

## **Emergencies and Emergency Drills**

Emergencies can happen at any time, so staff are expected to be prepared to respond at any time in a functional and appropriate manner. Students should also be taught what to expect in an emergency to help mitigate both the immediate impact of the event itself, as well as the potential for traumatic long-term impact.

To that end, and pursuant to RCW 28A.320.125, schools are required to have site-specific safe school plans (emergency operations plans) and procedures in place to mitigate, prepare for, respond to, and recover from a disaster or localized emergency. The Bellevue School District Safety and Security Department has developed a District-level Emergency Operations Plan (EOP) that should be used as guidance for the development of site-specific EOP's.

RCW 28A.320.125 determines the drills that schools are required to conduct each school year and this procedure determines the number of required drills. All drills, once completed, shall be logged in the district's Emergency Drill and Incident Reporting Form for tracking and compliance purposes. Incidents, such as actual fire alarms or lockdown/lockout events, shall be logged as such in the database. Members of the Safety and Security Department can provide assistance with access to the Emergency Drill and Incident Reporting Form database. Required drills, and applicable procedures, are as follows:

### **Fire Evacuation: Three drills required annually**

#### **A. In the event of a fire:**

1. Give the fire alarm signal (one long continuous signal).
2. Evacuate the building; and
3. Call 9-1-1 and report the fire.

The authority to sound the fire alarm system in the event of a real emergency is possessed by any person who discovers the fire.

Personnel trained in the use of a fire extinguisher may assess the size of the fire and determine whether it is reasonable to attempt to extinguish the fire.

#### **B. Fire evacuation drills**

1. The first fire evacuation drill must be held, and all applicable instructions must be given to all students within the first 10 days of school in September, each year.
2. A fire/evacuation drill must be held three times each school year; and
3. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire drill procedures for the building.

#### **C. Authority to Call Drills**

The sounding of a fire alarm for the purpose of a drill is an authority possessed solely by the principal, or someone authorized by the principal.

#### **D. Purpose of Fire Drills**

Fire drills are held to familiarize the occupants of a building with the signals, evacuation

routine, and exits so that in case of emergency there will be no hesitation or confusion in leaving the building.

These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation. Therefore:

1. All persons in the building must take part in the fire drill; and
2. Every fire alarm should be considered as a warning of an actual fire.

**E. Frequency - Fire Drills in Schools**

1. Fire drills will be held as often as necessary, and no less than three times per school year, to assure rapid and orderly evacuation of the school building. A record of all fire drills will be kept on the premises subject to inspection by the fire chief; and
2. In schools, fire drills include complete evacuation of all persons from the building.

**F. Warning Signals - Fire Drills**

The fire-warning signal will be one long continuous signal, whether by bell, siren, or horn.

An emergency warning signal, either by whistle or hand siren, should be planned for, and occasionally used, thereby anticipating possible power failure.

**G. Responsibilities of Staff**

1. Principals, or designee, will:
  - a. Be in complete charge of all matters pertaining to organizing and conducting fire drills in the building and will be responsible for the efficiency of the drill and all corrective actions or punishments taken for violation of the rules and regulations.
  - b. Be thoroughly familiar with the fire alarm system, all firefighting equipment, all means of egress, and any special features of the building that might prove dangerous to human life, (storerooms, lunchrooms, attic spaces, ventilators, etc.) or where fire may spread quickly.
  - c. Instruct staff in the general plan of the drills and details of their specific duties, such as:
    - i. How to send an alarm to the fire department (including how the fire alarm system operates — both electrical and emergency).
    - ii. The need for quick action to send in a fire alarm signal to vacate the building in the event of any size fire — even if in-school firefighting equipment is in use.
    - iii. In case of actual fire, it must be clearly understood by the entire staff which person will serve as Incident Commander, regardless of whether or not it is the principal.
2. Teachers will:
  - a. Be in charge of their respective classes.
  - b. Issue all commands relative to participation in the fire drills except as delegated by them to others.
  - c. Lead their classes to the designated outside stations; and

- d. Immediately report to the Incident Commander or designee if any student is unaccounted for after a visual check of students.

## **H. Drill Procedures**

1. During Fire Drills - when the alarm begins:
  - a. Teachers will lead students to the designated exit, all the while continually assessing for possible fire and/or threats which may dictate the use of an alternate evacuation route.
  - b. Students will walk briskly (no running), with arm's length spacing, and without talking, laughing, or breaking from the ranks (no student may leave the line).
  - c. Students not in the classroom will join the line of the first group of students met (the student must not return to the classroom) and proceed to the evacuation area. Once at the evacuation area, the students may rejoin their assigned class.
  - d. Teachers will check roll when assigned area is reached.
  - e. Teachers will not leave the students gathered at a designated area unless someone is placed in charge.
  - f. Teachers will notify Incident Commander or designee if any person is missing; and
  - g. The Incident Commander will initiate a search within the evacuation area for any missing persons. Fire department personnel are to be notified immediately of any persons that cannot be located.
  
2. After a Fire Drill:
  - a. The principal, or designee, will give the "all clear" signal (a short steady signal).
  - b. Teachers will lead the students back into the classroom.
  - c. Students will return to their classroom in the same manner as they departed for the drill- without talking, laughing, breaking from the ranks, or loitering in the hallways.
  - d. Teachers will check the roll.
  - e. Teachers will notify the principal if any student is missing; and
  - f. The principal will initiate a search for any missing students.
  
3. After a FALSE ALARM the principal will:
  - a. Notify the fire department of the incident; and
  - b. Notify the Safety & Security Department of the incident.

Note: Actual fire alarm activations at a facility, with fire department response, cannot be used as a drill for the purpose of RCW 28A.320.125.

### **Drills on Request**

Occasionally, fire department representatives may come to schools and request an immediate fire drill. In general, this is their method of checking upon the quality of the drill program, and

principals and staff are expected to cooperate fully, even to the extent of calling a drill at an inconvenient time.

### **Emergency School Evacuation**

When an emergency within a school or department necessitates total or partial closure of the schools within the district, threatens the safety and well-being of students, and/or interferes in the normal operation of the school, the following emergency procedure must be followed:

- A. The report of an emergency will be directed to the appropriate Executive Director of Schools and the Safety & Security Department.
- B. If the nature of the emergency calls for immediate action on the part of a principal, he/she will take necessary action and report such action to the appropriate Executive Director and the Safety & Security Department.
- C. The Safety & Security Department will contact those departments and/or schools who must assist in the emergency action; and
- D. When appropriate the Safety & Security Department will contact law enforcement or other agencies as required.

The principal will instruct staff including teachers, secretaries, cooks, custodians, aides, and bus drivers as to their respective responsibilities in an evacuation exercise.

The principal will be responsible for organizing and conducting such emergency evacuation drills as are necessary and will objectively evaluate the activity following each such drill. In the absence of the principal, staff should be able to conduct all aspects of the evacuation procedure.

### **Lockout/Lockdown – Three drills required annually (one lockout and two lockdown drills)**

Lockout is initiated to isolate students and staff inside the school from potential dangers outside the school. Lockout is typically used when events in the vicinity of the school may pose a threat.

#### **A. Preparation:**

To ensure a safe learning and work environment, during the school day exterior building doors (other than those designated as the single point of entry) shall remain locked and closed unless being watched by a staff member. Buildings should utilize, to every extent possible, a single point of entry for staff, students, parents, and visitors. This will assist in the professional greeting of visitors, account for all personnel in the building, minimize potential disruptions to the learning environment, and increase safety for students and staff. In addition, interior classroom and office area doors shall be always pre-locked. Interior doors may be propped open at the discretion of a teacher or staff member but shall always remain pre-locked, thereby reducing the need to fumble with keys or latches during times of high stress critical incidents.

#### **1. Procedures:**

- a. In a lockout drill, all exterior doors area secured.
- b. No one should be allowed to enter or exit the building until the lockout is lifted. Scheduled meetings with parents or others should be rescheduled.
- c. Normal operations can continue within the confines of the school building during the lockout. Schools with multiple buildings can continue operations within each building, but no one may transfer between buildings until the lockout is lifted.
- d. Age-appropriate instruction may be given at this time regarding the purpose of

the drill.

- e. Once the principal or designee has concluded that the objectives of the drill have been met, the principal will lift the lockout and conclude the drill, returning operations and movement of personnel to normal.

Lockdown is initiated to isolate students and staff from immediate dangers that may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threats, snipers, etc.

1. Procedures:
  - a. In a lockdown drill, all interior and exterior doors area secured.
  - b. Staff and students take appropriate protective actions such as covering windows, turning off lights, utilizing areas of cover and concealment, and preparing to react to changes in the threat level with the adherence to the principles of run-hide-fight.
  - c. No one should be allowed to enter the building until the lockdown drill has been lifted. (In an actual event, students and staff caught outside when a lockdown is initiated should move to a safe location in accordance with applicable site emergency plans.)
  - d. Age-appropriate instruction must be given at this time regarding the purpose of the drill.
  - e. In an advanced lockdown or active-threat drill, school administrators may decide to practice or walk through the “run” element of run-hide-fight. This will involve employing listening and movement drills with younger students and exploring alternate evacuation routes from the school or campus with older students. School administrators my also use traffic cones or other obstacles in hallways to simulate active threats to reinforce the concept of continually assessing one’s surroundings during the assessment, or run/evacuation phase, of a lockdown drill.
  - f. Once the principal or designee has concluded that the objectives of the drill have been met, an announcement is to be made that the lockdown will be lifted and the drill concluded, returning operations and movement of personnel to normal.

### **Shelter in Place – One drill required annually**

Note: this is not the same as a lockdown drill. “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.

Appropriate responses in a real-life “shelter-in-place” scenario would be to bring everyone inside as quickly as possible; turn off the HVAC systems; seal off windows, doors, and vents utilizing pre-cut plastic sheeting and duct tape; remain calm and quiet; and wait for the all-clear.

During a shelter-in-place drill, do not actually shut off the HVAC systems. Sealing off the area and shutting off the HVAC systems should be simulated, provided that all applicable staff have a proper understanding of their “shelter-in-place” actions and responsibilities.

1. Procedures:
  - a. In a shelter-in-place drill, the drill is initiated with an announcement.
  - b. Staff and students will take shelter in designated areas (shelter areas are

- designated by individual site plans and may be in individual classrooms). Teachers should “sweep” the hall for individuals prior to securing the area.
- c. Shelter area doors are secured to prevent breaking the seal. The building’s lockdown button may be utilized to secure exterior doors where applicable.
  - d. Shelter area supplies such as plastic sheeting and duct tape should be inventoried during the drill. Application of the materials to seal doors, windows, and vents can be simulated.
  - e. Age-appropriate instruction may be given at this time regarding the purpose of the drill. Otherwise, staff and students should sit quietly until all clear is given.
  - f. Once the principal or designee has concluded that the objectives of the drill have been met, the all-clear will be given and the drill concluded, returning operations and movement of personnel to normal.

### **Earthquake – Two drills required annually**

The threat of an earthquake in Western Washington is ever-present. As with other unforeseen events, the district must be prepared to care for students and staff until danger subsides.

Each school principal in consultation with staff is required to prepare a plan and conduct an emergency earthquake drill at least twice annually. It is recommended that one of the earthquake drills be registered with and conducted during the annual October *Washington Great ShakeOut* earthquake preparedness event. ([www.shakeout.org/Washington/](http://www.shakeout.org/Washington/)) The building staff is encouraged to contact the Bellevue School District Safety and Security Department for technical assistance with these drills.

#### **A. Preparation**

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

#### **B. Information to Parents**

Parents should be advised:

1. If there is an earthquake while children are on their way to or from school, they should “duck and cover away from power lines, buildings, and trees.” Once the earthquake has stopped, they should follow their family emergency plan. Students on school district buses when the earthquake occurs will be accounted for by the district and will be routed to the safest locations for reunification.
2. Not to remove a child from the school grounds unless they have first notified school officials. If a parent were to remove a child without checking out, others could be needlessly hurt while searching for a missing child.
3. To avoid calling the school. The phones, if functioning, may be needed by school staff. Parents of injured children will be notified first. All schools will have trained staff to help injured children until other medical assistance arrives.

#### **C. General Responsibilities**

The principal must become familiar with the alarm system, all means of egress, and any special features of the facility, which might endanger human life. Staff should be appointed and instructed in the general earthquake plan. The Incident Command System

will be utilized to carry out all response activities.

Teachers will see that all members of their respective classes take protective action appropriate to their situations; evacuate classes in an orderly and expeditious manner if warranted; maintain order; supervise evacuated students; and ensure orderly re-entry when signaled.

Staff will be assigned roles as identified in the site-specific Emergency Operation Plan and will assist in the inspection of the facility, including utility conduits, and shut down of mechanical/electrical systems as required. Staff members may also be assigned to act as searchers; assist in evacuation and care of injured or disabled individuals; help remove hazardous materials or debris; and carry out any additional functions.

Staff members should attempt to account for all students and staff. Before re-entry of an evacuated building, the Incident Commander must feel certain, based on thorough inspection of both structures and utility conduits, that the facility is safe.

The dismissal of students or staff will be executed with appropriate release and/or reunification procedures.

The state-approved earthquake safety technique of “drop, cover, and hold” will be used by building occupants in response to an earthquake.

1. Staff Instructions (during quake)

Staff should maintain control in the following manner:

- a. In a classroom, occupants should get under desk or table, face away from window, away from bookshelves and heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows, grasp table legs with hands, close eyes tightly and remain in place until instructed otherwise.
- b. In a stairway, hallway, or other area outside of a classroom, occupants should move to the interior wall, crouch low to the ground, ready to move, and protect head and neck with arms.

(Individuals should evacuate exterior stairs and move to designated areas);  
and

- c. If outdoors, individuals should carefully move to areas as far away as possible from buildings, poles, wires, and other elevated objects, and crouch low to the ground, ready to move while protecting head and neck with arms. Individuals should be aware of encroaching danger that may demand further movement.

2. Staff Instructions (after quake)

Designated Incident Command personnel should inspect facilities for damage to determine if the facility is still safely habitable. If the facility is not safe to occupy, instructions will be given to staff and students to evacuate. Exit routes and assembly areas should be checked for safety whenever possible prior to moving large groups of students. Classes should then be evacuated through identified safe exits to the assembly/accountability area. Students should move away from buildings and remain there until given further instructions. Responsible student or staff should be posted to prevent re-entry.

Following this inspection, Incident Command should:

- a. Check for injuries among students and staff.
- b. Check for fires or fire hazards.
- c. Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring (do not use matches, lighters, or open flame appliances, and do not operate electrical switches or appliances if gas leaks are suspected).
- d. Instruct students not to approach power lines or objects touched by the wires (all wires should be treated as live).
- e. Identify and take appropriate actions for spilled medicines, drugs, chemicals, and other potentially harmful materials immediately.
- f. Keep the streets clear for emergency vehicles.
- g. Be prepared for aftershocks.
- h. Respond to requests for help from first responders, but do not go into damaged areas unless your help has been requested; and
- i. Plan for student/staff needs during the time that may elapse before assistance arrives (e.g., four to eight hours or longer).

### **Bomb Threats**

Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as exact location of the bomb, time set for detonation, description of the bomb and type of explosive used. Details such as: time of call, exact words used, gender, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted. The Bureau of Alcohol, Tobacco, and Firearms (ATF) Bomb Threat Checklist is used to assess risk.

#### **A. Evacuation Decision**

The principal should notify the Safety and Security Department and applicable Executive Director of Schools immediately. The principal should be ready to provide specific information regarding the “threatening call” and indicate if the building(s) will be evacuated and/or searched.

If the principal, in conjunction with the Safety and Security Department and Executive Director of Schools, determines the threat is a hoax, the principal or designee will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.

If the principal, in conjunction with the Safety and Security Department and Executive Director of Schools, determines that the message is a dangerous threat, law enforcement officers should be contacted. Immediate evacuation of the facility should be initiated as delineated in the site-specific EOP.

The decision of whether to evacuate and the manner of evacuation depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount. Evacuation procedures should be modified as needed to ensure the safest possible routes are identified and followed.

Persons to be evacuated from the area should be moved to a minimum safe distance as

determined by law enforcement personnel.

If an actual bomb explosion does occur, assess your immediate surroundings, take action to protect yourself and those in your immediate area, move away from the area as safely as possible, and expect secondary explosions.

**B. When encountering a suspected bomb:**

Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found in an unlocked locker should always be considered potentially dangerous.

**C. Disposition of Suspected Bombs:**

In the event of the discovery of a suspected bomb, staff should utilize the R.A.I.N. response guidelines for suspicious packages:

- 1) Recognize – upon finding a suspicious package or device, utilize sight, hearing, and smell to determine if an explosive device may be present – ***do not touch***
- 2) Avoid – identify appropriate protections that may be used to avoid the hazards of an explosion – ***i.e., distance, & shielding***
- 3) Isolate – isolate the device by leaving it in place, moving people away from the area, and cordoning off/sealing off the area to prevent others from entering the area – ***never move a suspicious device***
- 4) Notify – notify the police and District Safety & Security from a landline a safe distance away from the device – ***do not use cell phones or radios near the device***

**Pandemic/Epidemic**

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

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

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

- A. The chain of command for the emergency plan, and the individuals responsible for specific duties such as isolation or quarantine.
- B. The specific steps the district will take to stop the spread of the disease.
- C. The process for identifying sick students.
- D. The transportation plan for sick students.
- E. Disease containment measures for the district.
- F. A continuing education plan for students, such a plan may include providing students

- with assignments via mail, the school district's Web site, or other electronic means.
- G. Procedures for dealing with student privacy rights.
  - H. A continuity of operations plans for central office functions including employee leave and pay  
and benefits during a pandemic; and
  - I. An ongoing communication plan for staff, students, and parents.

### **Unexpected Death**

If school staff are faced with the apparent unexpected death of an individual on campus, they must take immediate steps to ensure the scene is safe, provide basic medical assistance as appropriate, call 9-1-1, and follow instructions of professional dispatchers and responders. District leadership must also be contacted by notifying an Executive Director (ED) or higher-level authority if an ED cannot be reached. The ED will notify the Superintendent and other district leadership.

If school staff are notified of the apparent unexpected death of an individual associated with the school (e.g., student, teacher, support staff) and the death did not occur on campus, the principal or designee will verify the information if possible and consult with district leadership before taking any follow-up actions.

### **After-Action Review (AAR)**

For critical incidents involving multiple district departments or outside agencies, the Director of Security in consultation with the Executive Directors for Schools may initiate an After-Action Review (AAR). Information for the AAR will be gathered at a meeting of individuals who played a significant role in the response and/or recovery of the incident. Whenever practicable, AARs should be conducted within 30 days of an event to ensure all pertinent information is gathered.

The finalized AAR report is used by leadership to 1) inform how plans should be revised and identify gaps in planning; 2) determine training needs and help shape training and exercise programs; and 3) determine resource needs and the specific allocation of those resources to improve incident response.

**Date: 03.17, 8.18, 9.21, 08.22**