

# SITE EMERGENCY MANAGEMENT PLAN



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Fill in site/school name, address, phone, principal name and date in fields above.  
Fill in site/school name in empty fields within document.

**Update plan yearly and submit signature page and all addenda documents to the District Safety and Emergency Management Office (Mailstop 11-371)**

## INTRODUCTION

This **Site Emergency Management Plan** is a comprehensive effort to describe prevention and mitigation, preparedness, and response and recovery efforts consistent with the Seattle Public School District's Base Plan, the national framework as enumerated in the National Incident Management System (NIMS) and the National Response Plan. The plan is written with the express intention that \_\_\_\_\_ understands the issues related to critical incidents. This includes sections describing prevention and mitigation strategies; preparedness responsibilities, including planning, gathering resources, and training; and the use of a chain of command—the Incident Command System (ICS) —during and after an incident. The plan details responsibilities for school/site staff before, during, and after critical incidents.

In the event of either a natural disaster or human-caused incident, it is the role of schools to provide the emergency organization and resources to minimize student, staff, and school visitor loss of life, protect school district property, continue essential functions, and return to the business of education in a timely manner.

## MISSION AND GOALS

The mission of \_\_\_\_\_ in an emergency / disaster is to protect lives and property and to:

- Prevent crisis through student and staff education and developing and implementing safe policies, procedures, and programs.
- Mitigate the effects of a disaster.
- Prepare for emergencies and disasters.
- Respond to incidents using approved protocols, the Incident Command Structure, and in coordination with District and community resources.
- Aid in recovery from disasters.

The goals of \_\_\_\_\_ are as follows:

- Provide emergency response plans, services, and supplies for the school community.
- Coordinate the use of school personnel, volunteers, agencies, and facilities within the school and between the school and the District.
- Restore normal services and return to education as soon as possible.

## **PURPOSE**

The purpose of this plan is to provide a format for \_\_\_\_\_ to follow in the event of a natural or man-made critical incident. This plan provides for preparations for saving lives, minimizing injuries and property damage, and resuming regular operations. It establishes an organized response, continuity of operations, and recovery measures to address emergency conditions and reestablish educational services as soon as possible. This plan is intended to empower staff in an emergency and clarify emergency roles and response. These are guidelines and are meant to be revised and expanded on by those in each school /site to meet their specific needs. It is not intended as a rigid or restrictive plan.

## **SCOPE**

This plan provides a basic emergency management plan that is compliant with the National Incident Management System (NIMS), including the recommended use of the Incident Command System (ICS), site-specific hazard vulnerabilities, employee emergency procedures, training requirements, exercise procedures, and employee and family disaster preparedness based on the four phases of emergency management.

## **PLAN APPLICATION AND INCLUSION**

This plan:

- Applies to all staff, visitors, and students.
- Applies to all staff tasked to provide response assistance in case of emergency / disaster and describes actions to be taken in providing immediate response assistance.
- Includes those actions and activities that support the school's effort to save lives, protect the health and safety of students, staff and visitors, and to protect school property.

## **OVERVIEW: PHASES OF EMERGENCY MANAGEMENT**

The U.S. Department of Education and the Homeland Security Department identify four phases of emergency management. To ensure that our school maximizes the safety for students and staff, planning for each phase has been incorporated into the school's document. Emergency plans are dynamic, as they continue to incorporate new resources and needs and benefit from lessons learned during simulations and drills as well as emergencies. This document serves to structure and coordinate these efforts and is annually updated and incorporated into the District's Emergency Management plan.

### **Mitigation / Prevention**

\_\_\_\_\_ will conduct mitigation / prevention activities as an integral part of the emergency management program. Mitigation / prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities that an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation / prevention should be a pre-disaster activity, but it may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation.

Examples of prevention activities include student education and code-of-conduct instruction, anti-bullying and playground safety programs, social-emotional learning and anger management, hand and respiratory etiquette training, and peer mediation programs. Staff safety training, including fall prevention, adult sexual misconduct, and chemical hygiene programs are also examples of prevention programs. Mitigation might also include physical measures such as strapping file cabinets, securing computers, and the like.

### ***Include the following in the Site Emergency Management Plan (Addendum A – Mitigation / Prevention):***

- Hazard Identification and Assessment
- Social-Emotional Student Education Scope and Sequence
- Health Education, Including Hand / Respiratory Etiquette Training Scope and Sequence
- Adult Sexual Misconduct Prevention and Management Program Training and Update Plan
- Chemical Hygiene Program
- Others (please describe)

### **Preparedness**

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. The District has created a Critical Incident Management for Schools (CIMS) course for each school to complete. This standardized training allows for NIMS compliance, use of ICS, and a coordinated response throughout the

District. The top three hazards identified by the City of Seattle for priority preparedness activities are earthquakes, violence / terrorism and pandemic influenza; the school planning efforts reflect these priorities.

***Include the following in the Site Emergency Management Plan (Addendum B –Preparedness):***

- ICS Table of Organization Chart
- Line of Succession Charts for Each Section
- Emergency Drill Report Form (return to Risk Management after every monthly drill.
- Training and Drill Schedule
- After Action Report Template
- Disaster Supply Location Form
- AED Emergency Action Plan for Sudden Cardiac Arrest
- FEMA: INCIDENT COMMAND SYSTEM Training Requirement
- Emergency Communication Tree for Staff
- Communication Plans (include plans on how emergency procedures and notification will be communicated to substitutes and itinerant staff.)
- Plans to obtain, inventory and restock go-kits, food, water, other supplies
- Student Disaster Lessons: Scope and Sequence Chart, Teacher Lesson Plans, and Curriculum
- Special Needs Assistance Log for students and staff
- Safety Committee Chairperson, Members, and Meeting Schedule
- Other Plans (please describe)

### Response

\_\_\_\_\_ will respond to emergency situations. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. The District’s Emergency Procedures, found in the Safety & Security Quick Reference Guide for Emergency Procedures, are annually reviewed and used by all staff.

Below are the General Response Options (those activities done immediately in response to an incident), as adapted from the District’s procedures. These plans include support for students and staff with special needs.

- School Closure
- Evacuation
- Reverse Evacuation
- Shelter-in-Place
- Lockdown

***Include the following in the Site Emergency Management Plan  
(Addendum C – Response):***

- Parent / Student Reunification Action Plan
- Distance Learning Action Plan
- Other response plans, including those for special needs students/staff or special situations
- Other (please describe)

**Recovery**

\_\_\_\_\_ will carry out a recovery program that involves both short-term and long-term efforts. Recovery actions may include emotional and business recovery efforts.

***Include the following in the Site Emergency Management Plan  
(Addendum D – Recovery):***

- Temporary Relocation of Classes Plan
- Post-Traumatic Stress Identification and Treatment Plan
- Business Recovery Documents, Including Location for Completion of Preliminary Damage Assessments (PDAs) for Disaster Declarations and FEMA Reimbursement
- Other (please describe)

## DEFINITIONS

“**Emergency**” as used in this plan means a set of circumstances that demand immediate action to protect life, preserve public health or essential services, or protect property. *In an emergency, existing resources and capabilities may not be sufficient to cope with the situation.*

“**Disaster**” is defined as any incident which results in multiple human casualties and / or disruption of essential public health services, or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements. Schools days are disrupted, district and local resources may be overwhelmed.

Local government jurisdictions or the Governor, as authorized by state or local statute, may proclaim an emergency or disaster.

A “**crisis**” is an incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons but may not involve the entire school or community. An incident involving violence, or the witnessing of violence, often has a lasting effect on those involved. The psychosocial effects of a crisis may linger for extensive periods of time, and may impact the psychosocial functioning of a school or community. Without intervention, such incidents may evolve into larger scale incidents. These interventions typically include counseling of those involved using techniques of psychological first aid, critical incident debriefing, the use of “safe rooms” and other mental health-oriented methods. A crisis usually requires additional district resources and coordination with community resources.

## PLANNING ASSUMPTIONS

The following assumptions are the basis of this plan:

1. A single site emergency, i.e. fire, gas main breakage, etc., could occur at any time without warning, and the staff of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
2. An emergency or disaster, such as an earthquake or hazardous material incident, may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.
3. Local and state government may be overwhelmed by a disaster. School staff may be on their own for at least three days or longer after a disaster.
4. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
5. Assistance from other government and federal agencies will supplement the states, but such assistance will take some time to request and deploy.
6. A primary concern of \_\_\_\_\_ staff members will be for their families’ safety. Supporting the personal preparedness for employee’s families is fundamental to a successful school disaster plan. Seattle Public Schools staff members are

encouraged to complete the personal preparedness-training program offered through the City of Seattle Office for Emergency Management.

7. The more all of our student's families are prepared and knowledgeable about the school's Site Emergency Management Plan, the better our response and recovery efforts will be.
8. The District has provided the Critical Incident Management for Schools (CIMS) training program. Included in this program are personnel and parent training videos and documents such as job descriptions, resource lists, and check lists for schools / sites to use during training and response. Additionally, annual District updates and refreshers are provided to support school-based training and simulations. It is the responsibility of school leadership to develop, implement, and disseminate the school Site Emergency Management Plan and addenda.
9. \_\_\_\_\_ is part of larger District emergency management efforts and will be consistent and coordinated with these efforts. In turn, the District is part of the City of Seattle's emergency management efforts and will be coordinated through the City's Emergency Operations Center (C-EOC).
10. Communications before, during and after an incident is critical; therefore, a priority will be made to ensure that these systems are functioning and reliable at all times.

## LIMITATIONS

It is the policy of \_\_\_\_\_ that no guarantee of a perfect response system is implied by this plan. As personnel and resources may be overwhelmed, \_\_\_\_\_ can only endeavor to make every reasonable effort to respond based on the situation, resources, and information available at the time.

## CONCEPT OF OPERATIONS

### ***Direction and Control***

The Incident Command System (ICS) will be used to manage all emergencies that occur although not all sections or groups may be activated for every emergency. All school personnel will be trained in Incident Command System (ICS) protocol.

In a major emergency or disaster, \_\_\_\_\_ may be damaged or need to be evacuated, people may be injured, and / or other emergency response activities may need to be taken. These activities must be organized and coordinated for efficient management of the emergency response and / or the disaster activities. To provide for the effective direction, control, and coordination of a response to an emergency / disaster, either single site or multi-incidents, the school Incident Command System will be activated to manage the disaster. The School Incident Commander will be in charge until a coordinated response can be obtained with local authorities. A three-tiered approach is used at Seattle Public Schools for both information management and decision-making.

## **Command and Control Tiers**

### **Tier 1 – School / Site Command Post (SCP)**

This is the first tier and is most closely involved in managing the incident or the School's Command Post, where tactical plans and tactical decisions are made. In holding to the tenets of the ICS, the decision-making process begins with regular "size-up" reports. These will come from the Operations and Logistics Section Chiefs, who pass along their insights to the School Incident Commander (IC). Size-up reports should include:

- Suggestions of immediate goals and objectives, together with anticipated times for resolution.
- The scope, seriousness, and impact of problems they are combating.
- Circumstances with which they must contend.
- A report on how they have applied available resources.
- An assessment of what more needs to be done to resolve threats(s), shortages, restrictions, conflicts, and hardships.

With this information, the School / Site Incident Commander and Command Staff are able to measure, assess, and most importantly, support the demands and dynamics of a situation that is typically fluid and evolving. The "size-up" reports are also used by the school to develop its Incident Action Plan (IAP) and by the District's Emergency Operations Center (EOC) to form the District's Consolidated Action Plan. The IAP must describe:

- Goals and Objectives
- Priorities
- Organization
- Assignments
- Strategy

All of the above should be based on existing pre-plans, hazard-specific plans, protocols, and operating procedures. They should include operational periods for stabilizing and containing the incident and bringing all aspects under control.

### **Tier 2 – Department Operation Center (DOC)**

In single-school incidents, size-up reports and Incident Action Plans must be shared with the District Safety and Security Office who will coordinate communication of this information as necessary. The goal of the DOC will be to support the school response and further direct how the district will concurrently maintain essential services district-wide.

### **Tier 3 – Emergency Operations Center (EOC)**

If an incident results in a multi-school or multi-departmental response, the Emergency Operations Center will be activated, the Incident Commander identified, and emergency communications status reports will begin.



Emergency information plays a central role in managing critical incidents. To facilitate this process, the Incident Management Team must stay current with changing conditions. To highlight the transitive state of affairs, the EOC will establish a “briefing cycle.” Its primary purpose is to provide a flexible standard for synthesizing and refreshing substantive details, as soon as they become available from multiple sources, and to reformulate them into a proactive District Action Plan. The school’s PIO will be responsible for engaging in this process through the emergency communications system, (using communication devices such as the BlackBerry) which ameliorates redundancies (phone, radio, email, PIN to PIN messaging).

The EOC serves as the most senior tier in the District’s hierarchy. It serves as the Superintendent’s Coordination Center. Any time the EOC is activated, responders called for duty in the EOC must be able to clearly understand what the critical issues are so that necessary executive and senior management actions can occur at the most appropriate time. To do this with the degree of precision and comprehensiveness that is expected requires that all three levels work in unison to conscientiously contribute to the process and maximize effectiveness and safety for students and staff.

### ***School Incident Command System (S-ICS)***

#### ***Before the Disaster***

S-ICS staff will coordinate school’s planning activities and the recruitment of building emergency response groups, aligning the school’s plan with the District’s emergency management plan.

Each staff member will annually update emergency information and their family emergency plan.

S-ICS will complete all activities to prepare for emergencies, including training, document preparation, and resource management.

The S-ICS Command and general staff will participate in school and district-wide drills, including communications drills, as specified.

Parents/guardians will be notified about those emergency procedures which are relevant. (e.g. updating contact information, medications, etc.) Emergency contact information will be updated routinely in the electronic database and automated telephone and email system (e.g. School Messenger) for use in emergencies.

#### ***During the Disaster***

S-ICS will be activated as the situation requires. Size-up reports will be completed and a School Incident Action Plan created. All emergency response activities at the school will be coordinated based upon the plan.

S-ICS will report and coordinate all emergency response activities as defined by Safety and Security Office and school emergency procedures and the Seattle Schools Emergency Management Plan. If activated, the primary emergency communication method will be established through the District's Emergency Operations Center located in the Safety and Security Office.

Situation size-up reports will be incorporated into the District's Consolidated Action Plan and relayed to the city's Emergency Operations Center.

The District is part of the Seattle Disaster Readiness and Response Plan, as indicated in Emergency Support Function No. 6, Support Organizations. The District, through the Safety and Security Office, will communicate through this assigned reporting structure. The District / schools are viewed as both a resource for the city, especially related to sheltering, and mass care support, as well as an agency that may need city resources in an emergency.

**Sustainment:** The reality of a sustained emergency such as an earthquake requires the S-ICS to develop a schedule to ensure continuity of care for students and staff until re-unification of students to families or relocation to other shelters / care providers can be completed.

**Demobilization:** The decision to demobilize services will be made in consultation with the District's EOC. In a major event, the D- EOC will be the city's EOC to facilitate a safe and coordinated transition of persons. The Administrative Section will ensure that employee needs are considered in demobilization.

The S-ICS will complete after-action debriefings to capture the lessons learned and incorporate into future school and district plans.

### ***After the Disaster***

Disaster recovery may include emotional support for staff, students, and families and will use the best practices as identified by the National Child Traumatic Stress Network.

Emotional recovery efforts will usually be sequenced as follows:

- Staff meeting and debriefing discussion on self care, developmental in situational stress response, supporting students and families, referral criteria and protocols.
- Parent communication development and dissemination (per district crisis communication protocols).
- Student debriefing in classrooms, referral to "safe rooms" for additional support if needed.

Business recovery may include damage assessments, documentation, and financial documentation as well as support for restoration of learning and teaching.

## REFERENCES AND LAWS

Seattle School District No. 1 is a public entity and, as such, it is under the direction of city, county, and state authorities in the event of a disaster. All statutes, city ordinances, and other governing administrative authorities govern it.

This plan is developed under the following local, state, and federal statutes and regulations, as follows.

### Federal Laws, Regulations, and Executive Branch Orders

1. Public Law 93-288, The Disaster Relief Act of 1974, as amended by Public Law 100-707, The Robert Stafford Disaster Relief and Emergency Assistance Act
2. Public Law 920, Federal Civil Defense Act of 1950, as amended,
3. Public Law 96-342, Improved Civil Defense Act of 1980
4. Public Law 101-336, Americans With Disabilities Act of 1990
5. Public Law 106-390, Disaster Mitigation Act of 2000
6. Public Law 105-381, Pacific Northwest Emergency Management Arrangement
7. Title III, Superfund Amendments and Re-Authorization Act of 1986 (changed to Emergency Planning, Community Right to Know Act)
8. 29 Code of Federal Regulations (CFR) 1910.38, Employee Emergency Plans and Fire Prevention Plans
9. 29 CFR 1910.120, Hazardous Waste Operations and Emergency Response

### Applicable State Laws and Regulations

10. Revised Code of Washington (RCW) 4.24.470, Liability of Officials and Members of Governing Body of Public Agency – Definitions
11. RCW 36.4.38.52, Emergency Management
12. RCW 28A.320.125, Safe School Plans
13. RCW 3.28A.060, School Mapping System
14. RCW Chapter 70.05.070, Local Health Officer – Powers and
15. Washington Administrative Codes (WAC) 118.30, Emergency Management
16. WAC Chapter 118-04, Emergency Worker Program
17. WAC Chapter 392.129, School Emergencies and Closures
18. WAC 51-54-0400, Emergency Planning and Preparedness
19. RCW Chapter 70.136.050, Good Samaritan Law
20. ENGROSSED SENATE BILL 5620

### Applicable Municipal Laws

21. The Charter of the City of Seattle Public Schools, Seattle Municipal Code (SMC), Chapter 10.02, Civil Emergencies
22. SMC Chapter 10.26, Quarantine Regulations
23. SMC Chapter 12A.26, Mayor's Emergency Powers

### Related Plans

24. The King County Charter and County Codes 1.28, 2.16, 2.56, and 12.52
25. Federal Response Plan

26. National Disaster Medical System Operations Plan, Puget Sound Area
27. Washington State Comprehensive Emergency Management Plan
28. Regional King County Disaster Plan
29. King County Emergency Management Plan
30. Seattle Transportation Department Snow and Ice Response Plan
31. City of Seattle Disaster Readiness and Response Plan, Basic Plan, 2007
32. Seattle King County Public Health Pandemic Influenza Response Plan

In addition, School Board Policy F 40.00 states that each school 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.

School districts shall annually:

- (a) Review and update safe schools 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:
  - a. Identifying all staff members who are trained on the national incident management system, trained on the incident command system, or are a certified on the incident command system; and
  - b. Identifying school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communications systems, parent-student reunifications 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.

School districts are required to annually record and report on the information and activities required in subsection (3) of RCW 28A.320.125 to the Washington Association of Sheriffs and Police Chiefs.

In Seattle, various public officials have overlapping authorities with regard to emergency management and protecting public health and safety. The Governor, the State Secretary of Health, the King County Executive, City of Seattle Mayor, and the Local Health Officer each can implement authorities within the scope of their jurisdiction aimed at ensuring safety and protecting public health, including increasing social distancing by closing public or private facilities.

# SITE EMERGENCY MANAGEMENT PLAN

## SIGNATURE PAGE



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*Fill in site/school name, address, phone, principal name in fields above.*

- **Principal**

\_\_\_\_\_  
(Print Name) Signature (Date)

- **Safety Committee Chairperson (or Planning Section Chief)**

\_\_\_\_\_  
(Print Name) Signature (Date)

- **Seattle Public Schools Manager of Safety and Emergency Management**

\_\_\_\_\_  
(Print Name) Signature (Date)

- **Seattle Police Department**

\_\_\_\_\_  
(Print Name) Signature (Date)

- **Seattle Fire Department**

\_\_\_\_\_  
(Print Name) Signature (Date)

# SUBMISSION DOCUMENTS

Please submit a copy of your **Site/School Emergency Management Plan** (including signature page) **Addenda A, B, C, D** and the **following documents** to:

Safety and Security Office  
Mailstop 11-371

## ***Addendum A – Mitigation / Prevention***

- Hazard Identification and Assessment

## ***Addendum B – Preparedness***

- ICS Table of Organization Chart
- Line of Succession Charts for Each Section of Incident Command Chart
- Emergency Drill Report Form
- Training and Drill Schedule
- Disaster Supply Location Form
- AED Emergency Action Plan for Sudden Cardiac Arrest
- FEMA: INCIDENT COMMAND SYSTEM Training Requirement
- Emergency Communication Tree for Staff

## ***Addendum C – Response***

- Parent / Student Reunification Action Plan

## ***Addendum D – Recovery***

*Additional addenda documents developed at your school/site should also be submitted as they are developed. (Example: Evacuation Plan for disabled individual.)*