406.3.4.

**406.3.1 Fire prevention training.** Employees shall be apprised of the fire hazards of the materials and processes to which they are exposed. Each employee shall be instructed in the proper procedures for preventing fires in the conduct of their assigned duties.

**406.3.2 Evacuation training.** Employees shall be familiarized with the fire alarm and evacuation signals, their assigned duties in the event of an alarm or emergency, evacuation routes, areas of refuge, exterior assembly areas, and procedures for evacuation.

**406.3.3 Fire safety training.** Employees assigned fire-fighting duties shall be trained to know the locations and proper use of portable fire extinguishers or other manual fire-fighting equipment and the protective clothing or equipment required for its safe and proper use.

**406.3.4 Shelter-in-place and lockdown training.** Employees shall be familiarized with the alert and recall signals, their assigned duties in the event of an alarm or emergency, communication system, location of emergency supplies and the use of the incident notification and alert system.

## SECTION 408

### USE AND OCCUPANCY-RELATED REQUIREMENTS

**408.3 Group E occupancies and Group R-2 college and university buildings.** Group E occupancies shall comply with the requirements of Sections 408.3.1 through 408.3.4 and Sections 401 through 406. Group R-2 college and university buildings shall comply with the requirements of Sections 408.3.1 and 408.3.3 and Sections 401 through 406.

**408.3.1 First emergency evacuation drill.** The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes.

**408.3.2 Emergency evacuation drill deferral.** In severe climates, the fire code official shall have the authority to modify the emergency evacuation drill frequency specified in Section 405.2.1.

**408.3.3 Time of day.** Emergency evacuation drills shall be conducted at different hours of the day or evening, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires. In Group R-2 college and university buildings, one required drill shall be held during hours after sunset or before sunrise.

**408.3.4 Assembly points.** Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated so as to avoid interference with fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.

# Chapter 3

## Definitions of Critical Terms for School Safety Plans

### DEFINITIONS OF CRITICAL TERMS

#### RCW 38.52.010(6)(a) and (b) Definitions of “Emergency” and “Disaster”:

“Emergency or disaster” as used in all sections of this chapter except RCW 38.52.430 shall mean an event or set of circumstances which: (i) Demands immediate action to preserve public health, protect life, protect public property, or to provide relief to any stricken community overtaken by such occurrences, or (ii) reaches such a dimension or degree of destructiveness as to warrant the governor declaring a state of emergency pursuant to RCW 43.06.010.

“Emergency” as used in RCW 38.52.430 means an incident that requires a normal police, coroner, fire, rescue, emergency medical services, or utility response as a result of a violation of one of the statutes enumerated in RCW 38.52.430 (i.e., emergency response cause by person’s intoxication).

#### Federal Emergency Management Administration (FEMA) Definitions\*:

##### *Emergency*

Any occasion or instance--such as a hurricane, tornado, storm, flood, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, fire, explosion, nuclear accident, or any other natural or man-made catastrophe--that warrants action to save lives and to protect property, public health, and safety.

##### *Disaster*

An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries. As used in this Guide, a “large-scale disaster” is one that exceeds the response capability of the local jurisdiction and requires State, and potentially Federal, involvement. As used in the Stafford Act, a “major disaster” is “any natural catastrophe [...] or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance under [the] Act to supplement the efforts and available resources or States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.”

### *Types of Disasters*

The size and scope of the disaster determine the level of response and the extent of operations initiated by public affairs. Disasters can be divided into three broad categories:

**Catastrophic:** There is widespread destruction and devastation of homes and business and/or infrastructure and public property. Based on initial observation, it is evident that the response is beyond the combined capabilities of the state and local governments. The governor is likely to request a disaster declaration prior to any preliminary damage assessment. A presidential disaster declaration is likely to be signed within hours. The event dominates news worldwide.

**Severe or nationally significant:** There is widespread destruction of homes and businesses and/or infrastructure and public property. Initial observations indicate that response and recovery is likely to be beyond the capability of the state and local governments. The governor may request a disaster declaration before preliminary damage assessments are completed. The request may be expedited so that the president within a matter of hours or a few days can sign a major disaster declaration. The event is the subject of ongoing national media coverage.

**Localized:** Usually characterized by destruction of homes and businesses and/or infrastructure and public property. Occasionally, localized disasters or emergencies may be declared when the impact of a specific event causes undue hardship on an area or population. A preliminary damage assessment is completed and findings indicate the response is beyond the combined capability of state and local governments. FEMA and the White House then review the request. Having a disaster declaration signed may take anywhere from several hours to a few days or weeks, depending on the nature of the request and the information provided by the state. The event may receive some short-term national media coverage.

### *Emergency Alert System (EAS)*

A digital technology (voice/text) communications system consisting of broadcast stations and interconnecting facilities authorized by the Federal Communication Commission. The system provides the President and other national, State, and local officials the means to broadcast emergency information to the public before, during, and after disasters.

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*\*From FEMA Public Information Officer Disaster Field Guide (<http://www.fema.gov/>), and from FEMA Guide for All-Hazard Emergency Operations Planning (<http://www.fema.gov/pdf/rrr/glo.pdf>)*

## Chapter 4

# Guidance for School Shelter in Place/Drills and School Mapping System Drills

**6.6 Shelter-in-Place Drills** – A shelter-in-place drill should be conducted in a manner that it simulates as much of the emergency plan as possible, without necessitating the use of emergency supplies or equipment. Drills should be planned and conducted in a manner appropriate for the developmental level of the students in the school. Guidance on shelter-in-place procedures can be found at: [http://www.redcross.org/preparedness/cdc\\_english/Sheltering.asp](http://www.redcross.org/preparedness/cdc_english/Sheltering.asp).

The following activities are understood to meet the requirement to conduct a shelter-in-place drill:

**6.6.1 Drill** – When the shelter-in-place directive is given or alarm is sounded, students and staff will close all windows and doors and move to their pre-determined sheltering rooms as quickly as possible. Actions necessary to shut down HVAC systems should be taken as part of the drill, and:

Once in sheltering locations, students and staff will view the shelter-in-place video produced by the Washington Emergency Management Division (approximately 13 minutes in length.)

OR

Once in sheltering locations, students and staff will locate the shelter-in-place supplies and verbalize the actions that would be taken to seal the sheltering room from infiltration of outside air. Although supplies will be accessed and possibly viewed, no use or consumption of supplies is necessary.

**6.6.2 Exercise** – When the shelter-in-place directive is given or alarm is sounded, students and staff will close all windows and doors and move to their pre-determined sheltering rooms as quickly as possible. Actions necessary to shut down HVAC systems should be taken as part of the drill. Once in the sheltering location, supplies are located and used to practice sealing the room from infiltration of air. (Although technically an exercise, this practice session exceeds the requirements for a drill so long as students participate in the exercise.)

**6.7 Drills Using the School Mapping System** – At least one drill each year must make use of the school mapping system (i.e., Rapid Responder). The intent is that principals and/or other administrators will access the mapping system on a regular basis to increase familiarity with the system and its use in emergent situations.

For the purpose of meeting the requirements of the law, the mapping system should be accessed during the drill, and information stored in the map should be integrated into the drill.

Examples of using the school mapping system in a drill include:

- Conduct an evacuation drill based on a gas-leak scenario, and use the information in the Rapid Responder system to locate the gas shut-off valves. Assign personnel to locate the valves and simulate shutting them down, while concurrently evacuating the school.
- Conduct a fire evacuation drill based on a fire in a specific area of the school building. Use the information in the Rapid Responder system to assess potential hazards in the vicinity of the fire (e.g., hazardous materials or gas lines), and respond appropriately.
- Conduct a lockdown drill that transitions into a campus evacuation drill. Access the Rapid Responder system to determine transportation loading zones and reunification sites.

# Chapter 5

## Training Guidance

### FEMA-RELATED TRAINING GUIDANCE FOR K–12 SCHOOLS: COMPLIANCE WITH RCW 28A.320.125 COMPREHENSIVE SAFE SCHOOLS PLANS

K–12 public school district personnel are not required to be trained at the same level as professional emergency responders. It has been recommended for several years that school district personnel complete the basic Incident Command System (ICS ) course (ICS-100) and the basic National Incident Management System (NIMS) course (NIMS-700). SSB 5097, as of July 22, 2007, now requires all school principals to have completed the basic ICS course, which has been expanded to include both ICS-100 and ISC-100SC. This can be done without cost on the internet at: <http://training.fema.gov/emiweb/emischool/>, or via a free 3.5 hour class offered by OSPI and the Association of Washington School Principals (AWSP); registration can be done at: <http://www.awsp.org/Content/awsp/ProfessionalDevelopment/Workshops/default.htm>.

Only those districts that have received federal preparedness funds, or intend to receive these funds, are required by federal regulations to be NIMS compliant. Federal guidance is available on the Dept. of Education’s Readiness grant website: <http://rems.ed.gov/index.cfm>. A large portion of NIMS compliance is the completion of training and drills that support the multi-hazard school safety plan. In general terms, the recommended training for NIMS compliance for school personnel is:

Course	Content	School Officials Who Should Complete the Course
<b>IS 700</b>	Overview of NIMS and the Incident Command System	All school administrators who are responsible for student welfare, safety, or emergency response at both the district and building levels
<b>IS 800</b>	Overview of the National Response Plan, federal ESF’s, & how federal and local governments interact in disasters	All "personnel whose primary responsibility is emergency management" or safety/security; school districts should have at least one administrator trained at this level.
<b>ICS 100 or ICS 100SC</b>	Overview of the Incident Command System, including roles & responsibilities of different responders	Principals are required to complete one of these two courses. Other school personnel who should consider these courses are those involved in coordinating with emergency responders during an incident, including district officials, assistant principals, security officers, custodians, office managers, school nurses, and safety committee members
<b>ICS 200</b>	ICS as applied to complex incidents	Same as ICS 800
<b>IS 120.A</b>	An introduction to exercises	Anyone who, after completion of ICS 100 or 100SC and NIMS 700, wishes to conduct exercise or drill training for schools.
<b>ICS 362</b>	Addresses how school can infuse ICS into their safety plans.	Senior administrators and school safety and security planners

*NOTE: This guidance will likely change and should be reviewed on an annual basis, as FEMA has made it known that they are developing new programs and revising older programs on a regular basis.*

# Chapter 6

## Proposed K–12 School Emergency Communications Guidance

K–12 schools in Washington State are challenged by the potential for natural and human-caused emergencies and disasters. State law requires the K–12 public school system to develop and maintain comprehensive safe school plans that address the major safety threats to a school environment, and collaborate with local community safety agencies to develop plans that work for students, staff, parents and community members. This guidance document addresses the essential elements of communication that schools need to address as part of their preparedness, mitigation, response, and recovery efforts.

### Policy Recommendation

All K–12 schools in Washington State shall adopt policies, procedures and practices that provide for the most effective means of communication when emergencies and disasters impact schools. The elements of a school emergency communications plan includes, but is not limited to:

1. The ability to communicate within the school district to notify, coordinate and authorize actions appropriate to the type of emergency or disaster; and,
2. The ability to communicate with those outside of the school district, to notify emergency management and response agencies, the media, parents, personnel, and the community of the status of the school and the plans to address the immediate situation.

### Emergency Communication System Elements

As part of a school district’s comprehensive safe schools plan, an annual review should occur to assess the district’s capabilities of using a variety of methods to communicate during and after emergencies or disasters. The types of systems available to schools may include:

1. Telephonic notification systems
2. Cell phones
3. E-mail notification systems
4. Text Messaging systems
5. School District Web sites
6. Local community safety agency Web sites
7. Satellite phones
8. Internet-based secure communications systems (e.g., the school mapping system)
9. 800-Mhz two-way radio systems
10. Local two-way radio systems
11. Ares/Races ham radio systems
12. Local radio and television station

## **Chapter 7**

# **Guidance on School Transportation Involvement in School Emergency Preparedness Plans**

- Each school transportation system director should annually meet with school district safety administrators to review the role of school transportation systems in the school districts' comprehensive safe schools plan.
- School transportation safety plans should include response to safety issues on a bus, where a bus is involved in an accident or in proximity to a community hazard, and the role of the transportation system when an emergency occurs where buses might be needed to transport students as part of an evacuation plan.
- School transportation systems should consider development of mutual aid agreements between districts to support large-scale evacuations. A school transportation mutual aid notification system might involve:
  - Notifying the school district superintendent of the need for assistance;
  - The superintendent notifying the transportation director;
  - The transportation director notifying drivers of the need and degree of emergent response.
  - Regional transportation directors might also facilitate the request for assistance, depending upon circumstances (see contact information below).

School transportation systems should consider inclusion in periodic school safety drills and exercises, adapting nationally recognized models of training and drills for transportation's role in community emergencies and disasters (e.g., [http://www.trb.org/news/blurbs\\_detail.asp?id=6007](http://www.trb.org/news/blurbs_detail.asp?id=6007)).

## Washington State Regional School Transportation Coordinators

Region #1	Skip Enes Educational Service District #112 2500 NE 65 Ave. Vancouver, WA 98661-6812 360.750.7500 <a href="mailto:skip.enes@esd112.org">skip.enes@esd112.org</a>
Region #2	Randy Millhollen Puget Sound Educational Service District #121 3601-20th Street East Tacoma, WA 98424-2000 253.926.6815 ext. 5011 <a href="mailto:rmillhollen@psesd.org">rmillhollen@psesd.org</a>
Region #3	Anna Esquibel Northwest Educational Service District #189 1601 R Avenue Anacortes, WA 98221 360.299-4008 <a href="mailto:aesquibe@esd189.org">aesquibe@esd189.org</a>
Region #4	Jan Clarence Educational Service District #105 33 S. Second Ave. Yakima, WA 98902 509.454.3105 <a href="mailto:janetc@esd105.wednet.edu">janetc@esd105.wednet.edu</a>
Region # 5	Mike Kenney Educational Service District #101 4202 South Regal Spokane, WA 99223 509.789-3558 <a href="mailto:mkenney@esd101.net">mkenney@esd101.net</a>

## “Sample”

# School District Emergency Transportation Plan

Created by: ESD 112

### **I. Purpose**

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

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

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

### **II. Activation of school evacuation and need for transportation**

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

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

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

If the situation poses an immediate danger to students (and shelter-in-place or lockdown is not indicated), the principal/designee may choose to have the students and staff walk to a designated area

and await buses. This should be communicated by the principal/designee to the superintendent/designee.

**III. District transportation procedures for evacuation**

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

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

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

**Buses needed to evacuate schools**

<b>School</b>	<b>Total # students + staff</b>	<b># large buses needed</b>	<b># special needs students requiring accommodation in transportation</b>

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

**B. Notify drivers of the emergency situation**

1. Buses on routes (drivers on duty)

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

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

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

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

2. Non-scheduled times (drivers off duty)

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

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

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

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

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

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

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

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

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

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

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

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

**Possible bus staging areas at schools**

School	Normal bus pick up area	Alternate pick up area at school	Nearby suitable site

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

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

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

<b>School</b>	<b>Primary parent reunification site</b>	<b>Secondary parent reunification site</b>
<i>Name High School</i>	<i>Name Middle School</i>	<i>Clark County Fairgrounds</i>

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

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

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

<b>School</b>	<b>Normal bus exit route from school</b>	<b>Alternate bus exit route from school</b>

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

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

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

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

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

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

**IV. Communication systems**

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

*(You may want to state them here again.)*

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

*(Insert your own district communication plan.)*

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

The district office plan includes several means of communicating with parents, including the school parent notification system. Ensure that directions for student pick up be included in these messages.

For a community disaster, the city/county reverse 911 system may be used.

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

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

**V. Contracted bus services preparedness**

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

**VI. Secondary transportation agreements**

In 2007, superintendents of Clark County School Districts signed a “Memorandum of Understanding for Emergency Assistance among Clark County, Washington School Districts.” This agreement outlines a process for (but does not require) the sharing of school resources, including school buses and drivers, in the event of an emergency.

If the emergency exhausts all of the school district resources, a request for assistance would be made to the Clark Regional Emergency Operations Center (phone: 992-9229).

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

Clark County School Districts potentially have a role in providing transportation (school buses and drivers) in the event of a community emergency. School buses can be requested by Incident Commanders once the supply of C-Tran buses is exhausted.

These procedures are detailed in the “Emergency Bus Mobilization Plan,” part of the Clark County Comprehensive Emergency Management Plan, Emergency Support Function 1 - Transportation. Copies of this plan can be obtained from CRESA or the Clark County Safe Schools Task Force.

ps/Trans Emer Plan 0608

## Chapter 8

# Responding to Emergencies and Disasters: Proposed Recommendations for School Public Information Officers

- Become part of the district’s Safety Committee, and assist in training and practicing elements of the district’s safety plan.
- Develop an understanding of your role and how you will work collaboratively with the building Principal and district administrators in an emergency situation.
- Know the parent-student reunification plan, and the methods for communicating that plan to the public.
- Complete the ICS 100 or ICS 100 SC FEMA course, and NIMS 700, and become experienced in the Incident Command System (ICS) and the role of the PIO within that system.
- Work with safety planning groups to develop alternative sites for media staging areas.
- Develop a plan with peers to address large-scale incidents (in large-scale events, Joint Information Centers (JIC’s) are formed to enhance the ability of PIO’s from several agencies to develop a coordinated response to the incident).
- Develop informal agreements with local media on how to communicate with the public regarding school emergencies (e.g., they can be of great assistance in the parent-student reunification plan).
- Use an established “risk communication” model to craft messages to the public about school emergencies, such as:

## **Message Template for the First Minutes for all Emergencies**

Centers for Disease Control

<http://www.bt.cdc.gov/firsthours/resources/messagetemplate.asp>, and  
<http://www.bt.cdc.gov/erc/>

The suggested template below could be used in the first minutes after a suspected terrorism incident when little is known.

1. Please pay close attention. This is an urgent health message from [your public health agency].
2. Officials [emergency, public health, etc.] believe there has been a serious incident [describe incident including time and location] in \_\_\_\_\_ area.
3. At this time, we do not know the cause or other details about the incident.
4. Local officials are investigating and will work with State and Federal officials to provide updated information as soon as possible.
5. Stay informed and follow the instructions of health officials so you can protect yourself, your family and your community against this public health threat.
6. Give specific information about when and how the next update will be given

When more information is known, additional messages could be added about what is happening, the specific terrorist agent, the actions people should take to protect themselves and others and where to go for more information. Since these messages were developed to be effective for a variety of scenarios, they will need to be adapted to the specific event.

## **COMMUNICATIONS GUIDANCE DURING EMERGENCIES**

**From Emergency Management Guide for Business and Industry,**

**American Red Cross and FEMA, pages 31-32**

Communications are essential to any business operation. A communications failure can be a disaster in itself, cutting off vital business activities. Communications are needed to report emergencies, to warn personnel of the danger, to keep families and off-duty employees informed about what's happening at the facility to coordinate response actions and to keep in contact with customers and suppliers.

### **Emergency Communications**

Consider the functions your facility might need to perform in an emergency and the communications systems needed to support them. Consider communications between:

- Emergency responders
- Responders and the Incident Commander (IC)
- The IC and the Emergency Operations Center (EOC)
- The IC and employees
- The EOC and outside response organizations
- The EOC and neighboring businesses
- The EOC and employees' families
- The EOC and customers
- The EOC and media

Methods of communication include:

- Messenger
- Telephone
- Two-way radio
- FAX machine
- Microwave
- Satellite
- Dial-up modems
- Local area networks
- Hand signals

## **Notification**

- Establish procedures for employees to report an emergency.
- Inform employees of procedures.
- Train personnel assigned specific notification tasks.
- Post emergency telephone numbers near each telephone, on employee bulletin boards and in other prominent locations.
- Maintain an updated list of addresses and telephone and pager numbers of key emergency response personnel (from within and outside the facility).
- Listen for tornado, hurricane and other severe weather warnings issued by the National Weather Service.
- Determine government agencies' notification requirements in advance. Notification must be made immediately to local government agencies when an emergency has the potential to affect public health and safety.
- Prepare announcements that could be made over public address systems.

## **Warning**

Establish a system for warning personnel (and students) of an emergency. The system should:

- Be audible or within view by all people in the facility
- Have an auxiliary power supply
- Have a distinct and recognizable signal Make plans for warning persons with disabilities. For instance, a flashing strobe light can be used to warn hearing-impaired people.
- Familiarize personnel with procedures for responding when the warning system is activated.
- Establish procedures for warning customers, contractors, visitors and others who may not be familiar with the facility's warning system.
- Test your facility's warning system at least monthly.

## **Contingency Planning**

Plan for all possible contingencies from a temporary or short term disruption to a total communications failure.

- Consider the everyday functions performed by your facility and the communications, both voice and data, used to support them.
- Consider the business impact if your communications were inoperable. How would this impact your emergency operations?
- Prioritize all facility communications. Determine which should be restored first in an emergency.
- Establish procedures for restoring communications systems.

- Talk to your communications vendors about their emergency response capabilities. Establish procedures for restoring services.
- Determine needs for backup communications for each business function. Options include messengers, telephones, portable microwave, amateur radios, point-to-point private lines, satellite, high-frequency radio.

### **Family Communications**

In an emergency, personnel will need to know whether their families are okay. Taking care of one's loved ones is always a first priority. Make plans for communicating with employees' families in an emergency. Also, encourage employees to:

- Consider how they would communicate with their families in case they are separated from one another or injured in an emergency.
- Arrange for an out-of-town contact for all family members to call in an emergency.
- Designate a place to meet family members in case they cannot get home in an emergency.

## Chapter 9

# Guidance on the Use of K-12 Public Schools as Emergency Shelters

K–12 public schools are charged by statute to maintain school safety plans (RCW 28A.320.125) that are coordinated with local community safety agencies and stakeholders. The language within SSB 5097 also requires that schools, when developing their safety plans:

*(f) Take into account the manner in which the school facilities may be used as a community asset in the event of a community-wide emergency;*  
(<http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5097&year=2007>)

Assuming that a “shelter” is a long-term facility used to house community members who are displaced because of a community emergency or disaster, such efforts might be workable under the following conditions:

1. Development of an application process for use of a public K-12 school building for an emergency shelter, where such use is contingent upon a presidential declaration of disaster, gubernatorial proclamation of an emergency, or county declaration of an emergency per Chapter 38.52 RCW, Chapter 118-30 Washington Administrative Code (WAC), and other relevant regulation addressing the local management of emergencies and disasters.
2. Application would be made to the superintendent of the school district and the district's board of directors. The superintendent shall consult with the local municipal or county emergency management director to determine if this request is consistent with local emergency and disaster plans. The application may be denied if the district has a pre-existing agreement with a governmental agency to use the facility for another purpose in emergent circumstances, or if the local emergency management agencies deem the building's use as a shelter as inconsistent with local emergency plans.
3. Schools would be closed during the period of use as an emergency shelter.
4. The organization applying for use of the school as an emergency shelter shall be a local, state, or federal government agency; or, an organization recognized by the local municipal or county emergency management agency as a bona fide service provider in local emergency response and recovery plans.

5. Any non-governmental organization (NGO) applying for use of the school shall have a written memorandum of understanding or contract with the school district regarding the use of the facility, the time frames needed to accomplish the immediate sheltering objectives, the fiscal and legal liabilities assumed by the NGO, the compensation to the school district of any resources used or damages incurred during occupation, and the assurance of the return of the facility to the school district after thorough cleaning and decontamination.
6. It is the responsibility of the organization assuming responsibility for the shelter to work with local emergency management, public safety, and social service agencies to notify the community regarding the use and elements of the school for as an emergency shelter.
7. School districts are under no obligation to manage emergency shelters or assume responsibility for their operation.

It should be noted that schools may periodically be used by emergency response agencies as short-term shelters for community members when there is an emergency. During these incidents, school personnel should select a place in the building on the campus that is separate from students, and should have procedures to ensure there is no (or limited contact between students and community members.

## **SCHOOLS USED AS COMMUNITY SHELTERS: RESOURCES**

### **Design and Construction Guidance for Community Shelters.**

<http://www.fema.gov/fima/fema361.shtm>

(Federal Emergency Management Agency, Washington, DC , Jul 2000)

This manual presents guidance to engineers, architects, building officials, and prospective shelter owners concerning the design and construction of community shelters that will provide protection during tornado and hurricane events. The manual covers two types of community shelters: stand-alone shelters designed to withstand high winds and the impact of windborne debris during tornadoes, hurricanes, or other extreme-wind events; and internal shelters specially designed within an existing building to provide the same wind and missile protection. The shelters are intended to provide protection during a short-term, high-wind event, such as tornadoes and hurricanes.

Shelter location, design loads, performance criteria, and human factor criteria that should be considered for the design and construction of such shelters are provided as are case studies to illustrate how to evaluate existing shelter areas, make shelter selections, and provide construction drawings, emergency operation plans, and cost estimates. Included in the appendices is a case study involving a school shelter design in Kansas. Other appendices provide site assessment checklists; a benefit-cost analysis model for tornado and hurricane shelters; another case study of a stand-alone community shelter (North Carolina); wall sections, doors, and hardware that passed the missile impact tests; and design guidance on missile impact protection levels for wood sheathing.

This document is a guidance manual for engineers, architects, building officials, and prospective shelter owners about the design and construction of community shelters that will provide protection during tornadoes and hurricanes. Includes chapters that cover protection objectives; shelter types, location, and siting concepts; performance criteria for debris impact; design commentary; emergency management considerations; and cost/benefit analysis. 276p.

**Report NO:** FEMA 361 **ERIC NO:** ED450548;

**TO ORDER:** FEMA Publications Distribution Facility, Tel: 800-480-2520.

<http://www.fema.gov/fima/fema361.shtm>

**Schools As Post-Disaster Shelters: Planning and Management Guidelines for Districts and Sites. [California]** (California State Office of Emergency Services, Sacramento,CA , 1995)

This guidebook outlines a method for preparing school facilities and personnel in the event that schools are needed for disaster shelters. Chapter 1 provides descriptions of actual incidents in which California schools served as emergency shelters. Chapter 2 describes schools' legal responsibilities to their students and communities before, during, and after a disaster. Guidelines for coordinating interagency sheltering plans and making pre-disaster agreements are offered in the third chapter. The fourth chapter describes procedures for inspecting buildings and making assessments as to their safety. Standardized Emergency Management System (SEM) regulations for sheltering are provided in chapter 5. Chapter 6 discusses considerations in arranging for the resumption of school. Chapters 7 through 9 discuss plans for conducting shelter training and drills, financial considerations, and application of the law to private schools and special programs. 144p.

**ERIC NO:** ED396418; **TO ORDER:** Governor's Office of Emergency Services

<http://www.oes.ca.gov/>

#### **Community Use of Schools**

[http://www.edfacilities.org/rl/community\\_use.cfm](http://www.edfacilities.org/rl/community_use.cfm)

(National Clearinghouse for Educational Facilities, Washington, DC)

NCEF's resource list of links, books, and journal articles on community use of public school facilities during and after school hours.

# Chapter 10

## Recommended Emergency Supplies for Schools

From the American Red Cross <http://www.redcross.org/disaster/masters/supplies.html>

(Drawn from lists created by the CA Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994.)

### INTRODUCTION

#### **What to store:**

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

#### **Budget:**

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

#### **How much to store:**

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

### **Storage:**

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

### **Individual Kits**

Some schools ask students to bring in their own kits, sometimes called "comfort kits." (These "comfort kits" should not be confused with Red Cross "comfort kits" which consists mostly of toiletries and are given to people who have been affected by disasters.) Student-assembled "comfort kits" typically include a little food, some water, a space blanket or large plastic trash bag, a non-toxic chemical emergency light stick and a letter or photograph from home. These kits can be helpful, but require a great deal of time and supervision to assemble and check when they are brought to school. Sometimes parents include perishable items by mistake, and some parents do not send anything at all. The school will need a plan to make sure that each student has a kit. Vendors sell expensive individual kits as well, with much of the value in the packaging.

### **Classroom Kit:**

- Work gloves, leather.
- Latex gloves, 6 pair.
- Safety goggles, 1 pair.
- Small first aid kit.
- Pressure dressings, 3.
- Crow bar.
- Space blankets, 3.
- Tarp or ground cover.
- Student Accounting Forms, blank.
- Student emergency cards.
- Buddy classroom list.
- Pens, paper.
- Whistle.
- Student activities.
- Duct Tape, 2 rolls (for sealing doors & windows).
- Scissors.
- Suitable container for supplies (5-gallon bucket or backpack).
- Drinking Water and cups – stored separately.

- Toilet Supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies).
- Portable Radio, batteries or other communication system.
- Flashlight, batteries.
- Push broom (if classroom includes wheel chairs).

### **Supplies for the Whole School**

#### **Water:**

- 1 gallon per person per day times three days, with small paper cups.

#### **First Aid:**

- 4 x 4" compress: 1000 per 500 students.
- 8 x 10" compress: 150 per 500 students.
- Elastic bandage: 2-inch: 12 per campus 4-inch: 12 per campus.
- Triangular bandage: 24 per campus.
- Cardboard splints: 24 each, small, medium, large.
- Butterfly bandages: 50 per campus.
- Water in small sealed containers: 100 (for flushing wounds, etc.).
- Hydrogen peroxide: 10 pints per campus.
- Bleach, 1 small bottle.
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students.
- Scissors, paramedic: 4 per campus.
- Tweezers: 3 assorted per campus.
- Triage tags: 50 per 500 students.
- Latex gloves: 100 per 500 students.
- Oval eye patch: 50 per campus.
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus.
- Dust masks: 25/100 students.
- Disposable blanket: 10 per 100 students.
- First Aid Books 2 standard and 2 advanced per campus.
- Space blankets: 1 per student and staff.
- Heavy duty rubber gloves, 4 pair.

#### **Sanitation** (if not supplied in the Classroom Kits):

- 1 toilet kit per 100 students/staff, to include:
  - 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags.
  - Soap and water, in addition to the wet wipes, is strongly advised.

**Tools per Campus:**

- 3 rolls barrier tape 3" x 1000".
- Pry bar, Pick ax, Sledge hammer, Shovel, Pliers, Bolt cutters, Hammer, Screwdrivers, Utility knife, Broom Utility shut off wrench, 1/utility.

**Other Supplies:**

- 3' x 6' folding tables, 3-4.
- Chairs, 12-16.
- Identification vests for staff, preferably color-coded per school plan.
- Clipboards with Emergency Job Descriptions.
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release.
- Alphabetical Dividers for Request Gate.
- Copies of all necessary forms.
- Cable to connect car battery for emergency power.

**Food:**

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

**Search and Rescue Equipment:**

Adjust the number of S&R teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons. Training on how to do light search & rescue is required — contact your local Fire Department for information on whether such training is offered in your community.

- Hard hat, OSHA approved.
- Identification vest.
- Gloves, leather work.
- Goggles, safety.
- Dust mask.
- Flash light, extra batteries.
- Duffel or tote bag to carry equipment. Back pack with First Aid supplies.
- Master keys.

# Chapter 11

## General Suggestions for Parent-Student Reunification Plans for Schools

Local community emergency management and response agencies should consult on the district's plan to promote a coordinated response to evacuations. This list is a starting point for discussions between school officials and others addressing evacuation plans. Select locations for reunification based on the following criteria:

- a. The ability of school buses to safely access the area;
- b. Coordinate evacuation plans and drills with school transportation officials to address the capacity of that system to safely evacuate all students;
- c. Coordinate evacuation plans and drills with school nursing and Special Education staff to address the needs of students and staff with disabilities so as to ensure that the reunification site is adequate for their needs;
- d. The facilities are safe for students while they wait for parents to arrive (including shelter, access to restrooms, food as appropriate, etc.);
- e. Sufficient parking for parents while they check in with school authorities;
- f. Sufficient number of ingress/egress points to minimize traffic congestion;
- g. Test the ability of the school's two-way radio system (including the bus communication system) to ensure that the system is capable of operation between the district office, the sending location, and the reunification site.
- h. Consider developing Memoranda of Understanding with local community colleges as reunification sites, as they often have all of the resources necessary to safely conduct this process.

**Section: Operations**  
**Student Release**  
**Bellevue Fire Department**  
**Bellevue, Washington**

**Personnel:** School Secretary, available staff .  
Student Release process is supported by student runners.

**Responsibilities:** Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.

**Start-Up Actions:**

- Obtain and wear vest or position identifier, if available.
- Check with Operations Chief for assignments
- Obtain necessary equipment and forms from Logistics.
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Gate at the main student access gate.  
Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Set up Release gate some distance from Request Gate.

**Operational Duties:**

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer.

**Procedures:**

- Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.

Runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box. Runner takes form(s) to the designated classroom.

## **Student Release**

**If student is with class:**

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner.***"
- If appropriate, teacher sends parent copy of first aid form with the runner.
- Runner walks student(s) to Release gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

**If student is not with the class:**

- Teacher makes appropriate notation on Student Release Form: "***Absent***" if student was never in school that day.

"***First Aid***" if student is in Medical Treatment area.

"***Missing***" if student was in school but now cannot be located.

- Runner takes Student Release Form to CP.
- CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

**Closing Down:**

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

**Equipment/**

Job description clipboards

**Supplies:**

Pens, stapler

Box(es) of Emergency Cards

Signs to mark Parent Request Gate and Release Gate

Signs for alphabetical grouping to organize the parents (A-F, etc.)

Empty file boxes to use as out boxes

Forms: Student Release Form (copies for every student)

Disaster Release Form Completed By: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_ Date: \_\_\_\_\_

# Disaster Release Form

**Student's Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

<b>Mother's Name</b>	<b>Home Phone</b>	<b>Work Phone</b>	<b>Pager/Cell Phone</b>
<b>Father's Name</b>	<b>Home Phone</b>	<b>Work Phone</b>	<b>Pager/Cell Phone</b>
<b>Guardian's Name</b> (if different than above)	<b>Home Phone</b>	<b>Work Phone</b>	Pager/Cell Phone

If I/we are unable to pick up our child, I/we designate the following three people to whom my child may be released in case of emergency:

Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone

**Release Statement:** I authorize release of my son/daughter to any adult with whom he/she feels comfortable.

**Circle One:**    **Yes**    **No**

**Medical Alert:**

Condition: \_\_\_\_\_ Medication: \_\_\_\_\_

Condition: \_\_\_\_\_ Medication: \_\_\_\_\_

*Please send to school at least three full day's dosage of each medicine and include a letter from your physician giving the principal or designee permission to administer this medicine in the time of an emergency.*

Please list a friend or family member, who lives out of state, that we can call with information in case local telephone service is interrupted.

Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

\*\*\*\*\*

**For School Use Only**

The Student was released to \_\_\_\_\_ By \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ (AM) (PM) Destination: \_\_\_\_\_

White Copy for Request Gate

Yellow Copy for Release Gate

Attach Yellow Copy to Student Release Form

<p><b>Student Release/Runner Form</b></p> <p><i>To Be Taken By Runner</i></p>
---

**Please Print**

Student's Name : \_\_\_\_\_

Teacher : \_\_\_\_\_

Grade : \_\_\_\_\_

Requested By:  
\_\_\_\_\_



**To be filled in by Request Gate Staff**

Proof of I.D. \_\_\_\_\_ Name on Disaster Release Form Yes No  
(Circle One)



# Student's Status

## To Be Filled In By Teacher

Sent with Runner \_\_\_\_\_ Absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_

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

## To Be Filled In By Release Gate Staff

Proof of I.D. \_\_\_\_\_ Name on Disaster Release Form Yes No

(Circle One)

## To Be Filled In By Requester

### At Release Gate

Requester Signature:

\_\_\_\_\_

Destination:

\_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## **Directions for Parent & Student Reunion Drill:**

### **What you need to do the drill:**

Bin of 10 teddy bears with nametags  
Emergency release forms completed for each of the bears  
Student runner forms and attached to the emergency release forms  
Bear Parent Identification Cards  
10 Parent volunteers to be bear parents  
4 to 5 student runners  
Signs identifying the parent check in area  
Location pre-identified for parent reunion location (do not put signs at reunion location)  
Pens and/or pencils

### **Prior to the drill:**

- Train staff and student runners in the procedures for parent reunion
- Determine the date and time the drill will begin
- Decide location for parent check in and sign appropriately
- Sort the teddy bears and match the bears with their emergency form (make sure each bear has a form and matching parent identification card).
- Decide which classrooms will get the bears as guests for the drill and put the teachers name and classroom number on the attached runner form.
- Distribute the bears to the classrooms (keep the Bear Parent Identification and the emergency forms in the parent check location).
- Distribute Bear Parent Identification cards to the parent volunteers and ask them to wait and the check in area
- Put the emergency forms in alphabetical order

### **Now you are ready to start the drill – Parent Begin Check-in**

- Reunion team checks identification and insures there are on the emergency form
- Completes the bottom part of the emergency release form (student released to \_\_\_\_\_ by *initials of the release team member*, date, time and ask them where they are going.)
- Direct parent to the reunion area, reminding them to keep their ID out for them to be checked again in the reunion area.
- Tear off the white form and re-file it alphabetically.
- Fold over the yellow copy and have the runner form on the top.
- Complete the first section of the runner form (checked ID and On the form)
- Send runner form with runner to the classroom with the bear
- Runner gives runner form to the teacher, teacher checks box “sent with runner” and gives runner the bear and the form
- Runner takes bear to the reunion area and gives form and bear to the adult at the reunion table.
- Reunion team checks parent identification and asks parent to complete the bottom of the runner form.
- Give parent their bear and file the runner form alphabetically.



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## COMPREHENSIVE SAFE SCHOOL PLAN GUIDANCE CHECKLIST DRAFT

School district personnel engaged in the development of comprehensive safe school plans are encouraged to use the following checklist to review their progress and compliance with state and federal laws, regulations, and guidance. For Washington state K-12 common schools, this includes:

- RCW 28A.320.125 requirements, which will be denoted in ***BOLD ITALICS*** (in this font);
- Guidance from the Washington State Emergency Management Division pursuant to the school's role in the National Incident Management System; and,
- Guidance from the Office of Superintendent of Public Instructions and the Washington State School Safety Advisory Committee on how to develop plans with specific partners, addressing critical elements of school safety.

A school district's comprehensive safe school plan should optimally include the following elements on this checklist. Should a district review determine that there are elements missing or incomplete, it is recommended the district consider development of a plan to enhance the plan to address those issues.

COMPONENT	<i>Extent to which there is evidence that the component is included in the plan</i>			
	Not At All Evident	Somewhat Evident	Very Evident	Other or N/A
<b>1.0 GENERAL/POLICY REQUIREMENTS</b>				
<i>1.1 Plan references district policies that authorize the comprehensive safe school plan</i>				
<i>1.2 Establishes school and school district incident management teams based on the National Incident Management System's (NIMS) and the Incident Command System (ICS).</i>				
<i>1.3 Includes collaboration with community agencies and partners. (e.g., local public health, mental health, public safety, local government, law enforcement and emergency services personnel, and others deemed appropriate).</i>				
<i>1.4 Outlines an all-hazards/crisis approach to emergency management planning and response.</i>				
<i>1.5 Specifies provisions to assist and communicate with students and staff with disabilities and special needs.</i>				

1.6 Establishes a communication plan that provides for media contact and parental notification of safety and security related issues				
<i>1.7 Specifies that the plan will be annually reviewed and updated.</i>				
<i>1.8 Requires that principals be certified in ICS.</i>				
<i>1.9 Considers how school facilities may be used by the community as a resource in the event of a community-wide emergency or disaster.</i>				
<i>1.10 Establishes methods for requesting local law enforcement, fire, emergency management, public health and other emergency response agencies to meet with school districts and participate in safety drills.</i>				
1.11 Comprehensive Safe School Plan policies linked to district environmental health and safety policies				
1.12 Comprehensive Safe School Plan policies linked to district student healthcare policies				
1.13 Comprehensive Safe School Plan policies linked to district workplace safety policies				
1.14 Comprehensive Safe School Plan policies linked to district Safe and Drug-Free and Prevention-Intervention policies				
1.15 Other:				
<b>2.0 CAMPUS/BUILDING SECURITY</b>				
2.1 Requires that exterior doors have functional locks, and are annually inspected				
2.2 Requires that interior doors have functional locks, and are annually inspected				
2.3 Requires that hazardous chemicals are secured in locked rooms				
2.4 Requires that alarm and communication/ notification systems reach all areas of the campus where students and staff congregate				
2.5 Requires that to the extent possible, staff monitor major entrances to all campus buildings				
2.6 Requires that high-risk areas of campus are identified and monitored				
2.7 Requires that campus officials coordinate with local law enforcement, fire and emergency management agencies on emergency response procedures for at least:				
• 2.7.1 Law enforcement incidents				
• 2.7.2 Fire incidents				
• 2.7.3 Hazardous materials incidents				
• 2.7.4 Bomb threats				
• 2.7.5 Threats of violence or harm				
• 2.7.6 Other threats to the safety of students, staff or visitors in the school building				
2.8 Provides “Knox Box” or similar access to essential building keys to emergency response agencies				
2.9 Other:				

**3.0 PREVENTION-INTERVENTION**

**NOTE: This section is under development, and will be based on the guidance from the Consolidated Program Review process addressing Title IV, A – Safe and Drug Free Schools (see Attachment A)**

**4.0 PREVENTION-MITIGATION**

4.1 Outlines a hazard assessment process that includes both human-caused and environmental emergencies.				
4.2 Assesses physical and environmental risks (e.g., regional, buildings.)				
4.3 Assesses the social and emotional well-being of students, faculty and staff.				
4.4 Assesses school culture and climate.				
4.5 Addresses mitigation requirements based on input from local Dept. of Emergency Management.				

Other:

**5.0 PREPAREDNESS**

5.1 Institutionalizes the NIMS' ICS and assigns roles and responsibilities to individuals within the school district and at the building level				
5.2 Outlines crisis teams' duties				
5.3 Identifies existing service and supply contracts and vendors that may be utilized in case of emergency (e.g., transportation, fuel, construction work, food, etc.)				
5.4 Outlines steps for transitioning from local IC to unified command as the crisis unfolds.				
<b><i>5.5 Outlines emergency responses for evacuation, lockdown, and shelter-in-place and for other identifiable hazards.</i></b>				
5.6 Lists emergency supplies and go-kit components tailored to the:				
▪ 5.6.1 Classroom				
▪ 5.6.2 Main office				
▪ 5.6.3 Cafeteria				
▪ 5.6.4 Gymnasium				
▪ 5.6.5 Other non-classroom locations				
<b><i>5.7 Lists available emergency medical supplies and locations.</i></b>				
<b><i>5.8 Lists available emergency sanitation supplies.</i></b>				
5.9 Provides information about the school's facilities (e.g., maps, floor plans and location of utility cutoffs).				
<b><i>5.10 Includes assistance and communication plans during emergencies with:</i></b>				
▪ <b><i>5.10.1 Faculty and staff</i></b>				

▪ 5.10.2 Students				
▪ 5.10.3 Individuals with special needs or disabilities				
▪ 5.10.4 District administrators/school board members				
▪ 5.10.5 First responders				
▪ 5.10.6 Parents or guardians				
▪ 5.10.7 Media				
5.11 Lists schoolwide and classroom-specific communication devices and how to use them in different emergencies.				
5.12 Incorporates plans for communicating emergency management procedures to parents and guardians.				
5.13 Ensures communication ability with first responders.				
5.14 Provides guidance on family reunification plans and procedures.				
<b>5.15 Identifies school transportation procedures for evacuation, including bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements.</b>				
5.16 Outlines training to be provided to crisis response teams, faculty, staff, students and parents.				
5.17 Incorporates infectious disease planning activities.				
5.18 Outlines a process for incident debriefing and annual review of the school emergency management plan.				
5.19 Other:				
<b>6.0 EMERGENCY RESPONSE</b>				
6.1 Outlines the process for activating the ICS.				
6.2 Assigns a public information office (PIO) to communicate with media and the public during an emergency.				
6.3 Assigns an incident commander to manage the Command function of the ICS.				
6.4 Assigns incident command team members to manage the four other functions of the ICS: Logistics, Operations, Planning, and Finance-Administration.				
6.5 Incorporates after-action debriefings.				
6.6 Outlines procedures for revising the plan based on lessons learned.				
6.7 Other:				
<b>7.0 RECOVERY</b>				
7.1 Provides damage-assessment protocol for physical assets.				
7.2 Establishes procedures for making decisions about school closures.				
7.3 Provides criteria for reopening schools.				
7.4 Provides protocols for requesting mental health services .				
7.5 Recognizes the needs of students and staff following traumatic incidents.				

7.6 Incorporates sample templates (e.g., a letter notifying parents or guardians of a student's death) to notify members of the school community about crisis events.				
7.7 Provides guidelines for standing and temporary memorials, and the observance of anniversaries.				
7.8 Provides the PIO with protocols and templates for ongoing communication with the media, parents or guardians and the local community.				
7.9 Provides guidelines for screening potential volunteers to the extent possible in emergent situations.				
7.10 Provides guidelines for accepting non-cash donations or supplies.				
7.11 Other:				
<b>8.0 ANNUAL DOCUMENTATION/REPORTING TO WASPC MAPPING SYSTEM</b>				
8.1 <i>Review and update of comprehensive safe school plan in collaboration with local emergency response agencies.</i>				
8.2 <i>Hazardous materials list for each school building (using existing reporting systems, or reporting system supplied by WASPC).</i>				
8.3 <i>Current staffing, including:</i>				
• 8.3.1 <i>Identification of all staff members who are trained in the NIMS-700 course</i>				
• 8.3.2 <i>Identification of all staff members who are trained in the ICS-100 or ICS 100SC course</i>				
8.4 <i>Identification of school transportation procedures for:</i>				
• 8.4.1 <i>Evacuation procedures</i>				
• 8.4.2 <i>Bus staging areas</i>				
• 8.4.3 <i>Evacuation routes</i>				
• 8.4.4 <i>Communication systems</i>				
• 8.4.5 <i>Parent-student reunification sites</i>				
• 8.4.6 <i>Secondary transportation agreements (if any)</i>				
8.5 <i>Provide information to all staff on:</i>				
• 8.5.1 <i>Emergency notification procedures</i>				
• 8.5.2 <i>Emergency alert procedures</i>				
• 8.5.3 <i>Location and use of emergency supplies</i>				
Other:				
<b>9.0 DRILL/EXERCISE REQUIREMENTS</b>				
9.1 <i>School safety drills occur on a frequency of not less than:</i>				
• 9.1.1 <i>Six (6) fire evacuation drills per year</i>				
• 9.1.2 <i>One (1) lockdown drill</i>				
• 9.1.3 <i>One (1) shelter-in-place drill</i>				
• 9.1.4 <i>One (1) drill using the school mapping system, as available</i>				
9.2 <i>Drills are documented by date and time performed</i>				
9.3 <i>Drills should be considered for earthquakes, tsunamis, or other high-risk local events per the guidance of local emergency management agencies</i>				
9.4 Exercises are developed and conducted in collaboration with				

local emergency response/management agencies to test critical aspects of the plan				
Other:				
<b>10.0 TRAINING/PROFESSIONAL DEVELOPMENT</b>				
10.1 School campuses maintain a roster of personnel trained in the following safety plan elements:				
• 10.1.1 Incident Command System (ICS)				
• 10.1.2 National Incident Management System (NIMS)				
• 10.1.3 First Aid/CPR				
• 10.1.4 Verbal de-escalation methods				
• 10.1.5 Crisis response/critical incident debriefing				
• 10.1.6 Hazardous materials response				
10.2 All school personnel are annually informed of the revised safety plan, and their role in supporting the plan				
10.3 Students are annually instructed in emergency procedures				
10.4 Parents are provided with safety plan information				
10.5 School safety committees annually review and schedule safety plan-related training				
Other:				
<b>11.0 SAFETY SUPPLIES AND EQUIPMENT</b>				
11.1 Establishes a list of essential supplies to support the comprehensive safety plan				
11.2 Designates the location of essential supplies				
11.3 Provides for both within-building and outside-building locations for emergency supplies to address both lockdown/shelter-in-place AND evacuation needs				
11.4 Provides that school ICS supplies, when purchased, be consistent with local emergency response agency supplies and standards				

NOTE: THIS CHECK LIST WILL BE INSERTED INTO SECTION 3 - PREVENTION INTERVENTION OF THE COMPREHENSIVE CHECKLIST

### 07–08 Title IV, A – Safe and Drug-Free Schools District Checklist

District Name \_\_\_\_\_ CPRT Member \_\_\_\_\_  
 Date of Review \_\_\_\_\_

**TITLE IV, A – SAFE AND DRUG-FREE SCHOOLS**

Item	Supporting Documentation	Compliance Issue	Comments
10.1	The district has a comprehensive prevention plan that meets the Principles of Effectiveness including:	Comprehensive prevention plan to include all components	
	a. Assessment of drug abuse <b>and</b> violence data		
	b. Assessment of risk and protective factors		
	c. Measurable objectives		
	d. Scientifically-based programs		
	e. Meaningful and on-going consultation with parents,		
	Sec 4115(a)(1)(A-E)		
10.2	The application was developed through timely and meaningful consultation with state and local government, schools to be served (including private), parents, community based services and programs, etc., with expertise in drug and violence prevention activities. Sec 4114(c)(1)(A)	Documentation that coordination and consultation with NCLB and other Federal, state and local programs drug and violence prevention	
10.3	Ongoing consultation with parents is conducted.	Documentation of consultation with parents	
	Sec 4114(b)(1)(D)		
10.4	The district has a plan to evaluate and publicly report progress.	Evaluation and reporting is in place	
	Sec 4114(d)(3)		

## Safety

10.5 The district has published appropriate and effective school discipline policies.

Sec 4114(d) (7)(A), RCW28A.600.010

One copy of district's discipline policies One copy of district's policies has been made available to pupils, parents, teachers (calendars, handbooks, websites, newsletters, etc.)

10.6 The district has security procedures at school and while students are on the way to and from school.

Sec 4114(d)(7)(B)

Documentation of security procedures in place for students on the way to and from school

10.7 Prevention activities designed to create and maintain safe and drug free environments.

Sec 4114(d)(7)(C)

Provide a description or examples of prevention activities.

10.8 The district has a crisis management plan for responding to violent or traumatic incidents on school grounds.

Sec 4114(d)(7)(D)

Crisis management plan

**TITLE IV, A – SAFE AND DRUG-FREE SCHOOLS cont.**

**Gun-Free**

Item	Supporting Documentation Yes No	Compliance Issue	Comments  DISTRICT & BUILDING LEVEL
10.9 Required Gun Free Zone signage has been posted on school facilities.			
RCW 9.41.280			
10.10 Gun-free schools policy includes one-year mandatory expulsion for firearms, mandatory notification of violations by students to parents/guardians <b>and</b> law enforcement, and allows the expulsion to be modified by the chief school district officer or designee on a case by case basis.		One copy of gun-free policy with required Language	
Sec 4141(b)(1) and Sec 4141(h)(1).			

**Drug-Free**

10.11 Required Drug Free Zone signage has been posted on school grounds.	Yes No		DISTRICT & BUILDING LEVEL
RCW 69.50.435			
10.12 Drug-free schools policies have been implemented.		One copy of drug-free schools policy	
Sec 4114(d)(7)(A)			

**Tobacco-Free**

10.13 Required Tobacco-Free Zone signage has been posted.	Yes No		DISTRICT & BUILDING LEVEL
RCW 28A.210.310(2)			
10.14 Tobacco-Free schools policies have been implemented. Sec 4114(d)(7)(A)		One copy of tobacco-free policy with required language and defined sanctions	

10.15 Sanctions for violations of tobacco policy are defined for students and personnel.

Sec 4114(d)(7)(E) RCW 28A.210.310(2)

**Other**

10.16 The district has a policy for Harassment, Intimidation, and Bullying.

One copy of the Harassment, Intimidation, and Bullying policy

RCW 28A.300.285

10.17 Activities charged are allowable:

One month transaction recap One example of back-up documentation for one activity

OMB A-87, OMB A-133

a. Expenditures are for allowable activities.

10.18 Administrative Caps

Not exceeded admin cap for Title IV,

a. The District has not exceeded 2% administrative cap for Safe and Drug-Free Schools and Communities.



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### WASHINGTON STATE SAFE SCHOOL PLAN COMPLIANCE CHECKLIST

The “Washington State Safe School Plan Compliance Checklist” was developed to assist school districts determine the degree to which their safe school plans are in compliance with the provisions of RCW 28A.320.125, which was updated by the enactment of SSB 5097 by the Washington State legislature in 2007. This is viewed as a necessary first step in the development and maintenance of the larger “comprehensive safe school plan” required by this law. K–12 public schools are required to have such plans in place by September 1, 2008.

The following guidance has been developed in the form of a checklist to aid schools to determine the degree to which their current plans are in compliance with state law. It should be noted that the numbering system in the left column of the checklist refers to the numbering system for the larger “Comprehensive Safe School Plan Checklist,” which addresses the larger array of both legally required and best practice recommendations developed by OSPI in collaboration with the Washington State School Safety Advisory Committee, and an array of school safety stakeholders.

The template model for evaluation of safe school plans was adapted from the federal evaluation of the Emergency Response and Crisis Management (ERCM) grants (later re-titled Readiness and Emergency Management for Schools, or REMS), to assist in developing a compatible approach between federal and state assessment approaches. Those interested in the details on this program can go to their Website (<http://rems.ed.gov/>). The self-rating of compliance uses the following scale:

0 = Not currently in the plan

1 = Somewhat evident in the plan

2 = Very evident in the plan

X = Not applicable or “other”

Analysis of the gaps in a school’s plan should highlight those areas where the district needs to focus energy and resources in terms of compliance. Please note that the items in Section 8 focus on those elements that require reporting to the WASPC mapping system, and there is some redundancy with the items that are also required for the Safe School Plan.

<b>STATUTORY ELEMENT</b>	<b>STATUTORY REFERENCE</b>	<b>GUIDANCE</b>	<b>RATING</b>
<i>1.1 Plan references district policies that authorize the comprehensive safe schools plan</i>	RCW 28A.32.125 (2) (a)	This element simply requires that school safety plans be authorized by school board policies.	
<i>1.2 Establishes school and school district incident management plans based on the National Incident Management System's (NIMS) and the Incident Command System (ICS).</i>	RCW 28A.32.125 (1) and (2)	School building and school district safety plans need to be based on the federal guidelines located on the internet at: <a href="http://training.fema.gov/IS/NIMS.asp">http://training.fema.gov/IS/NIMS.asp</a>	
<i>1.3 Outlines an all-hazards/crisis approach to emergency management planning and response.</i>	RCW 28A.32.125 (2)	School safety plans must consider all of the likely hazards that would impact the school. Development of the list of hazard would be a product of the collaboration process noted in Section 1.3.	
<i>1.4 Includes collaboration with community agencies and partners. (e.g., local public health, mental health, public safety, local government, law enforcement and emergency services personnel, and others deemed appropriate).</i>	RCW 28A.32.125 (2) (g)	School district safety plans must be developed in concert with local emergency response/management agencies as listed. It is recommended that family services agencies and neighborhood associations be consulted.	
<i>1.5 Specifies that the plan will be annually reviewed and updated.</i>	RCW 28A.32.125 (3) (a)	It is recommended that the plan be reviewed each August in anticipation of the documentation requirements of October 15 of each year for the mapping system (see documentation section below)	
<i>1.6 Requires that the principal be certified in ICS.</i>	RCW 28A.32.125 (2) (e)	For K–12 school principals, “Certification” in ICS means possession of the FEMA certificate indicating the principal has passed the exam for either ICS 100 or ICS 100SC <a href="http://training.fema.gov/IS/NIMS.asp">http://training.fema.gov/IS/NIMS.asp</a>	
<i>1.7 Considers how school facilities may be used by the community as a resource in the event of a community-wide emergency or disaster.</i>	RCW 28A.32.125 (2) (f)	Based on the collaboration in Section 1.4, with specific contact made with county and/or municipal emergency management agencies, schools need to include in their safety plans contingencies for use by other agencies during community-wide emergencies or disasters.	
<i>1.8 Establishes methods for requesting local law enforcement, fire, emergency management, public health and other</i>	RCW 28A.32.125 (2) (g)	School safety plans need to include internal protocols for making contact with emergency response and public safety agencies for invitations to planned	

<i>emergency response agencies to meet with school districts and participate in safety drills.</i>		safety drills and exercises.	
<b>5.0 PREPAREDNESS</b>			<b>RATING</b>
<i>5.5 Outlines emergency responses for evacuation, lockdown, and shelter-in-place and for other identifiable hazards or expected emergencies.</i>	RCW 28A.32.125 (6)	Based on a review of Washington Administrative Codes (WAC) on building/fire codes, OSPI regulations, environmental health and safety regulations, and workplace safety regulations, school districts need to work with local emergency response/public safety agencies to ensure that procedures for each of these responses is consistent with emergency responder procedures	
<i>5.7 Lists available emergency medical supplies and locations.</i>	RCW 28A.32.125 (3) (d)	Self-explanatory	
<i>5.8 Lists available emergency sanitation supplies and locations</i>	RCW 28A.32.125 (3) (d)	Self-explanatory	
<i>5.9 Lists available “grab-and-go” kits and locations</i>	RCW 28A.32.125 (3) (d)	Self-explanatory	
<i>5.10 Includes assistance and communication plans during emergencies with:</i>	RCW 28A.32.125 (2) (c)	Schools need to consult their internal healthcare and special needs professionals, and local disabilities organizations to review their plans. The National Fire Protection Association (NFPA) has developed solid guidance on this issue, available on the internet at: <a href="http://www.nfpa.org/categoryList.asp?categoryID=824&amp;URL=Research%20&amp;%20Reports/Fact%20sheets/People%20with%20disabilities">http://www.nfpa.org/categoryList.asp?categoryID=824&amp;URL=Research%20&amp;%20Reports/Fact%20sheets/People%20with%20disabilities</a>	
▪ <i>5.10.1 Faculty and staff</i>			
▪ <i>5.10.2 Students</i>			
▪ <i>5.10.3 Individuals with special needs or disabilities</i>			
<i>5.15 Identifies school transportation procedures for evacuation, including bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements.</i>	RCW 28A.32.125 (3) (c) (ii)	School transportation systems need to be included in safety plans to articulate their role in responding to hazards identified in the plan.	

<b>8.0 ANNUAL DOCUMENTATION/REPORTING TO WASPC MAPPING SYSTEM</b>			<b>RATING</b>
<i>8.1 Review and update of comprehensive safe school plan in collaboration with local emergency response agencies.</i>	RCW 28A.32.125 (3)	Schools can use the OSPI “Comprehensive Safe School Checklist” to conduct a thorough review of their plans, or the “Safe School Plan Compliance Checklist” to assess the degree to which they are minimally in compliance with state law and official guidance.	
<i>8.2 Record and report on safe school plan to the WASPC statewide school mapping system</i>	RCW 28A.32.125 (4)	The requirement to report on school safety plans is accomplished by entry into the Critical Incident Planning and Mapping System (CIPMS), commonly known as Rapid Responder, managed by the Washington Association of Sheriffs and Police Chiefs (WASPC). School and district system administrators can provide all required information via the administrative web-site: <a href="http://prodadmin.rapidresponder.com">http://prodadmin.rapidresponder.com</a> . User Name and Password is required, and can be obtained by contacting WASPC at (360) 486-2380, or Prepared Response at (253) 272-1483.	
<i>8.3 Hazardous materials list for each school building</i>	RCW 28A.32.125 (3) (b)	WASPC and Prepared Response, Inc. (PRI) have developed a method for uploading existing lists of hazardous materials onto the statewide mapping system. See the WASPC Web site for instructions.	
<i>8.4 Current staffing, including:</i>	RCW 28A.32.125 (3) (c) (i)	OSPI has developed guidance on the types of FEMA-sponsored courses that should be considered for school employees. ICS 100 or 100 SC is required for all principals by state law. At present, the mapping system will document only those who have been trained in ICS 100, 100SC, or NIMS 700.	
<ul style="list-style-type: none"> <li><i>8.4.1 Identification of all staff members who are trained in the NIMS-700 course</i></li> </ul>		Self-explanatory	
<ul style="list-style-type: none"> <li><i>8.4.2 Identification of all staff members who are trained in the ICS-100 or ICS 100SC course</i></li> </ul>		Self-explanatory	

<b>8.5 Identification of school transportation procedures for:</b>	<b>RCW 28A.32.125 (3) (c) (ii)</b>	<b>These procedures focus on the school transportation system’s role in addressing each of these sub-categories.</b>	
• <b>8.5.1 Evacuation procedures</b>			
• <b>8.5.2 Bus staging areas</b>			
• <b>8.5.3 Evacuation routes</b>			
• <b>8.5.4 Communication systems</b>			
• <b>8.5.5 Parent-student reunification sites</b>			
• <b>8.5.6 Secondary transportation agreements (if any)</b>			
<b>8.6 Provide information to all staff on:</b>	<b>RCW 28A.32.125 (3) (d)</b>	<ul style="list-style-type: none"> <li>• <b>Emergency <u>notification</u> procedures</b> refers to those procedures used to provide information on the nature of an incident, the status of the incident, the response, and the plan to address the incident.</li> <li>• <b>Emergency <u>alert</u> procedures</b> address the methods by which those on a school campus are alerted to an incident, and the expected response.</li> <li>• <b>Emergency supplies</b> are those supplies determined to be essential to respond to different types of emergencies. Instructions for use of these supplies should be made available in the proximity of the supplies.</li> </ul>	
• <b>8.6.1 Emergency notification procedures</b>			
• <b>8.6.2 Emergency alert procedures</b>			
• <b>8.6.3 Location and use of emergency supplies</b>			
<b>9.0 DRILL/EXERCISE REQUIREMENTS</b>			<b>RATING</b>
<b>9.1 School safety drills occur on a frequency of <u>not less than:</u></b>	<b>RCW 28A.32.125 (6)</b>	<ul style="list-style-type: none"> <li>• <b>Review OSPI guidance on the definitions of “drills” versus “exercises” (see Chapter 5)</b></li> <li>• <b>Review definitions and requirements for emergency drills in recently revised Chapter 4 of the Washington State Building Code</b></li> <li>• <b>Coordinate drills with local emergency response agencies</b></li> <li>• <b>Schools that have been mapped should</b></li> </ul>	
• <b>9.1.1 Six (6) fire evacuation drills per year</b>			
• <b>9.1.2 One (1) lockdown drill</b>			
• <b>9.1.3 One (1) shelter-in-</b>			

<i>place drill</i>		contact local emergency response agencies to initiate the drill process using the mapping system (see Chapter 5)	
<ul style="list-style-type: none"> <li>9.1.4 One (1) drill using the school mapping system, as available</li> </ul>		Refer to the WASPC Web site for guidance: <a href="http://www.waspc.org/index.php?c=Critical%20Incident%20Planning%20and%20Mapping%20System">http://www.waspc.org/index.php?c=Critical%20Incident%20Planning%20and%20Mapping%20System</a> Schools that have not been mapped, or where school personnel have not been trained on the use of the mapping system, are not obliged to conduct mapping drills; these schools should contact WASPC to arrange for mapping or training for their staff	
9.2 Drills are documented by date and time performed	RCW 28A.32.125 (6)	Consider using the OSPI “Drill Reporting Form” to document drills	
9.3 Drills should be considered for earthquakes, tsunamis, or other high-risk local events per the guidance of local emergency management agencies	RCW 28A.32.125 (6)	Review community hazards and vulnerabilities that might impact the local school system with local emergency management agencies to determine priorities for specialized drills	

\*SSB 5097 is the bill passed into law by the 2007 Washington state legislature modifying RCW 28A.320.125 and enhancing the requirements for school safety plans in the K-12 common school system. Details can be found on the OSPI School Safety Center website (<http://www.k12.wa.us/Safetycenter/>), and on the legislature’s website (<http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5097&year=2008>).

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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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November 26, 2007

(X) Action Required  
Due date: 09/01/08  
( ) Informational

### BULLETIN NO. 105-07 WASHINGTON STATE SCHOOL SAFETY CENTER

TO: Educational Service District Superintendents  
School District Superintendents

FROM: Dr. Terry Bergeson  
State Superintendent of Public Instruction

RE: Safety Planning, Training, and Emergency Drill Requirements

CONTACT: Tyson Vogeler, Program Supervisor  
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Schools in Washington State have historically been required by state fire code to conduct monthly evacuation drills and, since 2002, have been required to have comprehensive safe school plans (RCW 28A.320.125). However, regional and national incidents of school violence as well as natural disasters have drawn legislative attention to the need for comprehensive school safety planning that goes beyond previous efforts.

In response to these perceived needs, the 2007 Washington Legislature imposed new requirements for school safety planning, training, emergency drills, and reporting. The passage of Substitute Senate Bill 5097 (SSB 5097), signed by Governor Gregoire in May 2007, establishes considerable new requirements for schools and districts in the interest of school safety and security. The full text of SSB 5097 is available at <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5097>.

SSB 5097 is a complex, multi-faceted piece of legislation which addresses the need for comprehensive school safety planning by (1) connecting previous school safety efforts

with new drill and reporting requirements, (2) requiring incident command system (ICS) training of school administrators, (3) requiring schools to use and update the school mapping information system, (4) expanding the types of required monthly emergency drills in schools, (5) requiring the annual reporting through the school mapping information system, and (6) requiring districts and schools to develop and implement safe school plans. Additionally, SSB 5097 encourages a comprehensive approach to school safety planning by requiring districts to consider how their facilities may be used in communitywide emergencies and by encouraging cooperative emergency exercises with response agencies.

The specific requirements of SSB 5097 are as follows:

- I. **Each district shall adopt and implement no later than September 1, 2008, a safe school plan consistent with the school mapping information. The plan shall:**
  - A. Include school safety policies and procedures.
  - B. Address emergency mitigation, preparedness, response, and recovery.
  - C. Include provisions to assist and communicate with students and staff, including those with special needs and disabilities.
  - D. Use training guidance as provided by Washington State Emergency Management Division in collaboration with the Office of Superintendent of Public Instruction (OSPI) and the school safety center advisory committee.
  - E. Require that building principals be certified on the Incident Command System (ICS).
  - F. Take into account how school facilities may be used as community assets in the event of a communitywide emergency.
  - G. Set guidelines for requesting city or county law enforcement, local fire departments, emergency service providers, and county/municipal emergency management agencies to meet with school districts and participate in safety-related drills annually.
  
- II. **School districts shall annually record and report the following to the Washington Association of Sheriffs and Police Chiefs (WASPC) through the school mapping system:**
  - A. Review and update safe school plans in collaboration with local emergency response agencies.

- B. Conduct an inventory of all hazardous materials.
- C. Update current staffing and plans, including:
  - i. Identifying all staff members who are trained on the National Incident Management System (NIMS), trained on the Incident Command System (ICS), or are certified on the Incident Command System (ICS).
  - ii. Identifying school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements consistent with the school mapping information system.
  - iii. Provide information to all staff on emergency notification and alert procedures as well as the use of emergency supplies.

**III. School districts are encouraged to work with local emergency management agencies and other emergency responders to conduct:**

- A. One tabletop exercise.
- B. One functional exercise.
- C. Two full-scale exercises within a four-year period.

**IV. Schools shall conduct:**

- A. No less than one safety-related drill each month that school is in session:
  - i. No less than one drill per school year using the school mapping information system.
  - ii. No less than one drill for lockdowns.
  - iii. No less than one drill for shelter-in-place.
  - iv. No less than six drills for fire evacuation in accordance with the state fire code.
- B. Schools should consider drills for earthquakes, tsunamis, or other high-risk local events.
- C. Schools shall document the date and time of drills.

**V. Educational Service Districts (ESD) are encouraged to apply for federal emergency response and crisis management grants with the assistance of OSPI and the Washington State Emergency Management Division of the State Military Department.**

BULLETIN NO. 105-07 WSSSC  
Page 4  
November 26, 2007

This legislation amended RCW 28A.320.125 to include the new safety-related requirements and became effective May 11, 2007. OSPI is currently working with the Washington School Safety Advisory Committee, the Washington Association of Fire Marshals, and other stakeholders to draft new regulations (i.e., Washington Administrative Code revisions) which detail the requirements for multi-hazard drills, hazardous materials inventory, and reporting requirements. School districts are encouraged to work with local fire and law enforcement agencies to develop a plan for implementing new drill requirements in their facilities.

OSPI's School Safety Center staff is available to provide technical assistance and answer questions from districts and ESDs regarding school safety planning and the requirements of SSB 5097. As OSPI develops guidance to assist districts and schools in compliance with the requirements of SSB 5097, that information will be posted on the Washington State School Safety Center Web site (<http://www.k12.wa.us/safetycenter/>). We anticipate having guidance, definitions, checklists, and other supporting materials posted on this site by December 1, 2007.

If you have any questions concerning this bulletin, please contact Tyson Vogeler at (360) 725-6044 or via email at [tyson.vogeler@k12.wa.us](mailto:tyson.vogeler@k12.wa.us). The agency TTY number is (360) 664-3631.

This bulletin is also available on OSPI's Web site at:  
<http://www.k12.wa.us/BulletinsMemos/bulletins2007.aspx>.

#### STUDENT SUPPORT

Martin T. Mueller  
Assistant Superintendent

#### WASHINGTON STATE SCHOOL SAFETY CENTER

Craig D. Apperson  
Director

TB:tv



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

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April 23, 2008

(X) Action Required  
Due date: Immediate  
( ) Informational

### BULLETIN NO. 025-08 WASHINGTON STATE SCHOOL SAFETY CENTER

TO: Educational Service District Superintendents  
School District Superintendents

FROM: Dr. Terry Bergeson, State Superintendent of Public Instruction

RE: Emergency Rule Change for Fire and Emergency Drills

CONTACT: Tyson J. Vogeler, Program Supervisor  
(360) 725-6044 or [tyson.vogeler@k12.wa.us](mailto:tyson.vogeler@k12.wa.us)  
Agency TTY (360) 664-3631

This bulletin provides information about changes to the fire code that affect the requirements for emergency drills in schools. These changes take effect immediately and affect all schools in Washington State.

Schools in Washington State have historically been required by state fire code to conduct monthly evacuation drills. That requirement was modified by the passage of Substitute Senate Bill 5097 (SSB 5097), signed by Governor Gregoire in May 2007. This legislation modified state statute pertaining to school safety planning and preparation and is now codified as RCW 28A.320.125. Among other requirements, SSB 5097 requires schools to conduct lockdown and shelter-in-place drills no less than once per school year. Schools must also conduct a drill using the school mapping system at least once per year.

The Office of Superintendent of Public Instruction (OSPI) has worked in partnership with the Washington School Safety Advisory Committee, the Washington Association of Fire Marshals, and other stakeholders to draft new regulations (i.e., Washington Administrative Code revisions) which specify the requirements for emergency drills as required by SSB 5097. The Washington Building Code Council took action on March 14, 2008, to implement these changes as emergency rule. The attached revisions to WAC 51-54-0400 and requirements for additional emergency drills take effect immediately and supersede previous code.

The Washington Building Code Council adopted revisions to Chapter 4 of the fire code, which specifies that schools must annually conduct at least six (6) fire evacuation drills, one (1) lockdown drill, and one (1) shelter-in-place drill. Additionally, one drill must use the

BULLETIN NO. 025-08 WSSSC

Page 2

April 23, 2008

school mapping system. The revised fire code, codified as WAC 51-54-0400, is attached to this bulletin. A public comment period will be provided later this year prior to final adoption of these revisions.

OSPI's School Safety Center staff is available to provide technical assistance and answer questions from districts and educational service districts regarding these changes. As OSPI develops guidance to assist districts and schools in compliance with these code revisions, that information will be posted on the Washington State School Safety Center Web site (<http://www.k12.wa.us/safetycenter/>).

If you have any questions about this bulletin, please contact our office at (360) 725-6044 or email [tyson.vogeler@k12.wa.us](mailto:tyson.vogeler@k12.wa.us). The agency TTY number is (360) 664-3631.

This bulletin is also available on OSPI's Web site at:  
<http://www.k12.wa.us/BulletinsMemos/bulletins2008.aspx>.

#### STUDENT SUPPORT

Martin T. Mueller  
Assistant Superintendent

#### WASHINGTON STATE SCHOOL SAFETY CENTER

Craig D. Apperson  
Director

TB:tjv:racp

Attachment A	WAC 51-54-0400
Attachment B	Rule-Making Order CR-103

1           **WAC 51-54-0400    Chapter 4 -- Emergency Planning and Preparedness**  
 2  
 3

4                                   **SECTION 402**  
 5                                   **DEFINITIONS**  
 6

7   **402.1 Definitions.** The following words and terms shall, for the purposes of this chapter and as  
 8 used elsewhere in this code, have the meaning shown herein.  
 9

10 **EMERGENCY DRILL.** An exercise performed to train staff and occupants and to evaluate their  
 11 efficiency and effectiveness in carrying out emergency procedures.

12 **LOCKDOWN** an action used to position occupants behind secured openings and isolated from  
 13 threats.

14           **Full lockdown.** Occupants remain out of sight and as quiet as possible, with only limited  
 15 authorized entry, exit, or movement within the building. Occupants in corridors,  
 16 common areas, or unsecured areas move quickly to the nearest secured area.

17           **Modified lockdown.** Occupants of a facility are isolated from potential outside threats  
 18 by remaining within a building with exterior doors and other exits are secured, and that  
 19 entry and exit from the building is limited to that which is authorized. During a modified  
 20 lockdown, interior movement and other activities within the building may be allowed or  
 21 restricted in accordance to the lockdown plan.

22 **SHELTER-IN-PLACE.** An emergency response used to minimize exposure of facility  
 23 occupants to chemical or environmental hazards by taking refuge in predetermined interior rooms  
 24 or areas where actions are taken to isolate the interior environment from the exterior hazard.  
 25

26                                   **SECTION 404**  
 27                                   **EMERGENCY PLANS**  
 28

29 **404.1 General.** Fire safety, evacuation, shelter-in-place and lockdown plans shall comply with  
 30 the requirements of this section.  
 31

32 **404.2 Fire safety and evacuation plans.** Fire safety and evacuation plans shall comply with the  
 33 requirements of section 404.2.1 through 404.2.4  
 34

35           **404.2.1 Where required.** A fire safety and evacuation plan shall be prepared and  
 36 maintained in accordance with this chapter for the following occupancies and buildings  
 37 when required by the fire code official.

- 38           1.       Group A having an occupant load of 100 or more.
- 39           2.       Group B buildings having an occupant load of 500 or more persons or  
 40 more than 100 persons above or below the lowest level of exit discharge.
- 41           3.       Group E.
- 42           4.       Group H.
- 43           5.       Group I.
- 44           6.       Group R-1.

- 1 7. Group R-2 college and university buildings. Boarding homes, group
- 2 homes and residential treatment facilities licensed by the State of
- 3 Washington.
- 4 8. High-rise buildings.
- 5 9. Group M buildings having an occupant load of 500 or more persons or
- 6 more than 100 persons above or below the lowest level of exit discharge.
- 7 10. Covered malls exceeding 50,000 square feet (4645 m<sup>2</sup>) in aggregate
- 8 floor area.
- 9 11. Underground buildings.
- 10 12. Buildings with an atrium and having an occupancy in Group A, E or M.
- 11

12 **404.2.2 Contents.** Fire safety and evacuation plan contents shall be in accordance with  
 13 Sections 404.2.2.1 and 404.2.2.2.

14  
 15 **404.2.2.1 Fire evacuation plans.** Fire evacuation plans shall include the  
 16 following:

- 17
- 18 1. Emergency egress or escape routes and whether evacuation of
- 19 the building is to be complete or, where approved, by selected
- 20 floors or areas only.
- 21 2. Procedures for employees who must remain to operate critical
- 22 equipment before evacuating.
- 23 3. Procedures for accounting for employees and occupants after
- 24 evacuation has been completed.
- 25 4. Identification and assignment of personnel responsible for rescue
- 26 or emergency medical aid.
- 27 5. The preferred and any alternative means of notifying occupants
- 28 of a fire or emergency.
- 29 6. The preferred and any alternative means of reporting fires and
- 30 other emergencies to the fire department or designated
- 31 emergency response organization.
- 32 7. Identification and assignment of personnel who can be contacted
- 33 for further information or explanation of duties under the plan.
- 34 8. A description of the emergency voice/alarm communication
- 35 system alert tone and preprogrammed voice messages, where
- 36 provided.
- 37

38 **404.2.2.2 Fire safety plans.** Fire safety plans shall include the following:

- 39
- 40 1. The procedure for reporting a fire or other emergency.
- 41 2. The life safety strategy and procedures for notifying, relocating,
- 42 or evacuating occupants.
- 43 3. Site plans indicating the following:
- 44 3.1. The occupancy assembly point.
- 45 3.2. The locations of fire hydrants.
- 46 3.3. The normal routes of fire department vehicle access.
- 47 4. Floor plans identifying the locations of the following:
- 48 4.1. Exits.
- 49 4.2. Primary evacuation routes.
- 50 4.3. Secondary evacuation routes.

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- 4.4. Accessible egress routes.
- 4.5. Areas of refuge.
- 4.6. Manual fire alarm boxes.
- 4.7. Portable fire extinguishers.
- 4.8. Occupant-use hose stations.
- 4.9. Fire alarm annunciators and controls.
- 5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures.
- 6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires.
- 7. Identification and assignment of personnel responsible for maintenance, housekeeping and controlling fuel hazard sources.

**404.2.3 Maintenance.** Fire safety and evacuation plans shall be reviewed by the owner or occupant annually or more often, as necessitated by changes in staff assignments, occupancy, or the physical arrangement of the building.

**404.2.4 Availability.** Fire safety and evacuation plans shall be available in the workplace for reference and review by employees, and copies shall be furnished to the fire code official for review upon request.

**404.3 Shelter-In-Place and Lockdown Plans.** Shelter-in-place and lockdown plans shall comply with the requirements of Sections 404.3.1 through 404.3.4.

**404.3.1 Where required.** A shelter-in-place and lockdown plan shall be prepared and maintained for all Group E occupancies.

**EXCEPTION:** Daycares not colocated on a Group E campus.

**404.3.2 Contents.** Shelter-in-place and lockdown plan contents shall be in accordance with Sections 404.3.2.1 and 404.3.2.2.

**404.3.2.1 Shelter-in-place plans.** Shelter-in-place plans shall include the following:

- 1. Identification of the procedures of initiating the shelter-in-place plan throughout the facility or campus.
- 2. Identification of pre-arranged alert and recall signals to notify all occupants.
- 3. Identification of procedures for reporting the facility is sheltering-in-place to the local emergency dispatch center.
- 4. A means of two-way communication between a central location and each secure area.
- 5. Identification of protective security measures.
- 6. Location of emergency supplies.
- 7. Accountability procedures for staff to report the presence or absence of occupants.
- 8. Identification of crisis response team members in accordance with the National Incident Management System.

- 9. Actions to be taken in the event of a fire or medical emergency while in sheltering-in-place.

**404.3.2.2 Lockdown plans.** Lockdown plans shall include the following:

- 1. Identification of the procedures of initiating the lockdown plan throughout the facility or campus.
- 2. Identification of pre-arranged alert and recall signals to notify all occupants.
- 3. Identification of procedure for access to facility for emergency responders.
- 4. Identification of procedures for reporting the facility is in lockdown to the local emergency dispatch center.
- 5. A means of two-way communication between a central location and each secure area.
- 6. Identification of protective security measures.
- 7. Location of emergency supplies.
- 8. Accountability procedures for staff to report the presence or absence of occupants.
- 9. Identification of crisis response team members in accordance with the National Incident Management System.
- 10. Actions to be taken in the event of a fire or medical emergency while in lockdown.

**404.3.3 Maintenance.** Shelter-in-place and lockdown plans shall be reviewed by the owner or occupant annually or more often, as necessitated by changes in staff assignments, occupancy, or the physical arrangement of the building.

**404.3.4 Availability.** Shelter-in-place and lockdown plans shall be available in the workplace for reference and review by employees, and copies shall be furnished to the fire code official for review upon request.

**SECTION 405  
EMERGENCY DRILLS**

**405.1 General.** Emergency drills shall comply with the requirements of this section.

**405.2 Emergency Evacuation Drills.** Emergency evacuation drills complying with the provisions of this section shall be conducted at least annually in the occupancies listed in Section 404.2.1 or when required by the fire code official. Drills shall be designed in cooperation with the local authorities.

**405.2.1 Frequency.** Required emergency evacuation drills shall be held at the intervals specified in Table 405.2.1 or more frequently where necessary to familiarize all occupants with the drill procedure.

**TABLE 405.2.1  
FIRE AND EVACUATION DRILL  
FREQUENCY AND PARTICIPATION**

<b>GROUP OR OCCUPANCY</b>	<b>FREQUENCY</b>	<b>PARTICIPATION</b>
Group A	Quarterly	Employees
Group B <sup>c</sup>	Annually	Employees
Group E	Monthly <sup>ae</sup>	All occupants
Group I	Quarterly on each shift	Employees <sup>b</sup>
Group R-1	Quarterly on each shift	Employees
Group R-2 <sup>f</sup>	Quarterly on each shift	Employees
Group R-2 <sup>d</sup>	Four annually	All occupants
High-rise buildings	Annually	Employees

- 8 a. The frequency shall be allowed to be modified in accordance with Section 408.3.2.
- 9 b. Fire and evacuation drills in residential care assisted living facilities shall include complete
- 10 evacuation of the premises in accordance with Section 408.10.5. Where occupants receive
- 11 habilitation or rehabilitation training, fire prevention and fire safety practices shall be included as
- 12 part of the training program.
- 13 c. Group B buildings having an occupant load of 500 or more persons or more than 100 persons
- 14 above or below the lowest level of exit discharge.
- 15 d. Applicable to Group R-2 college and university buildings in accordance with Section 408.3.
- 16 e. Group E, and daycares co-located on a Group E campus shall jointly perform at least 6 fire and
- 17 evacuation drills per school year.
- 18 f. Applicable to boarding homes, group homes, residential treatment facilities licensed by the State
- 19 of Washington.

20

21

22 **405.2.2 Leadership.** Responsibility for the planning and conduct of drills shall be

23 assigned to competent persons designated to exercise leadership.

24

25 **405.2.3 Time.** Drills shall be held at unexpected times and under varying conditions to

26 simulate the unusual conditions that occur in case of fire.

27

28 **405.2.4 Record keeping.** Records shall be maintained of required emergency evacuation

29 drills and include the following information:

- 30 1. Identity of the person conducting the drill.
- 31 2. Date and time of the drill.
- 32 3. Notification method used.
- 33 4. Staff members on duty and participating.
- 34 5. Number of occupants evacuated.
- 35 6. Special conditions simulated.
- 36 7. Problems encountered and corrective action taken.
- 37 8. Weather conditions when occupants were evacuated.
- 38 9. Time required to accomplish complete evacuation.
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**405.2.5 Notification.** Where required by the fire code official, prior notification of emergency evacuation drills shall be given to the fire code official.

**405.2.6 Initiation.** Where a fire alarm system is provided, emergency evacuation drills shall be initiated by activating the fire alarm system. The fire alarm monitoring company shall be notified prior to the activation of the fire alarm system for drill purposes and again at the conclusion of the transmission and restoration of the fire alarm system to normal mode.

**Exception:** Drills conducted between the hours of 9:00 pm and 6:00 am, in Group R-2 boarding homes, groups homes and residential treatment facilities licensed by the State of Washington, are allowed to utilize a coded announcement.

**405.2.7 Accountability.** As building occupants arrive at the assembly point, efforts shall be made to determine if all occupants have been successfully evacuated or have been accounted for.

**405.2.8 Recall and reentry.** An electrically or mechanically operated signal used to recall occupants after an evacuation shall be separate and distinct from the signal used to initiate the evacuation. The recall signal initiation means shall be manually operated and under the control of the person in charge of the premises or the official in charge of the incident. No one shall reenter the premises until authorized to do so by the official in charge.

**405.3 Shelter-In-Place and Lockdown Drills.** Shelter-in-place and lockdown drills complying with the provisions of this section shall be conducted in the occupancies listed in Section 404.3.1 or when required by the fire code official. Drills shall be designed in cooperation with local authorities.

**405.3.1 Frequency.** Shelter-in-place and lockdown drills required by this section shall each be held at least annually to familiarize all occupants with the emergency procedures. Group E and co-located daycares shall drill jointly.

**405.3.2 Leadership.** Responsibility for the planning and conduct of drills shall be assigned to competent persons designated to exercise leadership.

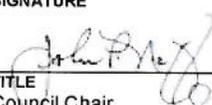
**405.3.3 Time.** Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of an emergency.

**405.3.4 Record keeping.** Records shall be maintained of required shelter-in-place and lockdown drills and include the following information:

1. Identity of the person conducting the drill.
2. Date and time of the drill.
3. Notification method used.
4. Staff members on duty and participating.
5. Number of occupants sheltered and unaccounted for.
6. Special conditions simulated.
7. Problems encountered and corrective actions taken.





 <b>RULE-MAKING ORDER</b>		<b>CR-103 (June 2004)</b> (Implements RCW 34.05.360)
Agency: <b>State Building Code Council</b>		<input type="checkbox"/> Permanent Rule <input checked="" type="checkbox"/> <b>Emergency Rule</b>
<b>Effective date of rule:</b> <b>Permanent Rules</b> <input type="checkbox"/> 31 days after filing. <input type="checkbox"/> Other (specify) (If less than 31 days after filing, a specific finding under RCW 34.05.380(3) is required and should be stated below)		<b>Effective date of rule:</b> <b>Emergency Rules</b> <input checked="" type="checkbox"/> Immediately upon filing. <input type="checkbox"/> Later (specify) _____
<b>Any other findings required by other provisions of law as precondition to adoption or effectiveness of rule?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If Yes, explain:		
<b>Purpose:</b> To amend the WAC 51-54-0400, 2006 International Fire Code for consistency with Chapter 406, 2007 Session Laws		
<b>Citation of existing rules affected by this order:</b> Repealed: Amended: WAC 51-54-0400 Suspended:		
<b>Statutory authority for adoption:</b> RCW 19.27.074 and RCW 19.27.020		
<b>Other authority:</b> RCW 19.27 and RCW 34.05, Session laws Chapter 406, 2007		
<b>PERMANENT RULE ONLY (Including Expedited Rule Making)</b> Adopted under notice filed as WSR on (date).  Describe any changes other than editing from proposed to adopted version:   If a preliminary cost-benefit analysis was prepared under RCW 34.05.328, a final cost-benefit analysis is available by contacting: N/A  Name: _____ phone ( ) _____ Address: _____ fax ( ) _____ e-mail _____		
<b>EMERGENCY RULE ONLY</b> Under RCW 34.05.350 the agency for good cause finds: <input type="checkbox"/> That immediate adoption, amendment, or repeal of a rule is necessary for the preservation of the public health, safety, or general welfare, and that observing the time requirements of notice and opportunity to comment upon adoption of a permanent rule would be contrary to the public interest. <input checked="" type="checkbox"/> That state or federal law or federal rule or a federal deadline for state receipt of federal funds requires immediate adoption of a rule. Reasons for this finding: See Attached		
<b>Date adopted:</b> <b>March 14, 2008</b>		<b>CODE REVISER USE ONLY</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <b>OFFICE OF THE CODE REVISER</b>  <b>STATE OF WASHINGTON</b>  <b>FILED</b>   <b>DATE: April 02, 2008</b>  <b>TIME: 2:56 PM</b>   <b>WSR 08-09-001</b> </div>
<b>NAME (TYPE OR PRINT)</b> John Neff		
<b>SIGNATURE</b> 		
<b>TITLE</b> Council Chair		

(COMPLETE REVERSE SIDE)



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

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June 30, 2008

(X) Action Required  
Due date: 09/01/08  
( ) Informational

### BULLETIN NO. 060-08 WASHINGTON STATE SCHOOL SAFETY CENTER

TO: Educational Service District Superintendents  
School District Superintendents  
Educational School District Prevention Center Directors  
Educational Service District Risk Managers  
Educational Service District Facilities Managers  
Educational Service District Transportation Coordinators  
School District Safety and Security Administrators  
School District Risk Managers  
School District Facilities Managers  
School District Communications and Public Information Officers  
School District Transportation Supervisors  
School Principals and Assistant Principals

FROM: Dr. Terry Bergeson, State Superintendent of Public Instruction

RE: K-12 School Safety Planning, Training, and Emergency Drill Requirements

CONTACT: Craig D. Apperson, 360-725-6044, [craig.apperson@k12.wa.us](mailto:craig.apperson@k12.wa.us)  
Agency TTY: 360-664-3631

This bulletin provides updated information and guidance on the requirements of Substitute Senate Bill 5097 (SSB 5097), passed by the 2007 Washington State Legislature and codified as RCW 28A.320.125 (<http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.320.125>). This revision in the law requires school districts to comply with new safety planning and documentation measures.

The Office of Superintendent of Public Instruction (OSPI), in consultation with the School Safety Advisory Committee, has spent the past year defining and developing guidance on the requirements established by the passage of Substitute Senate Bill 5097. OSPI provided schools and community safety stakeholders with preliminary guidance on these requirements in November 2007 (<http://www.k12.wa.us/BulletinsMemos/bulletins2007/B105-07.pdf>).

## SCHOOL SAFETY PLANNING GUIDANCE AND RESOURCES:

Resources are now available for schools and their community safety stakeholders to access safe school plan development and documentation information.

1. RCW 28A.320.125 requires that K–12 public schools develop and have in place a Safe School Plan by **September 1, 2008**. Reporting requirements within the law mandate documentation on elements of their Safe School Plan to the Washington Association of Sheriffs and Police Chiefs (WASPC). OSPI, in consultation with the School Safety Advisory Committee, has determined that schools shall report on their Safe School Plan by **October 15** of each year. “Reporting to WASPC” is accomplished by entry into the Critical Incident Planning and Mapping System (CIPMS), commonly known as Rapid Responder, managed by WASPC. School and district system administrators can provide all required information via the administrative Web site: <http://prodadmin.rapidresponder.com>. A user name and password is required, which can be accessed by contacting WASPC at 360-486-2380 or Prepared Response at 253-272-1483. Project background information can be found at: <http://www.waspc.org/index.php?c=Critical%20Incident%20Planning%20and%20Mapping%20System> and [http://www.preparedresponse.com/media/waspc\\_video.html](http://www.preparedresponse.com/media/waspc_video.html).
2. The School Safety Center Web site has been updated to include guidance and references relative to SSB 5097 requirements. OSPI has developed a “compliance checklist” and a series of guidance documents to assist schools to review their programs and plans. Each major element of the new requirements has been addressed and provided as separate guidance statements. ([http://www.k12.wa.us/SafetyCenter/Planning/SSB\\_5097.aspx](http://www.k12.wa.us/SafetyCenter/Planning/SSB_5097.aspx)).
3. The laws and regulations addressing school safety plans have been researched and placed on one Web page (<http://apps.leg.wa.gov/documents/laws/wsr/2008/09/08-09-001.htm>).
4. The Washington State Building Code Council passed emergency rules relative to the state Fire Code (<http://www.sbcc.wa.gov/minagd/m0308C.pdf>, pages 19–20), which can be found at: <http://apps.leg.wa.gov/documents/laws/wsr/2008/09/08-09-001.htm>. The primary changes in the fire code address the definitions and requirements associated with lockdowns, shelter-in-place, and evacuation drills.
5. OSPI will continue to provide professional development and training opportunities through regional Ready, Set, Plan! sessions throughout the state. Refer to the schedule on the Safety Center Web site for details.
6. A detailed contact list for all regional emergency management agencies has been developed for use by school safety planners and is available as an appendix to the School Safety Planning Manual.

## BACKGROUND:

Since the passage of this law, OSPI has worked to clarify the elements of this new legislation. See Attachment A for this information.

School districts and their community safety stakeholders are faced with major challenges to implement the requirements within the new law. OSPI has developed a formal budget proposal requesting that school safety programs be funded as part of the sustained K–12 basic education funding formula. The Washington State Legislature is expected to review the budget proposals as examined and evaluated by the Legislative Task Force on K–12 Basic Education funding for the 2009 legislative session <http://www.leg.wa.gov/joint/committees/bef/>. OSPI's proposal is available by request. We encourage all stakeholders to engage in the discussion regarding the need for sustained funding to support schools and their stakeholders to have access to funds to support the effort for continued school safety programs.

If you have questions pertaining to this bulletin, you may contact Craig Apperson, Director, Washington State School Safety Center, or Ruthy Cowles-Porterfield at 360-725-6044. OSPI's TTY number is 360-664-3631. This information is also available on the agency Web site at the following URL: <https://www.k12.wa.us/bulletinsmemos>.

## STUDENT SUPPORT

Martin T. Mueller  
Assistant Superintendent

## WASHINGTON STATE SCHOOL SAFETY CENTER

Craig Apperson  
Director

TB:racp

Attachment A – Background

Sample Administrative Procedures:

# MODIFIED LOCKDOWN

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
<ul style="list-style-type: none"><li><input type="checkbox"/> Staff and students should receive annual training in modified lockdown procedures</li><li><input type="checkbox"/> Conduct modified lockdown drills at least once annually, using all supplies and materials</li><li><input type="checkbox"/> Prepare school maps (for distribution to responders) and distribute red/green cards to teachers</li><li><input type="checkbox"/> Inventory classroom emergency equipment, prepare window covering materials</li></ul>
RESPONSE
<ul style="list-style-type: none"><li><input type="checkbox"/> Main office receives information on potential threat in vicinity of school.</li><li><input type="checkbox"/> Administrator or another authorized person makes decision to lock down school.</li><li><input type="checkbox"/> <b>COMMUNICATE LOCKDOWN STATUS:</b> (communicate to remote buildings and outside areas) <b>“OUR SCHOOL IS IN <u>MODIFIED</u> LOCKDOWN. THIS IS NOT A DRILL” (repeat)</b></li><li><input type="checkbox"/> Rapidly assess need for police or other assistance.</li><li><input type="checkbox"/> <b>ASSIGN RESPONSIBILITIES TO OTHERS</b> (administrator stays in command center)<ul style="list-style-type: none"><li><input type="checkbox"/> <b>NOTIFY DISTRICT OFFICE</b> (usually assigned to secretary)</li><li><input type="checkbox"/> <b>CALL 911 AND REQUEST ASSISTANCE</b> if needed (caller <u>must</u> stay on line)</li><li><input type="checkbox"/> <b>LOCK ALL OUTSIDE DOORS</b> (usually assigned to maintenance staff)</li><li><input type="checkbox"/> <b>MONITOR RADIO AND MAIN PHONE LINE</b> (<u>do not</u> use radios in the event of a bomb threat)</li></ul></li><li><input type="checkbox"/> <b>COMMUNICATE PROTOCOL TO SCHOOL</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>NO MOVEMENT OF STUDENTS BETWEEN BUILDINGS</b></li><li><input type="checkbox"/> <b>RECALL STUDENTS FROM OUTSIDE AREAS <u>IF SAFE TO DO SO</u></b></li><li><input type="checkbox"/> <b>NORMAL OR MODIFIED ACTIVITY MAY BE PERMITTED INSIDE THE SCHOOL BUILDING</b></li><li><input type="checkbox"/> <b>RESTRICT ENTRY TO KNOWN PERSONS</b></li><li><input type="checkbox"/> <b>ADJUST PROTOCOL TO THE LEVEL OF PERCEIVED THREAT</b></li></ul></li><li><input type="checkbox"/> <b>RE-ASSESS SITUATION PERIODICALLY</b> (Summon help as warranted)</li><li><input type="checkbox"/> <b>GIVE “ALL CLEAR” SIGNAL</b> when safety of the school has been assured</li></ul>
RECOVERY
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> <b>COMMUNICATE STATUS</b><ul style="list-style-type: none"><li><input type="checkbox"/> Notify district office when lockdown is terminated</li><li><input type="checkbox"/> Email staff an overview of the situation to minimize misinformation</li><li><input type="checkbox"/> Prepare a brief letter to parents explaining the situation</li><li><input type="checkbox"/> Consider a press release if event has drawn or may draw media attention</li></ul></li><li><input type="checkbox"/> <b>DOCUMENT and REPORT:</b> Debrief and evaluate with key staff</li></ul>

*The OSPI School Safety Center intends that this template will be appropriately adapted for use in individual schools, based on local policy, consultation with law enforcement, and the specific circumstances particular to each community, district, and school building.*

## Sample Classroom Procedures:

# MODIFIED LOCKDOWN

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
<ul style="list-style-type: none"><li><input type="checkbox"/> Review lockdown procedures at least annually with your students; post lockdown instructions in room</li><li><input type="checkbox"/> Inventory classroom emergency equipment, advise administration of needed equipment or supplies</li><li><input type="checkbox"/> Prepare window blackout materials (for windows without blinds)</li><li><input type="checkbox"/> Carry your keys at all times</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> Contact the main office to report a perceived danger.</li><li><input type="checkbox"/> Administrators or another authorized person will make the decision to lock down the school.</li><li><input type="checkbox"/> <b>RESPOND TO LOCKDOWN ALERT:</b><ul style="list-style-type: none"><li><b>“OUR SCHOOL IS IN MODIFIED LOCKDOWN. THIS IS NOT A DRILL.”</b></li><li><input type="checkbox"/> <b>RETURN TO BUILDING</b> from any outside areas <b><u>IF SAFE TO DO SO</u></b></li><li><input type="checkbox"/> <b>DIRECT</b> all students in hallways to return to their assigned room</li><li><input type="checkbox"/> <b>LOCK</b> all <u>exterior</u> doors (lock exterior doors near your room)</li><li><input type="checkbox"/> <b>CLOSE</b> windows and blinds, <b>COVER</b> exposed windows (secondary students can assist)</li><li><input type="checkbox"/> Follow instructions from main office regarding protocols / allowable activities</li><li><input type="checkbox"/> Reassure students by keeping calm and continuing allowed activities</li><li><input type="checkbox"/> <b>SUPERVISE</b> student movements between rooms, limit other hall traffic</li><li><input type="checkbox"/> Do not open exterior doors for any reason until an “all clear” is received</li><li><input type="checkbox"/> Do not use the telephone system to request information (follow protocols for email)</li><li><input type="checkbox"/> <b>COMMUNICATE KNOWN THREATS</b> to office</li></ul></li><li><input type="checkbox"/> <b>ASSESS SITUATION</b><ul style="list-style-type: none"><li><input type="checkbox"/> Inventory problems (panic, medical emergencies, intruders)</li><li><input type="checkbox"/> Report any problems or needs to the main office.</li></ul></li><li><input type="checkbox"/> <b>CARE FOR THE STUDENTS IN YOUR SUPERVISION</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Calm and re-assure upset students.</b></li><li><input type="checkbox"/> Use supplies in your emergency kit as needed or necessary.</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR “ALL CLEAR” SIGNAL</b> or communications from command post or responders Do not open exterior doors or look out windows until “All Clear” is communicated</li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> 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.</li><li><input type="checkbox"/> Contact front office with names/numbers of students who need counseling or aftercare.</li><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators)</li><li><input type="checkbox"/> Participate in debriefing sessions. Provide feedback to help administration to improve response. Re-stock emergency supplies as needed.</li></ul>

# Sample Maintenance Procedures: **MODIFIED LOCKDOWN**

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
<ul style="list-style-type: none"><li><input type="checkbox"/> Review modified lockdown procedures at least annually; post instructions in work areas</li><li><input type="checkbox"/> Assess assignment of exterior door and master keys, assign keys to teachers/staff as necessary</li><li><input type="checkbox"/> Have extra master keys available for law enforcement use</li><li><input type="checkbox"/> Carry a radio or cell phone at all times</li><li><input type="checkbox"/> Carry your keys at all times</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> Contact the main office to report a perceived danger.</li><li><input type="checkbox"/> Administrators or another authorized person will make the decision to lock down the school.</li><li><input type="checkbox"/> <b>RESPOND TO LOCKDOWN ALERT:</b><ul style="list-style-type: none"><li><b>“OUR SCHOOL IS IN MODIFIED LOCKDOWN. THIS IS NOT A DRILL.”</b></li><li><input type="checkbox"/> <b>RETURN TO BUILDING</b> from any outside areas <b><u>IF SAFE TO DO SO</u></b></li><li><input type="checkbox"/> <b>DIRECT</b> all students in hallways to return to their assigned room</li><li><input type="checkbox"/> <b>LOCK</b> all <u>exterior</u> doors</li><li><input type="checkbox"/> <b>CLOSE</b> windows and blinds, <b>COVER</b> exposed windows</li><li><input type="checkbox"/> Report to or contact command post for additional instructions.</li><li><input type="checkbox"/> Do not open exterior doors for any reason until an “all clear” is received</li><li><input type="checkbox"/> Do not use the telephone system to request information (follow protocols for email)</li><li><input type="checkbox"/> <b>COMMUNICATE KNOWN THREATS</b> to office</li></ul></li><li><input type="checkbox"/> <b>ASSESS SITUATION</b></li><li><input type="checkbox"/> <b>CARE FOR THE STUDENTS IN YOUR SUPERVISION</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Calm and re-assure upset students.</b></li><li><input type="checkbox"/> Use emergency supplies as needed or necessary.</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR “ALL CLEAR” SIGNAL</b> or communications from command post or responders Do not open exterior doors or look out windows until “All Clear” is communicated</li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> Contact front office with names/numbers of students who need counseling</li><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators)</li><li><input type="checkbox"/> <b>DOCUMENT and REPORT:</b> Provide feedback to help administration to improve response</li><li><input type="checkbox"/> Participate in debriefing sessions</li><li><input type="checkbox"/> Re-stock emergency supplies as needed.</li></ul>

Sample Administrative Procedures:

# FULL LOCKDOWN

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)***

Preparation
<ul style="list-style-type: none"><li><input type="checkbox"/> Staff and students should receive annual training in lockdown procedures</li><li><input type="checkbox"/> Conduct lockdown drills at least once annually</li><li><input type="checkbox"/> Prepare school maps (for distribution to responders) and distribute red/green cards to teachers</li><li><input type="checkbox"/> Inventory classroom emergency equipment, prepare window blackout materials</li><li><input type="checkbox"/> Carry your keys at all times.</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> Main office receives information on potential immediate danger.</li><li><input type="checkbox"/> Administrator or other authorized person makes decision to lock down school</li><li><input type="checkbox"/> <b>COMMUNICATE LOCKDOWN STATUS:</b> (communicate to remote buildings and outside areas) <b>“OUR SCHOOL IS IN FULL LOCKDOWN. THIS IS NOT A DRILL” (repeat)</b></li><li><input type="checkbox"/> Rapidly assess need for police or other assistance.</li><li><input type="checkbox"/> <b>ASSIGN RESPONSIBILITIES TO OTHERS</b> (administrator stays in command center)<ul style="list-style-type: none"><li><input type="checkbox"/> <b>NOTIFY DISTRICT OFFICE</b> (usually assigned to secretary)</li><li><input type="checkbox"/> <b>CALL 911 AND REQUEST ASSISTANCE</b> if needed (caller <u>must</u> stay on line)</li><li><input type="checkbox"/> <b>RECALL ALL STUDENTS AND STAFF TO INTERIOR SPACES <u>IF SAFE TO DO SO</u></b></li><li><input type="checkbox"/> <b>LOCK ALL OUTSIDE DOORS</b> (usually assigned to maintenance)</li><li><input type="checkbox"/> <b>SWEEP HALLS AND NON-CLASSROOM AREAS</b> of students. <b>LOCK INTERIOR DOORS.</b></li><li><input type="checkbox"/> <b>MONITOR RADIO AND MAIN PHONE LINE</b> (<u>do not</u> use radios in the event of a bomb threat)</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR LAW ENFORCEMENT</b> if they have been requested (hand off Command to Senior Officer)</li><li><input type="checkbox"/> <b>ASSESS SITUATION</b><ul style="list-style-type: none"><li><input type="checkbox"/> Security or Law Enforcement determines nature/seriousness of threat (distribute maps)</li><li><input type="checkbox"/> Document red/green card status on maps, report to command post</li></ul></li><li><input type="checkbox"/> <b>RESPOND</b> to the threat or stand by for police response</li><li><input type="checkbox"/> <b>GIVE “ALL CLEAR” SIGNAL</b> when safety of the school has been assured</li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing</li><li><input type="checkbox"/> <b>COMMUNICATE STATUS</b><ul style="list-style-type: none"><li><input type="checkbox"/> Notify district office when lockdown is over</li><li><input type="checkbox"/> Email staff an overview of the situation to minimize misinformation</li><li><input type="checkbox"/> Prepare a brief letter to parents explaining the situation</li><li><input type="checkbox"/> Consider a press release if event has or may draw media attention</li></ul></li><li><input type="checkbox"/> Debrief and evaluate with key staff, including law enforcement and first responders</li><li><input type="checkbox"/> <b>DOCUMENT and REPORT:</b> 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.</li></ul>

*The OSPI School Safety Center intends that this template will be appropriately adapted for use in individual schools, based on local policy, consultation with law enforcement, and the specific circumstances particular to each community, district, and school building.*

## Sample Classroom/Office Procedures:

# FULL LOCKDOWN

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)***

Preparation
<ul style="list-style-type: none"><li><input type="checkbox"/> Review lockdown procedures at least annually with your students; post lockdown instructions in room</li><li><input type="checkbox"/> Inventory classroom emergency equipment, advise administration of needed equipment or supplies</li><li><input type="checkbox"/> Prepare window blackout materials (for windows without blinds)</li><li><input type="checkbox"/> Check that you have two green cards and two red cards (8.5x11) in your emergency kit</li><li><input type="checkbox"/> Carry your keys at all times</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> Contact the main office to report any perceived danger.</li><li><input type="checkbox"/> Administrators or law enforcement will make the decision to lock down the school.</li><li><input type="checkbox"/> <b>RESPOND TO LOCKDOWN ALERT: "OUR SCHOOL IS IN FULL LOCKDOWN."</b><ul style="list-style-type: none"><li><input type="checkbox"/> Teachers with students in outdoor areas move indoors <b>IF SAFE TO DO SO.</b></li><li><input type="checkbox"/> <b>SWEEP</b> any students in the hallway into your room</li><li><input type="checkbox"/> <b>LOCK</b> all doors (lock exterior doors near your room)</li><li><input type="checkbox"/> <b>CLOSE</b> windows and blinds, <b>COVER</b> exposed windows (secondary students can assist)</li><li><input type="checkbox"/> Turn off lights</li><li><input type="checkbox"/> Instruct students to stay calm, stay quiet, stay low, stay out of sight.</li><li><input type="checkbox"/> Do not open your door for any reason until an "all clear" is received</li><li><input type="checkbox"/> Do not use the telephone system to request information (follow protocols for email)</li><li><input type="checkbox"/> <b>COMMUNICATE KNOWN THREATS</b> to office by email or radio (e.g., "intruder north hall")</li></ul></li><li><input type="checkbox"/> <b>ASSESS SITUATION</b><ul style="list-style-type: none"><li><input type="checkbox"/> Inventory any injuries or other problems (panic, medical emergencies, intruders)</li><li><input type="checkbox"/> Take roll of all students in your supervision</li><li><input type="checkbox"/> <b>Place a red card under your door and on the window if something is wrong.</b></li><li><input type="checkbox"/> <b>Place a green card under your door and on the window if the room is safe.</b></li><li><input type="checkbox"/> Write your needs or problems on the card if possible (e.g. – "two minor injuries")</li><li><input type="checkbox"/> If no card is visible, security will assume the room is not safe and will enter.</li><li><input type="checkbox"/> Take a complete written roll of all students in your classroom</li></ul></li><li><input type="checkbox"/> <b>CARE FOR THE STUDENTS IN YOUR SUPERVISION</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Provide first aid. Calm and re-assure upset students.</b></li><li><input type="checkbox"/> Use supplies in your emergency kit as needed or necessary.</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR "ALL CLEAR" SIGNAL</b> or communications from command post or responders Do not open door or look out windows until "All Clear" is communicated (responders will have keys)</li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> Assess the need for aftercare or counseling by students in your care</li><li><input type="checkbox"/> Contact front office with names/numbers of students who need counseling</li><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Allow students time for physical activity and/or verbal stress release</li><li><input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators)</li><li><input type="checkbox"/> Provide feedback to administration to improve, participate in debriefings</li></ul>

*The OSPI School Safety Center intends that this template will be appropriately adapted for use in individual schools, based on local policy, consultation with law enforcement, and the specific circumstances particular to each community, district, and school building.*

## Sample Maintenance Procedures:

# FULL LOCKDOWN

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)***

Preparation
<ul style="list-style-type: none"><li><input type="checkbox"/> Review lockdown procedures at least annually with your staff; post instructions in work areas</li><li><input type="checkbox"/> Assess assignment of exterior door and master keys, assign keys to teachers/staff as necessary</li><li><input type="checkbox"/> Have extra master keys available for law enforcement use</li><li><input type="checkbox"/> Prepare window blackout materials (for windows without blinds), or install blinds on exterior windows</li><li><input type="checkbox"/> Carry a radio or cell phone at all times</li><li><input type="checkbox"/> Establish a system of interoperable communications with law enforcement</li><li><input type="checkbox"/> Carry your keys at all times</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> Contact the main office to report any perceived danger.</li><li><input type="checkbox"/> Administrators or law enforcement will make the decision to lock down the school.</li><li><input type="checkbox"/> <b>RESPOND TO LOCKDOWN ALERT: "OUR SCHOOL IS IN FULL LOCKDOWN."</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>RETURN TO BUILDING</b> from any outside areas <b><u>IF SAFE TO DO SO</u></b></li><li><input type="checkbox"/> <b>DIRECT</b> any students in the hallways into nearest staffed room</li><li><input type="checkbox"/> <b>LOCK</b> all doors, starting with <u>exterior</u> doors</li><li><input type="checkbox"/> <b>CLOSE</b> windows and blinds, <b>COVER</b> exposed windows (secondary students can assist)</li><li><input type="checkbox"/> Turn off lights</li><li><input type="checkbox"/> Do not open doors for any reason until an "all clear" is received</li><li><input type="checkbox"/> Do not use the telephone system to request information (follow protocols for email)</li><li><input type="checkbox"/> <b>COMMUNICATE KNOWN THREATS</b> to office by email or radio (e.g., "intruder north hall")</li></ul></li><li><input type="checkbox"/> <b>ASSESS SITUATION</b><ul style="list-style-type: none"><li><input type="checkbox"/> Inventory any injuries or other problems (panic, medical emergencies, intruders)</li><li><input type="checkbox"/> Report to the command center or contact office for instructions</li><li><input type="checkbox"/> Distribute keys to responding law enforcement officers</li></ul></li><li><input type="checkbox"/> <b>CARE FOR THE STUDENTS IN YOUR SUPERVISION</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Provide first aid. Calm and re-assure upset students or staff.</b></li><li><input type="checkbox"/> Use emergency supplies as needed or necessary.</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR "ALL CLEAR" SIGNAL</b> or communications from command post or responders Do not open door or look out windows until "All Clear" is communicated.</li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> Assess the need for aftercare or counseling by students or staff in your supervision.</li><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Allow students time for physical activity and/or verbal stress release</li><li><input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators)</li><li><input type="checkbox"/> <b>DOCUMENT and REPORT:</b> Provide feedback to administration to improve, participate in debriefings</li><li><input type="checkbox"/> Re-stock emergency supplies as needed.</li><li><input type="checkbox"/> Inventory and secure master keys.</li></ul>

**Sample Administrative Procedures:**

# SHELTER-IN-PLACE

“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)***

Preparation
<ul style="list-style-type: none"><li><input type="checkbox"/> Staff and students should receive annual training in “shelter-in-place” procedures</li><li><input type="checkbox"/> Conduct “shelter-in-place” drills at least once annually</li><li><input type="checkbox"/> Inventory classroom emergency equipment, including pre-cut plastic and tape to seal rooms</li><li><input type="checkbox"/> Assess classrooms and offices to determine which spaces are appropriate for sheltering use</li><li><input type="checkbox"/> Prepare written/pictorial instructions for shutting down heating and ventilation systems</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> Main office receives directive to “shelter-in-place”. May come from District office or emergency agency. <input type="checkbox"/> <b>Administrator closes the school, activates emergency plan, and assumes Incident Command role.</b></li><li><input type="checkbox"/> <b>COMMUNICATE SHELTER-IN-PLACE STATUS:</b> (notify remote buildings and outside areas) <b>“SHELTER IN PLACE. THIS IS NOT A DRILL” (repeat)</b> <b>“STAFF AND STUDENTS PLEASE MOVE TO YOUR SHELTER AREAS.”</b></li><li><input type="checkbox"/> <b>ASSIGN RESPONSIBILITIES TO OTHERS</b> (administrator stays in command center)<ul style="list-style-type: none"><li><input type="checkbox"/> <b>NOTIFY DISTRICT OFFICE</b> (usually assigned to secretary)</li><li><input type="checkbox"/> <b>LOCK ALL OUTSIDE DOORS</b> (usually assigned to maintenance)</li><li><input type="checkbox"/> <b>SWEEP HALLS AND NON-CLASSROOM AREAS</b> of students, move to nearest shelter room</li><li><input type="checkbox"/> <b>TURN OFF HEATING AND VENTILATION SYSTEMS, SEAL MAKE-UP AIR SYSTEMS</b></li><li><input type="checkbox"/> <b>MONITOR RADIO AND MAIN PHONE LINE</b> (allay parent concerns)</li></ul></li><li><input type="checkbox"/> <b>ASSESS NEEDS and PROVIDE CARE</b><ul style="list-style-type: none"><li><input type="checkbox"/> Contact each room to determine needs for first aid or other care</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR INSTRUCTIONS OR INFORMATION</b><ul style="list-style-type: none"><li><input type="checkbox"/> If instructed by officials, direct teachers to seal rooms with plastic and tape</li><li><input type="checkbox"/> Communicate updates to staff and students as information is received</li></ul></li><li><input type="checkbox"/> <b>GIVE “ALL CLEAR” SIGNAL</b> when safety of the environment is communicated<ul style="list-style-type: none"><li><input type="checkbox"/> Direct staff and students to exit the building</li><li><input type="checkbox"/> Once building is clear, direct maintenance staff to re-start HVAC systems</li></ul></li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing</li><li><input type="checkbox"/> <b>COMMUNICATE STATUS</b><ul style="list-style-type: none"><li><input type="checkbox"/> Notify district office of any problems</li><li><input type="checkbox"/> Email staff an overview of the situation to minimize misinformation</li><li><input type="checkbox"/> Prepare a brief letter to parents explaining the situation</li></ul></li><li><input type="checkbox"/> Debrief and evaluate with key staff, including first responders</li><li><input type="checkbox"/> <b>DOCUMENT and REPORT:</b> Prepare a report that documents the events, response, and results of the shelter-in-place directive. Revise response procedures as necessary.</li></ul>

*The OSPI School Safety Center intends that this sample response guide will be appropriately adapted for use in individual schools, based on local policy, consultation with emergency responders, and the specific circumstances particular to each community, district, and school building.*

## Sample Classroom/Office Procedures:

# SHELTER-IN-PLACE

“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.***

Preparation
<ul style="list-style-type: none"><li><input type="checkbox"/> Review “shelter-in-place” procedures at least annually with your students; post sheltering guidelines</li><li><input type="checkbox"/> Explain to students the reasons for “shelter-in-place” – answer questions and re-assure students.</li><li><input type="checkbox"/> Inventory classroom emergency equipment, including plastic and tape to seal rooms. Pre-cut plastic for windows. Advise administration of needed equipment or supplies.</li><li><input type="checkbox"/> Assess your classrooms or office to determine which spaces are appropriate for sheltering use</li></ul>
Response
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>RESPOND TO ALERT: “SHELTER IN PLACE. THIS IS NOT A DRILL.”</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>MOVE</b> to your assigned shelter location with your students</li><li><input type="checkbox"/> <b>SWEEP</b> any students in the hallway into your shelter room</li><li><input type="checkbox"/> <b>LOCK</b> all exterior doors (lock exterior doors near your room)</li><li><input type="checkbox"/> Close windows. Seal windows with tape and plastic if directed to do so</li><li><input type="checkbox"/> <b>TURN OFF</b> any classroom heating or ventilation; cover air vents with plastic</li><li><input type="checkbox"/> Instruct students to stay calm. Share developmentally appropriate information.</li><li><input type="checkbox"/> Do not use the telephone system to request information (follow protocols for email)</li></ul></li><li><input type="checkbox"/> <b>ASSESS SITUATION</b><ul style="list-style-type: none"><li><input type="checkbox"/> Inventory any injuries or other problems (panic, medical emergencies)</li><li><input type="checkbox"/> Communicate problems to main office</li><li><input type="checkbox"/> Take a complete written roll of all students in your classroom</li></ul></li><li><input type="checkbox"/> <b>CARE FOR THE STUDENTS IN YOUR SUPERVISION</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Provide first aid if needed. Calm and re-assure upset students</b></li><li><input type="checkbox"/> Use supplies in your emergency kit as needed or necessary</li><li><input type="checkbox"/> Allow students to use cell phones to contact parents (will reduce anxiety)</li><li><input type="checkbox"/> Use caution if allowing students to watch TV newscasts</li><li><input type="checkbox"/> Try to keep students occupied to reduce anxiety</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR INSTRUCTIONS</b><ul style="list-style-type: none"><li><input type="checkbox"/> Seal doors and windows with plastic and tape if instructed to do so</li><li><input type="checkbox"/> Monitor e-mail (if available) for updates from administration</li></ul></li><li><input type="checkbox"/> <b>WAIT FOR “ALL CLEAR” SIGNAL</b> or communications from command post or responders. Follow any instructions on exiting or ventilating the building.</li></ul>
Recovery
<ul style="list-style-type: none"><li><input type="checkbox"/> Assess the need for aftercare or counseling by students in your care</li><li><input type="checkbox"/> Contact front office with names/numbers of students who need counseling</li><li><input type="checkbox"/> <b>RESUME NORMAL OPERATIONS</b> as soon as possible</li><li><input type="checkbox"/> Communicate only confirmed information to students (expect an e-mail from administrators)</li><li><input type="checkbox"/> Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle</li><li><input type="checkbox"/> Re-stock emergency supplies as needed.</li></ul>

## Sample Maintenance Procedures:

# SHELTER-IN-PLACE

“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.***

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

**OSPI Guidance  
for  
Shelter-in-Place Drills and Drills using the School Mapping System<sup>1</sup>**

May 7, 2008

**Shelter-in-Place Drills** – A shelter-in-place drill should be conducted in a manner that it simulates as much of the emergency plan as possible, without necessitating the use of emergency supplies or equipment. Drills should be planned and conducted in a manner appropriate for the developmental level of the students in the school.

The following activities are understood to meet the requirement to conduct a shelter-in-place drill:

**Drill** – When the shelter-in-place directive is given or alarm is sounded, students and staff will close all windows and doors and move to their pre-determined sheltering rooms as quickly as possible. Actions necessary to shut down HVAC systems should be taken as part of the drill, and:

Once in sheltering locations, students and staff will view the shelter-in-place video produced by the Washington Emergency Management Division (approximately 13 minutes in length.)

OR

Once in sheltering locations, students and staff will locate the shelter-in-place supplies and verbalize the actions that would be taken to seal the sheltering room from infiltration of outside air. Although supplies will be accessed and possibly viewed, no use or consumption of supplies is necessary.

**Exercise** – When the shelter-in-place directive is given or alarm is sounded, students and staff will close all windows and doors and move to their pre-determined sheltering rooms as quickly as possible. Actions necessary to shut down HVAC systems should be taken as part of the drill. Once in the sheltering location, supplies are located and used to practice sealing the room from infiltration of air. (Although technically an exercise, this practice session exceeds the requirements for a drill so long as students participate in the exercise.)

**Drills Using the School Mapping System** – At least one drill each year must make use of the school mapping system (i.e., the WASPC Critical Infrastructure Planning and Mapping System (CIPMS) commonly known as Rapid Responder). The intent is that principals and/or other administrators will access the mapping system on a regular basis to increase familiarity with the system and its use in emergent situations.

For the purpose of meeting the requirements of the law, the mapping system should be accessed during the drill, and information stored in the map should be integrated into the drill.

Examples of using the school mapping system in a drill include:

- Conduct an evacuation drill based on a gas-leak scenario, and use the information in the Rapid Responder system to locate the gas shut-off valves. Assign personnel to locate the valves and simulate shutting them down, while concurrently evacuating the school.
- Conduct a fire evacuation drill based on a fire in a specific area of the school building. Use the information in the Rapid Responder system to assess potential hazards in the vicinity of the fire (e.g., hazardous materials or gas lines), and respond appropriately.
- Conduct a lockdown drill that transitions into a campus evacuation drill. Access the Rapid Responder system to determine transportation loading zones and reunification sites.

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<sup>1</sup> This guidance was approved by the School Safety Center Advisory Committee on May 7, 2008. Districts should consult with their local fire officials to insure their drills meet the requirements of fire code.



# Emergency Drill Reporting Form

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

<b>School:</b>		<b>Date:</b>	
<b>District:</b>		<b>School ID #:</b>	
<b>Person Completing Form and Title:</b>		<b># Students:</b>	<b># Staff:</b>

Attach to this form a list of all staff who participated in the drill, and any visitors participating.

<b>Time Alarm Sounded:</b>	<b>Time Drill Concluded:</b>	<b>Time to Evacuate: (fire evac drills only)</b>
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<b>Type of Drill:</b>	<b>Type of School:</b>	<b>Weather Conditions:</b>
<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: _____	<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	<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
<b>Participants: (check all that apply)</b>	<b>Notification / Alert Method:</b>	<b>Situation at Start of Drill:</b>
<input type="checkbox"/> School Administrators <input type="checkbox"/> Teachers / Paraeducators <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 _____	<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: _____	<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: _____ _____
<b>School Mapping System:</b>	<b>Staff previously trained on emergency procedures this year?</b>	<b>Students previously trained on emergency procedures this year?</b>
<input type="checkbox"/> Mapping system used <input type="checkbox"/> Mapping system not used	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Incident Command System Used?</b>	<b>Incident Commander:</b>	<b>Operations Chief:</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No		

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.

<b>Problems Encountered:</b> (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:**

<b>Mitigation / Plans for Improvement:</b> (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:**