

LAKEWOOD SCHOOL DISTRICT #306  
ADMINISTRATIVE PROCEDURES  
BOARD POLICY 3432

### EMERGENCY DRILLS

RCW 28A.320.125 Schools shall conduct no less than one safety-related drill each month that school is in session. Schools shall complete no less than one drill using the school mapping information system, one drill for lockdowns, one drill for shelter-in-place, and six drills for fire evacuation in accordance with the state fire code. Schools should consider drills for earthquakes, tsunamis, or other high-risk local events. Schools shall document the date and time of such drills. This subsection is intended to satisfy all federal requirements for comprehensive school emergency drills and evacuations.

Although earthquake drills are not required in the new guidelines, earthquakes pose a significant threat in Washington State and proper earthquake procedures must be practiced. Lakewood School District #306 also requires at least one earthquake drill per year.

#### Fire:

- The first emergency evacuation drill of each school year shall be conducted within ten (10) days of the beginning of classes.
- In severe climates, the fire code official shall have the authority to modify the emergency evacuation drill frequency specified.
- Emergency evacuation drills shall be conducted at different hours of the day or evening, during changing of classes, when school is at assembly, during recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires.
- Where a fire alarm system is provided, emergency evacuation drills shall be initiated by activating the fire alarm system.
- No one shall reenter the premises until authorized to do so by the official in charge.
- The signal used to recall occupants after an evacuation shall be separate and distinct from the signal used to initiate the evacuation.
- Records shall be maintained of required emergency evacuation drills and include the following information:
  - Identity of the person conducting the drill.
  - Date and time of the drill.
  - Notification method used.
  - Staff members on duty.
  - Number of occupants evacuated.
  - Special conditions simulated.
  - Problems encountered and corrective actions taken.
  - Weather conditions when occupants were evacuated.
  - Time required to accomplish complete evacuation.
- Drill documentation must be added to Rapid Responder following each event.

#### Lockdown:

- Alerting signals shall be separate and distinct from the fire alarm and other signals.
- Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur during emergencies.

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

**Modified lockdown:**

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

- Records shall be maintained of required lockdown drills and include the following information:
  - Identity of the person conducting the drill.
  - Date and time of the drill.
  - Notification method used.
  - Staff members on duty.
  - Number of occupants sheltered and the number unaccounted for.
  - Special conditions simulated.
  - Problems encountered and corrective actions taken.
  - Time required to accomplish complete lockdown.
- Drill documentation must be added to Rapid Responder following each event.

**Shelter in Place:**

- Alerting signals shall be separate and distinct from the fire alarm and other signals.
- Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur during emergencies.
- Records shall be maintained of required shelter-in-place drills and include the following information:
  - Identity of the person conducting the drill.
  - Date and time of the drill.
  - Notification method used.
  - Staff members on duty.
  - Number of occupants sheltered.
  - Special conditions simulated.
  - Problems encountered and corrective actions taken.
  - Time required to accomplish complete sheltering.
- Drill documentation must be added to Rapid Responder following each event.

**School Mapping:**

- OSPI has interpreted this requirement to mean that the principal will access and use information in the mapping system during a drill or as part of a tabletop or functional exercise.
- Records shall be maintained of the required drill or exercise and include the following information:
  - Identity of the person conducting the drill.
  - Date and time of the drill.
  - Notification method used.
  - Staff members on duty.
  - Number of occupants who participated in the drill or exercise.
  - Special conditions simulated.
  - Problems encountered and corrective actions taken.
  - Time required to accomplish complete evacuation.
- Drill or exercise documentation must be added to Rapid Responder following each event.

**Earthquake:**

- Alerting signals shall be separate and distinct from the fire alarm and other signals.
- During earthquake drills, everyone must Drop-Cover-Hold for sixty (60) seconds to simulate the length of an earthquake followed by complete evacuation of the building.
- Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur during emergencies.

- Records shall be maintained of required earthquake drills and include the following information:
  - Identity of the person conducting the drill.
  - Date and time of the drill.
  - Notification method used.
  - Staff members on duty.
  - Number of occupants who followed Drop-Cover-Hold procedures and evacuated the building.
  - Special conditions simulated.
  - Problems encountered and corrective actions taken.
  - Time required to accomplish complete evacuation.
- Drill documentation must be added to Rapid Responder following each event.

## HAZARD SPECIFIC PROCEDURES

### Overview:

**Types of emergencies that can be anticipated in this area:**

**Response Procedures:  
Activate Emergency Plan and:**

Earthquake	Drop, Cover, and Hold
Fire	Evacuate
Poor air quality alert	Modified Shelter in Place
Airplane crash/train derailment	Drop, Cover, and Hold
Bomb or bomb threat	Drop, Cover, and Hold or Evacuate
Hazardous materials release	Shelter in Place
Intruder	Lockdown
Gunfire	Lockdown
Severe storm	Modified Shelter in Place

When an emergency begins, the principal or designee will activate appropriate emergency procedures, using the District Emergency Plan. The Operations Chief, as the principal or designee is called at this point, will decide what to do, based on the situation. There are four basic procedures which can be utilized in responding to various emergencies:

**Drop, Cover, Hold** (earthquake, explosion, gunfire, intruder)

**Evacuation** (fire, explosion, hazardous materials release, post earthquake)

**Shelter in Place** (hazardous materials release, storms)

**Lockdown** (intruder, gunfire, law enforcement activities)

There is no way of knowing in advance exactly how to respond to every emergency; however, the District Emergency Plan used here is designed to be applied to any emergency using the Incident Command System.

**In general, the principal (Operations Chief), or his/her designee will take the following steps in an emergency:**

- If necessary, direct immediate action to protect the students and staff**
- Call 911** (if necessary)
- Notify the Emergency Management Coordinator and Administration Office.**
- Activate the plan.** Activate functions as needed.
- Meet with building counselor(s) to determine the need for critical incident stress debriefing.**
- When possible, send a letter home explaining the incident and other necessary information, such as school being open or closed, health instructions, etc.**

**Evacuation Routes:**

Evacuation routes should minimize exposure to hazards.

Fire, plane crash, or explosion in the building: use the quickest route out of the building.

Earthquake: use the safest route out of the buildings.

- Move away from the building
- Avoid walking under covered walkways, alongside block walls or buildings, under power lines, etc.

**Note:** It is preferable to select one main evacuation plan for both earthquake and fire. Consider the disabled population when planning routes.

- Practice evacuation routes regularly in drills
- Include people with disabilities in drills
- Train students and staff that planned evacuation routes may be blocked in an emergency
- Practice alternate routes

**Evacuation Procedures:**

Evacuation shall occur if the fire alarm sounds or after an earthquake.

The Operations Chief (building principal) may call for an evacuation during conditions in which the interior of the school building may not be safe, such as an explosion, hazardous materials spill in the building, etc.

During an earthquake or any ground shaking, students and staff should drop, cover, and hold. When the ground stops shaking, the teacher should:

- Evaluate the situation
- Check for injuries
- Initiate first aid for severe injuries, if necessary
- Check with buddy teacher (teacher in neighboring classroom)
- Evacuate classroom
- Repeat above procedure with every aftershock

**Reasons to evacuate after an earthquake are:**

- Possibility of fire, structural damage, chemical spills inside building
- Determination of building stability
- To consolidate students into one area for care, freeing staff members to report to emergency response teams if necessary

**Reasons to not evacuate following an earthquake are:**

- Hazardous material release in the area (train derailment)
- Hazards in the primary and backup evacuation area
- Hazards along the evacuation routes

**Factors that can delay evacuation:**

- Severe injuries in classroom
- Students/staff with mobility impairments
- Blocked evacuation routes
- Special needs classes requiring assistance

**Buddy/team teacher system:**

- Neighbor teachers paired at the beginning of the year
- Check on each other after an incident or disaster
- Assist buddy/team teacher as necessary when evacuating students

## Earthquake Procedures:

When the ground begins shaking, everyone should take the following protective actions:

### Indoors:

**Drop:** Take cover under a nearby desk or table, positioning as much of the body as possible under cover (facing away from glass).

**Cover:** Cover your eyes by leaning the face against your arm.

**Hold:** Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking and objects stop falling.

**If there is no table or desk nearby, but there are chairs** (such as an auditorium-style arrangement):

**Drop, Cover, Hold:** take cover under the chairs if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with your arm.

**If there are no tables and chairs nearby** (or not enough):

**Drop, Cover, Hold:** take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “drop” position is preferred: on the floor, on the knees, leaning over to rest on elbows, hands clasped behind the neck, face down for protection.

### In the hallway:

**Drop, Cover, Hold:** Take the “drop” position alongside walls. Try to avoid hazards such as unsecured lockers, trophy cases, windows, etc. Choose the closest safe place.

### On stairs:

**Drop, Cover, Hold:** sit down, hold onto handrail, and cover eyes.

### People with disabilities:

In a wheelchair: remain in chair, set brake, and hold on. If you have a hard hat with you, put it on.

Trying to protect head and neck by leaning forward so that the head is lower than the back of the wheelchair is not practical. First, the person would have to bend head down to knees, which may not be physically possible. Second, the leather or vinyl backs of most wheelchairs will not add protection. A hard hat would offer the best protection.

### With mobility impairments, but not in a wheelchair:

If sitting at onset of earthquake, remain in place, protecting head if possible, and hold on.

If standing, sit down, or brace body to avoid falling.

People with mobility impairments should not be routinely placed under or near potential hazards.

After the shaking has stopped, evacuate the building bringing grab and go kits with you. Watch for debris and other dangers along your evacuation route. Be prepared to Drop, Cover, Hold for each aftershock. Go to the emergency meeting area and begin accounting for students and staff.

### Outdoors:

**Drop, Cover, Hold:** Move away from buildings, power lines, block walls, and other items that might fall. Take the “drop” position or sit down.

Remain in position until the ground stops shaking. Watch for debris and other dangers along your evacuation route. Be prepared to Drop, Cover, Hold for each aftershock. Go to the emergency meeting area and begin accounting for students and staff.

**Teachers and other caregivers:**

**Drop, Cover, Hold** as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to **Drop, Cover, and Hold**.

**Situation assessment:**

Teacher or supervising adult makes a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, hazardous material spill.

Teacher makes a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, teacher uses first aid for critical injuries.

Teacher checks with buddy/team teacher. It may be necessary to assist or evacuate the buddy teacher's class.

**Aftershocks:**

Students and staff **drop, cover, and hold**.

Teachers and staff repeat situation assessment procedures detail above.

**Following an Event:**

The Operations Chief (building principal) will:

- Meet with building counselor(s) to determine the need for critical incident stress debriefing.
- When possible, send a letter home explaining the incident and other necessary information, such as school being open or closed, health instructions, etc.
- Debrief with the building staff, Superintendent, Emergency Management Coordinator, and other district personnel.

**Fire Evacuation Procedures:**

Sound the fire alarm if it hasn't activated automatically. Activating the alarm will alert Sonitrol to call the fire department.

Everyone must evacuate the building immediately. The principal, secretaries, health room worker, and teachers must bring the emergency grab and go kits.

Using the district radio immediately call the Emergency Management Coordinator and Administration Office.

The Emergency Management Coordinator will contact the Superintendent, District Resource Officer, and the facilities department to report to the school. Additional staff members will be asked to respond to the site as needed.

Account for students, staff, and visitors. Report this information to the Superintendent and Emergency Management Coordinator. Missing students or staff members must be reported immediately. The severity of the fire and its location will determine if district staff will be allowed into the building to search for the missing.

A holding site at one of the other schools will be determined and the building principal will begin dismissing staff and students to walk to that school, where the principal from the host school will meet them and assist with their arrival.

The emergency communication plan will be activated to ensure parents and all district staff members are aware of the situation.

**Following an Event:**

The Operations Chief (building principal) will:

Meet with building counselor(s) to determine the need for critical incident stress debriefing.

When possible, send a letter home explaining the incident and other necessary information, such as school being open or closed, health instructions, etc.

Debrief with the building staff, Superintendent, Emergency Management Coordinator, and other district personnel.

**Shelter in Place:**

**If any of the following are perceived:**

An unusual sound or odor

Breathing difficulty

Skin or eye irritation

Visible smoke, vapor cloud, or fire (outside the building)

Safety hazard reported by emergency officials

**Then these actions should be taken:**

The Operations Chief (building principal):

Determine whether to Shelter in Place

Call 911 (if necessary)

Call the Emergency Management Coordinator and Administration office

Place Shelter in Place signs at main entrance.

**Teachers and other staff members:**

A teacher may make the decision to Shelter in Place when he or she perceives any of the above conditions.

Initiate Shelter in Place and notify the principal.

Or, follow Shelter in Place procedures when the announcement has been made.

**Shelter in Place Procedures (hazardous materials release):**

Emergency grab and go kits must be brought to the Shelter in Place room.

Everyone reports to the Shelter in Place room as quickly as possible.

Close and lock classroom doors and windows as they are being evacuated.

Students who are outside should report to the office as quickly as possible.

Turn off ventilation intake system.

Begin taping plastic over doors, windows, and vents, or tape around doors and windows and place wet towels at bottom of doors.

Do not open doors or windows until all-clear is announced.

Close drapes and stay clear from windows.

Take roll.

Report status to Emergency Management Coordinator and Administration Office.

Electricity will be left on. Intercoms, radios, and televisions may be used for getting information during the event.

Do not allow anyone to leave the Shelter in Place.

Wait for further instructions.

Do not evacuate the room until told to do so.

When Shelter in Place ends, open all windows and doors to air out room.

Send parent notification home with students on the day of the event, if possible.

Principal's note: Following these steps will prompt the appropriate emergency services to check out the cause of whatever has been observed.

**Following an event:**

The Operations Chief (building principal) will:

- Meet with building counselor(s) to determine the need for critical incident stress debriefing.
- When possible, send a letter home explaining the incident and other necessary information, such as school being open or closed, health instructions, etc.
- Debrief with the building staff, Superintendent, Emergency Management Coordinator, and other district personnel.

**Poor Air Quality Alert:**

Poor air quality directives can be utilized for numerous reasons including smog or volcanic ash fallout.

**First and Second Stage Episode Actions:**

- Programs which require outdoor physical activities will be canceled.
- Indoor activities will be curtailed.
- If the episode is predicted for the following day, the status of the district will be announced through the district emergency communication plan.
- Only district vehicles required for security and service for essential calls will be dispatched. The superintendent or his or her designee must approve any other trips personally.

**Third Stage Episode Actions:**

Snohomish County Health District will close schools. Information will be announced through the district emergency communication plan.

**Snow – Ice:**

If bad weather conditions occur during the night, the established district plan goes into effect to determine and announce any changes or cancellation of school for the day. Radio stations are notified and will announce the changes by 6:00 AM. If bad weather conditions worsen during a day while school is in session, we will keep students at school until regular dismissal time. Depending on the situation, we may have to hold students at the schools until parents can pick them up.

**Windstorms:**

In the event of high winds (generally over 35 mph), the Operations Chief (building administrator) will direct all building occupants to:

- Follow Shelter in Place guidelines.
- Remain inside the buildings,
- Keep away from the windward side of the building.
- Keep away from windows and skylights.

The Operations Chief (building administrator) will notify the Superintendent and Emergency Management Coordinator of any injuries and the building status. Any significant damage should be reported to the Facilities Department.

**Lightning:****When Indoors:**

Stay indoors and don't venture outside unless absolutely necessary.

Stay away from open doors or windows, metal pipes, sinks, plug-in electrical equipment, and telephones.

**When Outside:**

Don't stand under a tree or any tall object.

Stay away from metal objects such as bleachers, fences, backstops, and goal posts.

When there is no shelter, avoid the highest object in the area, and avoid being the highest object in the area.



The Operations Chief will notify the Superintendent of any injuries and the building status. Any significant damage should be reported to the Facilities Department.

**Acts of Violence:**

Lakewood School District has emergency plans and procedures in place for lockdowns, shootings, bombs, and other human related violence issues. Administrators and staff members are trained in the proper methods of response to acts of violence. We purposely do not publish these procedures. Doing so could endanger the lives of students and staff members.

