



Lakewood
School District
Emergency
Operations Plan

2019

Developed by:

Strategic Emergency Education

inquiry@StrategicEmergencyEducation.com

www.StrategicEmergencyEducation.com



Promulgation Document

The personal safety and health of students and the public, and the protection of district property and assets are primary concerns of the Superintendent of the Lakewood School District.

The Emergency Operations Plan (EOP) and contents within is a guide to how the district conducts all-hazards response. The EOP is written in support of emergency management and is built upon the National Response Framework as scalable, flexible, and adaptable coordinating structures to align key roles and responsibility. This plan and contents within shall apply to all district personnel participating in mitigation, preparedness, response, and recovery efforts. Furthermore, tasked organizations supporting EOP guidelines shall maintain their own procedures/guidelines and actively participate in the training, exercise, and maintenance needed to support this plan.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by Strategic Emergency Education and approved by the district, thereby enabling activities contained within this document to be performed within the district's capability.

Approval and Implementation

This Emergency Operations Plan (EOP) was prepared to develop, implement, and maintain a viable all hazards response capability and to establish a comprehensive approach to providing consistent, effective, and efficient coordination across a spectrum of activities.

This plan shall apply to all district personnel participating in mitigation, preparedness, response, and recovery efforts. Furthermore, the EOP may be applied to any district sponsored events, whether on or off campus, and all public or private district sanctioned activities.

The Superintendent shall be responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the “all-hazards” concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by the district superintendent.

This EOP and its supporting contents are hereby approved and is effective immediately upon the signing of all signature authorities noted below.

Date of Approval and Adoption: _____

Board Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Purpose and Situation Overview

Purpose

The purpose of the Lakewood School District Emergency Operations Plan (EOP) is to outline the district's approach to emergency operations and to enable local, state and federal coordination. It provides general guidance for emergency management activities. The EOP and its contents describe the district's emergency response organization and assigns responsibilities for various emergency tasks. Specific support materials found in the EOP annexes and attachments describes details of who does what, when and how.

Additionally, the EOP describes capabilities and resources, as well as establishes responsibilities and operational processes, to help protect the district from natural and man-made hazards, to save lives, to protect public health, safety, property, and the environment; and to reduce adverse psychological consequences and disruptions.

Although emergencies, disasters and catastrophic incidents typically result in impacts far beyond the immediate or initial incident area, the EOP provides a framework to enable the management of cascading impacts and multiple incidents, as well as, the prevention of and preparation for subsequent events.

It is the responsibility of those referenced in this plan to integrate their departmental procedures, guidelines, and emergency management activities, such as task performance and organization, while also participating in ongoing training, exercises, plan integration, and maintenance needed to support a collective process.

Additionally, the EOP

- Outlines the duties and responsibilities of the district staff.
- Empowers employees in an incident to act quickly and knowledgeably.
- Informs and trains key stakeholders on their roles and responsibilities before, during, and after an incident.
- Provides other members of the community with assurances that the district has established guidelines and procedures to respond to incidents/hazards in an effective way.

- Provides guidance for emergency operations and the utilization of all available district resources for the protection of lives, property, and the continuance of district operations in an emergency.

Situation Overview

Lakewood School District, officially known as Lakewood School District 306, is a school district that serves the communities of Lake Goodwin, North Lakewood, Smokey Point, and Warm Beach in northern Snohomish County, Washington.

The district is 22.5 square miles and is located along Interstate 5, north of Marysville, Washington. The District is bordered on the south by the Marysville School District, on the west and north by the Stanwood School District, and on the east by the Arlington School District.

Currently the Lakewood School District consists of five schools, three of which are elementary schools, one middle school, and one high school, located within North Lakewood. The three elementary schools, serving children from kindergarten to grade five, are: Cougar Creek Elementary School, which is home to 359 students, English Crossing Elementary School, which is home to 342 students, and Lakewood Elementary School, which is home to 365 students. Lakewood Middle School serves as the district's only middle school, serving 594 students from grades six to eight, while the district's only high school is Lakewood High School, which serves 759 students from grades nine to twelve.

Natural hazards that are identified for Lakewood include Severe Storms, Earthquake, Volcanic Eruption and Fire.

This Emergency Operations Plan discusses seven hazards known to affect the Lakewood School District:

- ✓ Earthquake
- ✓ Structure Fires
- ✓ Volcanic Eruptions
- ✓ Severe Local Storms
- ✓ Hazardous Materials Release
- ✓ Pandemic Influenza
- ✓ Criminal Threats or Actions

Earthquake - A sudden slip of a fault and the resultant ground shaking and radiated seismic energy caused by the slip; or by volcanic or magmatic activity; or other sudden stress changes in the earth.

Washington ranks second in the nation, to California, among states susceptible to earthquake loss, according to a Federal Emergency Management Agency (FEMA) study. Washington State is located near the middle of an offshore tectonic plate convergent boundary called the Cascadia Subduction Zone that extends from southern British Columbia to northern California. The inland extent of related earthquake activity is the Cascade Mountain Range where the volcanoes mark the melting edge of the (sinking) Juan de Fuca Plate.

The potential impacts of future earthquakes on the Lakewood School District include damage to buildings and contents, disruption of educational services, displacement costs for temporary quarters if some buildings have enough damage to require moving out while repairs are made, and possible deaths and injuries for people in the buildings. The magnitude of potential impacts in future earthquakes can vary enormously. From earthquakes that are felt but result in neither damages nor casualties to very substantial for larger magnitude earthquakes with epicenters near a given campus. The vulnerability of the Lakewood School District's facilities varies markedly from building to building, depending on each building's structural system and date of construction (which governs the seismic design provisions).

Structure Fires – Structure fires can be of natural or human origin and result in the uncontrolled destruction of homes, businesses, and other structures in populated, urban or suburban areas. These types of fire do not typically pose a great threat to the community except when the fire spreads to other nearby structures. When this occurs, a structure fire can quickly expand to a size that could threaten large numbers of people and overwhelm local fire resources.

In a wildland-urban interface fire (which can occur in or near forest and grassland areas where isolated homes, subdivisions, and small communities are also located) can place many homes under direct threat.

The most common cause of wildland-urban interface fires in Washington State are escaped debris burns. These fires can cause destruction on a massive scale due to the resources available to fight these types of fires in our area and how quickly the fire can spread.

Volcanic Eruptions - a vent in the earth's crust through which molten rock, rock fragments, gases, and ashes are ejected from the earth's interior. A volcanic mountain can be created over time by the accumulation of these erupted products on the earth's surface.

The Cascade Range extends more than 1,000 miles forming an arc-shaped band extending from Southern British Columbia to Northern California lying roughly parallel to the Pacific coastline and includes 14 major volcanic centers. The Cascade Range is made up of a band of thousands of very small, short-lived volcanoes that have built a platform of lava and volcanic debris. Rising above this volcanic platform are a few strikingly large volcanoes that dominate the landscape. The Cascades volcanoes define the Pacific Northwest section of the "Ring of Fire", a fiery array of volcanoes that rim the Pacific Ocean.

Glacier Peak lies just to the South in Snohomish County. Geologic evidence indicates that both Mount Baker and Glacier Peak have erupted in the past and will no doubt erupt again in the foreseeable future. Due to the topography of the region and the location of drainage basins and river systems, eruption events on either Mount Baker or Glacier Peak resulting in lahar's, pyroclastic flows, tephra or ash fall, and lava flows could impact portions of Marysville.

Eruptions in the Cascades have occurred at an average rate of 1-2 per century during the past 4,000 years, and future eruptions are certain. Seven volcanoes in the Cascades have erupted within the past 225 years. Four of those eruptions would have caused considerable property damage and loss of life if they had occurred today without warning - the next eruption in the Cascades could affect hundreds of thousands of people.

To date the most recent volcanic eruption events, in the Cascade Range, occurred at Mount St. Helens in Washington (1980-1986) and at Lassen Peak in California (1914-1917).

Based on past events and especially the 1980 eruption of Mount St. Helens, future eruptions from either Mount Baker or Glacier Peak will almost certainly be preceded by an increase in seismic activity, and possibly by measured swelling of the volcano and emission of volcanic gases. This ability to monitor seismic and other types of activity at Mount Baker and Glacier Peak provides a warning system of sorts for volcanic eruptions that could impact Snohomish County.

Furthermore, the 1980 Mount St. Helens eruption made it clear that preparation for and response to a large-scale volcanic eruption must involve a wide variety of agencies and jurisdictions. For this reason, emergency managers from Skagit, Snohomish, and Whatcom

Counties, the State of Washington, and the Province of British Columbia, as well as personnel from the United States Forest Service developed the Mount Baker-Glacier Peak Coordination Plan. This plan was adopted in April 2001 and updated in 2012 and the plan provides a tool to coordinate the actions that various agencies must take to minimize loss of life and damage to property before, during, and after a hazardous geologic event occurring at either volcano. This plan also includes the necessary legal authorities in addition to statements of responsibilities of County, State, and Federal agencies in the United States as well as Provincial and Federal agencies in Canada.

Severe Local Storm - The City of Marysville experiences severe windstorms on an occasional basis. There are also relatively rare snow storms. There have also been numerous serious wind and rain events in the Marysville area.

High Wind: Possible hazards or problems may be loss of power, phone lines, electrocution, and danger of fire. Violent wind storms could cause damage to large areas of the industrial forest resulting in economic losses with toppled trees, debris, and damage to residential and commercial property.

Lightning: Hazard areas may be sports venues and complexes such as soccer fields, football fields, baseball fields, and golf courses that are without adequate shelter for participants and spectators. Lightning may cause electrical transformers to short resulting in power outages and fires in trees located near power lines. Persons outdoors are vulnerable to lightning strikes. Lightning strikes can also ignite forest fires during dry summer months.

Snow and Ice: Most problems associated with heavy accumulations of snow or ice will most likely be transportation related. Vehicle travel on roadways may be stopped or severely limited; essential government services and businesses may be closed because employees are unable to drive to work. Special transportation may need to be provided to ensure that medical and emergency services personnel can report to work. There is a danger to the traveling public who may become trapped in their vehicles for an extended period. The weight of heavy accumulations of snow or ice may cause roofs to collapse and trees to fall causing damage to power lines.

Surface flooding: Surface flooding is localized and typically occurs in urban areas where existing storm water disposal systems are unable to deal with heavy amounts of rainfall or snowmelt that can result in flooded streets, parking lots, and low-lying urban areas. While surface flooding is a minor problem in Snohomish County, the potential for surface flooding will

increase as more natural watershed areas are converted to business and housing developments.

The westerlies, winds from the west, affect the weather of Washington State much of the year. Westerlies grow stronger as autumn progresses attaining maximum strength in winter, and subsiding again in spring. In summer, the westerlies are usually very weak and are displaced to the north over Alaska and Canada.

Rainfall in the summer is infrequent and temperatures across the state are determined by the extent of marine air mass intrusions from the coast. Typical summer rainfall consists of showers and associated thunderstorms – especially over the Cascades and into Eastern Washington. The amount of shower activity is dependent upon the degree to which hot air masses with *monsoon* moisture work their way north from the desert southwest.

Snohomish County does not experience hurricanes; on occasion, winter windstorms exceed hurricane force winds. There have been five tornado sightings in Snohomish County since 1970. In 2018, there were 2.5 documented tornado sightings in Washington State.

Most storms move into Snohomish County from the Pacific Ocean with a southwest to northeast airflow. On occasion, however, wind and snow events move into the county from the Fraser River Valley to the north accompanied by cold, arctic air. Windstorms with sustained winds of 50 miles per hour or greater occur with some regularity and are powerful enough to cause significant damage. Most of these storms cause transportation related problems and damage to utilities. On occasion, homes and other structures are damaged either by high winds or falling trees.

Electrical power outages are common with almost all types of severe storm events. Possible problems may be loss of heat, refrigeration, utilities, computers, and communications. In addition, persons could be electrocuted by encountering downed electrical lines.

Some storms are more severe and require assistance from a variety of emergency responders such as: fire service, emergency medical services, search and rescue, law enforcement, and public works. While local electrical power outages frequently occur during severe storm events, the loss of power is usually only an inconvenience causing minor consequences unless the outage continues for an extended period or during a period of extremely cold temperature. Extended electrical power outages occurring during winter months may require the opening of emergency shelters.

Hazardous Materials and Hazardous Waste Release – The release of hazardous materials and hazardous waste has the potential for adverse impacts upon human health, the environment, and property. The effects of which depend upon the type, location, and quantity of material released. Although hazardous material and hazardous waste incidents can happen almost anywhere, certain areas of the county are at higher risk. Industrial facilities that use, store, and dispose of the same have increased potential for major mishaps; Americas roadways are frequently used for transporting hazardous materials and hazardous waste.

Spill history in the county shows most problems occurring in the transportation corridors. Although most of these incidents have been easily handled, the potential still exists for an extreme threat to life, the environment, and property.

Train derailment would be the most impactful hazardous materials event to the Lakewood School District because of multiple schools in close proximity of the railroad tracks.

Illegal disposal of hazardous material and hazardous waste directly into streams or dumping along roadways is a problem and accounts for a large portion of hazardous material emergency response in the county.

Pandemic Influenza – Influenza is a highly contagious, viral disease. Pandemics occur because of the ability of the influenza virus to mutate into new types or strains. People may be immune to some strains of the disease either because they have had that strain of influence in the past or because they have recently received influenza vaccine. Depending on how much the virus has changed, people may possess little or no immunity to the new strain. Small changes can result in localized epidemics; however, if a novel or highly contagious strain of the influenza virus emerges, an influenza pandemic can occur and affect populations around the world.

An influenza pandemic is unlike any other public health emergency or community disaster. Because Snohomish County cannot be isolated, its residents are subject to contracting and spreading the illness. The effect of influenza on individual communities will be relatively prolonged, lasting weeks to months, rather than minutes to hours observed in most other natural disasters.

Because of the substantial lead times required for vaccine production once a novel strain has been identified, it is likely that vaccine shortages will exist, especially during the early phases of the epidemic.

Criminal Threats or Actions – Some of these include: explosion/bomb threats, active shooter, terrorism, kidnaping/missing student, bus accident

Explosion/Bomb Threat – A major explosion has the potential to cause numerous injuries and fatalities, extensive property damage, other ensuing hazards, and disruptions. The time of day, season of the year, and weather conditions could all have a profound effect especially if fire accompanies the major explosion. A major explosion could possibly exceed the immediate respond capability of the local jurisdiction.

Mass evacuation operations could be required to move affected populations. Many families could be separated, particularly if the incident should occur during working and school hours. Extensive search and rescue operations could be required to assist trapped and injured persons. Injured and displaced person would require emergency medical care, food, water, and temporary shelter. Disruption of public utilities and services coupled with the potential effect on transportation routes of adjacent areas to the major explosion could seriously hamper emergency operations.

Active Shooter - An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and death to students and staff. Such intruders may also possess a gun, a knife, a bomb or another harmful device.

Snohomish County has unfortunately experience a major active shooter event at Marysville-Pilchuck High School in 2014.

Terrorism – By definition, terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation coercion or ransom. Terrorist often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism and to get immediate publicity for their causes.

Since terrorism could occur anywhere in Snohomish County, response plans and concepts have been developed for use and adaptability throughout the county. A terrorist activity emergency has its own unique characteristics and must be dealt with in accordance to its magnitude and with an appropriate level of response. The incident might be handled in a relatively short time or it might go on for days. Response to such an event is the primary responsibility of law enforcement.

Kidnaping or Missing Student – A missing student is a child whose disappearance is possibly not voluntary, or a child whose whereabouts are unknown to the school staff; or the child voluntarily left the care and control of school staff without consent and without intent to return.

Kidnapping is when the child did not voluntarily leave the care and control of the school staff or school grounds and are taken by force and without permission of legal guardian.

School staff can contact their local law enforcement authority to file a Missing Person Report. Participating law enforcement agencies can request an Amber Alert if their investigation determines that the child's disappearance meets the Amber Alert criteria.

Bus Accident – A major incident involving automobile, truck, bus, airplane, helicopter or any combination of vehicles could result in numerous casualties and significantly impact regional transportation systems.

School bus accidents may occur both within the geographic boundaries of the district or outside these boundaries given field trips and interscholastic activities. While data continues to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions, and limited adult supervision requires that drivers be well trained.

Planning Assumptions & Concept of Operations

In the event of a large-scale emergency, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that schools must be self-sufficient for a time and may be required to make crucial decisions to keep students and staff safe.

While compiling this plan, the following assumptions were made:

- Any employee of Lakewood School District may be tasked by this EOP.
- External resources may be requested to assist the district if the nature of the incident overwhelms local capability.
- Incident management activities will be initiated and conducted in accordance with the National Incident Management System (NIMS).
- It is possible for a major disaster to occur any time and any place in or near the district. In some cases, timely dissemination of warnings and increased readiness measures may be possible. However, many disasters can, and may, occur with little or no warning.
- Proper implementation and understanding of these guidelines through training and exercising will reduce or prevent disaster-related losses.
- Each site may implement their respective EOP independent of the District EOP.
- Depending on the severity and scope of the emergency, the site EOP and its Incident Command System (ICS) may or may not be activated.
- School district employees are familiar with the EOP and will execute their assigned responsibilities.

Emergency management activities are often associated with the following five phases, although not every disaster necessarily includes all the phases.

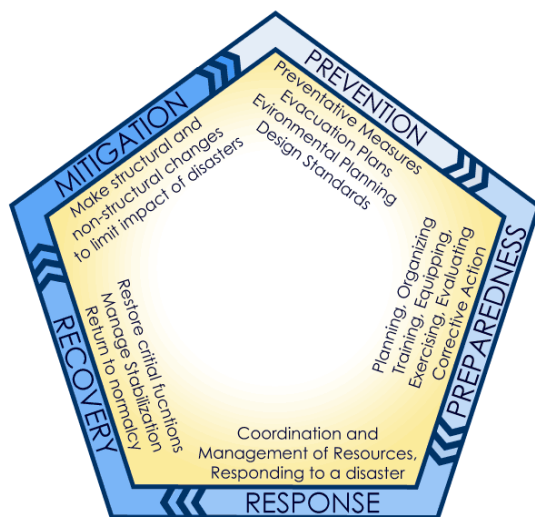
Prevention focuses on preventing human hazards, primarily from potential natural disasters, and terrorist attacks. Preventive measures are designed to provide more permanent protection from disasters. The risk of loss of life and injury can be limited with good evacuation plans, environmental planning and design standards.

Preparedness is a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Training and exercising plans is the cornerstone of preparedness which focuses on readiness to respond to all-hazards incidents and emergencies.

Response is comprised of the coordination and management of resources; including personnel, equipment, and supplies. Response utilizes ICS in an all-hazards approach, with regards for life, property, and environmental safety. The response phase is a reaction to the occurrence of a catastrophic disaster or emergency.

Recovery consists of those activities that continue beyond the emergency period to restore critical community functions and begin to manage stabilization efforts. The recovery phase begins immediately after the threat to human life has subsided. The goal of the recovery phase is to bring the affected area back to some degree of normalcy.

Mitigation is the effort to reduce loss of life and property by lessening the impact of disasters and emergencies. Mitigation involves structural and non-structural measures taken to limit the impact of disasters and emergencies. Structural mitigation actions change the characteristics of buildings or the environment, and include flood control projects, raising building elevations, and clearing areas around structures. Non-structural mitigation most often entails adopting or changing building codes.



Organization and Assignment of Responsibilities

The district office must also be prepared to provide off-site support, such as leadership and assistance with response and recovery, when an incident happens at school sites within the district. It is the responsibility of the Superintendent to ensure that both the district office and school site employees are trained and well prepared, and that every site, including the district office has a functional EOP. The district would establish an Emergency Operation Center (EOC) if needed.

Each school is responsible for protecting the life of the students, staff, and visitors, the property of the school district, and environment around the school. It is the responsibility of the school administrators to ensure that the school staff are trained and well prepared, and that the school has a functional EOP. The schools and buildings would activate the Emergency Response Team (ERT) if needed.

Part of a functional EOP is having a response system in place that establishes division of labor and lines of communication. The response system utilized by federal and state governments is the ICS. The ICS accomplished the division of labor by establishing five sections with specific roles and responsibilities.

The five sections of ICS are Command, Operations, Logistics, Planning, and Finance and Administration.



The Incident Commander (IC) is responsible for policymaking with respect to disaster planning and preparedness. The IC is additionally responsible for the overall coordination of emergency response and recovery activities. Directly under the IC is the Command staff, which includes the Public Information Officer, Safety Officer and Liaison Officer, and the Section Chiefs of the five sections listed above.

The Operations section (*the doer's*) is responsible for implementing action plans and coordinating direct response activities, such as search and rescue, sheltering, first aid, security, student release, communications, and staff and visitor accountability.

The Logistics section (*the getter's*) is, prior to a disaster, in charge of ensuring that there are adequate supplies of food, water and equipment for crisis response. During an emergency, this section provides services, personnel, equipment, materials and facilities as needed.

The Planning section (*the thinker's*) is responsible for collecting, analyzing, disseminating and recording information critical to the functioning of the Command section. This section works closely with the Incident Commander to create action plans for implementation of the Operations section.

The Finance/Admin section (*the payer's*) creates policies and procedures to document the costs associated with emergency response. During a disaster, the section activates contracts with vendors, keeps time records, tracks receipts, and accounts for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery efforts from the state. They also gather all paperwork documentation at the end of the incident for inclusion in the After-Action Report.

At each school/building in the district a team of staff is identified to form an Emergency Response Team (ERT). Each team is trained to implement very specific components of the districts EOP.

These teams are listed below:

Operations Section (under the Operations Section Chief)

- Assembly & Shelter Team
- Crisis Intervention Team
- First Aid Team
- Light Search and Rescue Team

- Maintenance/Fire/Site Security Team
- Student Release & Staff Accounting Team

Logistics Section (Under the Logistics Section Chief)

- Supplies & Staffing Team
- Transportation Team
- Communications Team

Planning Section (Under the Planning Section Chief)

- Situation Status Team
- Documentation Team

Finance/Admin Section (Under the Finance/Admin Section Chief)

- Recordkeeping Team

During an emergency, the district office will establish an Emergency Operations Center (EOC) to assist in the coordination of information and resources to support the school site's incident management activities. The EOC Manager will remain at the EOC, away from the incident location to make decisions regarding resource coordination. An EOC may be a temporary or permanently established facility.

During an emergency, the Command section on the school site will set-up an Incident Command Post (ICP). The Incident Commander and Section chiefs remain at the ICP and will make decisions to direct the response activities based upon information coming in from each of the sections.

One of the benefits to using ICS is that it is designed to be flexible and scalable to the size of the event. Only positions that are required for an adequate response should be filled, and sections are kept as small as possible to accomplish incident objectives and monitor progress. Each incident will dictate how and when the organization develops and in many instances, only a couple sections need to be activated. Only in the largest and most complex operations would the full ICS organization be staffed.

Direction, Control, and Coordination

The EOP is consistent with the federally mandated National Incident Management System (NIMS). The EOP assigns responsibilities to ensure the effective management of emergency operations in the Lakewood School District. It establishes the emergency management structure and outlines how the emergency response is activated.

Several annexes accompany this EOP:

- ✓ Lockdown, Lockout, Evacuate and Shelter Annex
- ✓ Accounting for All Persons Annex
- ✓ Communications and Warning Annex
- ✓ Continuity of Operations (COOP) Annex
- ✓ Public Health, Medical and Mental Health Annex
- ✓ Security Annex
- ✓ After School Activities Annex
- ✓ Family Reunification Annex

The EOP and its associated annexes and appendices are intended to allow school sites to respond to emergencies in an efficient manner to accomplish the following:

- ✓ Protect the safety and welfare of the students, staff and visitors
- ✓ Provide a safe and coordinated response to emergencies
- ✓ Protect the district's facilities and properties
- ✓ Enable the district to restore normal conditions in the shortest time possible
- ✓ Provide for the interface and coordination between the schools, district office, and local emergency response agencies

The control of and response to school district emergencies is the sole responsibility of the school site teams until first responders such as medical, fire and law enforcement arrive. School staff will need to establish an Incident Command Post immediately after an emergency or incident occurs at the school district.

An **Incident Command Post** is located within safe proximity to the emergency site and is generally responsible for incident response management as follows:

- Serves as a temporary field location for tactical-level on-scene incident command and management.
- Is the on-site headquarters for the Incident Commander, Command Staff, and General Staff.
- Serves as a field collection point for tactical intelligence and analysis.
- Conducts all operations using the Incident Command System (ICS).
- Is typically established prior to activation of the EOC.
- Provides the initial securing of the perimeter of the area, coordinates the actions of the operating units, and remains operational during the field actions (rescue, response, recovery, etc.) phases, as required.

Once professional responders are on scene, incident management transitions to Unified Command (UC). The UC is used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions.

Agencies work together through the designated members for the UC, often a senior person from agencies or disciplines participating in the response, to establish a common set of objectives and strategies in order to form a single Incident Action Plan (IAP).

This transition to a UC is immediately facilitated by an on-site briefing, the school's Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities.

Ideally, this means that in the Incident Command Post (ICP), first responder representatives will essentially be running response activities in consultation with the school's Command staff and Section Chiefs. On the school site, Team Leaders and Team Members will work alongside first response teams, unless the Incident Commander has deemed it too dangerous or unsafe.

The **Incident Commander** will also ensure the following, if applicable to the incident:

- Isolate the incident site and maintain control of the inner and outer perimeters
- Establish tactical communications and designate a primary radio channel
- Facilitate tactical planning and contingency planning
- Brief first responder personnel
- Designate a staging area for supporting agencies
- Ensure documentation of tactical decisions and activities
- Provide situational updates to the EOC at regular intervals, if activated

- Approve requests for additional resources or for the release of resources (demobilization) through Dispatch or the EOC, if activated
- Approve additional alerts as needed
- Establish immediate priorities
- Coordinate any specific transportation issues (such as helicopter landing zones, EMS locations, morgue location, etc., as appropriate)
- Determine security boundaries
- Notifies Dispatch or EOC (if activated) of needs, including personnel recall from other departments as required
- Perform other duties as required by the situation.
- Approve emergency public information messaging prior to release by the Public Information Officer.
- Participate in the after-action review process

LAKEWOOD SCHOOL DISTRICT EMERGENCY OPERATIONS CENTER (EOC)

Upon activation, the EOC becomes the centralized communication and coordination facility for the Lakewood School District emergency response.

The EOC is the key to successful coordinated efforts and responsible for supporting the Incident Commander and consequence management actions.

The EOC, if applicable:

- Serves as the central meeting and gathering location for critical management and support personnel, and serves as the incident support operations and resource center.
- Facilitates the flow of communication and coordination between the different operating agencies, different levels of government, and the public.
- Supports the Incident Commander by mobilizing and deploying resources as requested.
- Assembles accurate information about the incident and provides situational analysis
- Issues district-wide messaging
- Provides public information services and coordinating activities with the on-scene Public Information Officer (PIO) and the Joint Information Center, if established
- Communicates and implements policy-level decisions from the Executive Policy Group
- Organizes and implements evacuation
- Obtains local, state, and federal assistance as needed

Based on the size of an incident, resources may be requested to assist from beyond the local area, such as other fire agencies within or outside the county. Resources are distributed throughout the response area based on need by the Snohomish County Emergency Coordination Center (ECC). Multi-agency coordination is important to establish priorities for response, allocating resources, developing strategies for handling multi-agency response problems, sharing information and facilitating communications.

Snohomish County ECC will be staffed by representatives from local, state and federal agencies, and could include a school district representative.

School facilities, equipment, and personnel may also be deployed via the EOC or ECC to other incidents with district approval. For example, school buses may be requested to provide transportation out of an affected area, or teachers may be requested to staff shelters.

Information Collection, Analysis, and Dissemination

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. Some Lakewood School District staff use the RAVE app; but all will use school phones and personal cell phones to contact 911 when needed.

School staff members, students and other onsite agencies must be told what is happening and what to do. Parents and families of students and staff members must be informed about the situation and the status of their child or family member.

School board members must be kept informed and updated. Information must be transmitted to the district superintendent and to other affected schools. While some of these communications may occur before an emergency, the district should have a designated Public Information Officer (PIO) that deals with media inquiries during an emergency.

As part of a regular school year, each school site should discuss emergency procedures and collect emergency information from parents.

During an emergency, the Incident Commander is responsible for ensuring that communications occur with:

- ✓ All site employees
- ✓ Other on-site facilities such as pre-schools, special education classrooms, day care programs
- ✓ The district office
- ✓ Parents
- ✓ Emergency responders, via 911, if necessary

During an emergency, the district office's EOC Manager is responsible for ensuring that communications occur with:

- ✓ All district office employees
- ✓ All district school sites
- ✓ Emergency responders, via 911, if needed at the district office
- ✓ Snohomish County ECC

Training and Exercises

Completed Lakewood School District Emergency Drills Tracking/Annual Reporting Sheets must be turned into the district office at the end of each school year.

The required school drills changed 7/23/2017. Listed below is a summary of what drills need to be conducted each month students are in school; including summer school.



Shelter-in-place



Lockdown



Evacuation



mapping information system in **at least one**



A **pedestrian evacuation drill** for schools in **mapped tsunami hazard zones**.



drop, cover, and hold

As a result of SHB 1279 - RCW 28A.320.125 now reads, "(6)(a) Due to geographic location, schools have unique safety challenges. It is the responsibility of school principals and administrators to assess the threats and hazards most likely to impact their school, and to practice three basic functional drills, shelter-in-place, lockdown, and evacuation, as these drills relate to those threats and hazards. Some threats or hazards may require the use of more than one basic functional drill.

(b) Schools shall conduct at least one safety-related drill per month, including summer months when school is in session with students. These drills must teach students three basic functional drill responses:

(i) "Shelter-in-place," used to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants, released into the environment by isolating the inside environment from the outside;

(ii) "Lockdown," used to isolate students and staff from threats of violence, such as suspicious trespassers or armed intruders, that may occur in a school or in the vicinity of a school; and

(iii) "Evacuation," used to move students and staff away from threats, such as fires, oil train spills, or tsunamis.

(c) The drills described in (b) of this subsection must incorporate the following requirements:

(i) Use of the school mapping information system in at least one of the safety-related drills; and

(ii) A pedestrian evacuation drill for schools in mapped tsunami hazard zones.

(d) The drills described in (b) of this subsection may incorporate an earthquake drill using the state-approved earthquake safety technique "drop, cover, and hold."

(e) Schools shall document the date, time, and type (shelter-in place, lockdown, or evacuate) of each drill required under this subsection (6), and maintain the documentation in the school office.

(f) This subsection (6) is intended to satisfy all federal requirements for comprehensive school emergency drills and evacuations.

Administration, Finance and Logistics

The district is responsible for establishing the administrative controls necessary to manage the expenditure of funds, to provide reasonable accountability, and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

The finance team is responsible for the collection and organization of incident-related costs. Departments will submit incident costs to the finance team on a daily basis for the previous 24 hours.

The finance team will provide the superintendent with current cost estimates throughout the response and a final cost total upon the conclusion of the response.

Upon activation of the Emergency Operations Center (EOC), the district will issue a project number for the incident response effort and will disseminate the project number for use by all departments participating. This project number will be utilized in conjunction with the applicable accounting code to document all response and recovery costs associated with any disaster or emergency that requires a substantial response effort.

Departments participating in the emergency response will maintain detailed records of costs for emergency operations to include:

- Personnel costs
- Equipment operations costs
- Costs for leased or rented equipment
- Costs for contract services to support emergency operations
- Costs of specialized supplies expended for emergency operations

All emergency-related costs must be documented to ensure an accurate cost total and potential state or federal reimbursement. All documentation should include:

- For personnel costs, the hours worked and incident assignments;
- For equipment costs, hours used, incident assignments, and operator name; and
- For purchased equipment and supplies, the purpose of equipment/supply purchase (e.g., a resource request).

Emergency operations may require significant resources. Tracking those resources is vital for several reasons:

- Knowing what resources are on hand and available
- Anticipating what will be needed
- Tracking resources and returning resources at the conclusion of the operation
- Tracking costs as necessary for reimbursements

If school resources prove to be inadequate during an incident, the school district will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and personnel. All agreements are entered in to by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

The Lakewood School District will utilize ICS forms during an emergency to help track resources, including staff, and any emergency financial decisions made.

The ICS Section Chiefs will maintain accurate logs on ICS form 214 recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

Plan Development and Maintenance

The Lakewood School District Superintendent is responsible for the overall maintenance and revision of the Emergency Operations Plan (EOP) and is responsible for coordinating training and exercising the School EOP.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

The School Board together with the principal and superintendent will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board)
- Distribute the Plan

Each update or change to the plan will be tracked. The record of changes will include: the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Superintendent.

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The superintendent will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Superintendent.

The basic plan and its annexes will be reviewed annually by the Lakewood School District. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

Ideally, the plan should include a rough prioritization of which teachers and staff members might be released first, such as those with small children or elderly dependent adults. Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively.

Training: The following minimal trainings are NOT required but may be offered to select staff:

- ✓ Federally required IS-100 or IS-100-SC
- ✓ General awareness training for all staff, including access and functional needs considerations
- ✓ First Aid and CPR training
- ✓ Team training to address specific emergency response or recovery activities, such as student release, and search and rescue
- ✓ Critical Incident Stress Management (CISM) Pre-Incident training

Practicing this plan consists of orientation, tabletops, drills, functional exercises, etc. It is recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills. It is important that training and exercises include access and functional needs discussions or scenarios.

Ongoing training and education is highly recommended to ensure full understanding of the district emergency operations plan.

Authorities and References

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.
- NIMS, Department of Homeland Security, FEMA: <http://www.fema.gov/national-incident-management-system>.
- NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>.
- Homeland Security Presidential Directive No. 5 (2003).
- FEMA: IS-100 Introduction to Incident Command System:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>.