

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
June 10, 2024

I. TIME AND PLACE

1. 7 p.m. at the James P Fugate Building
Link to view meeting <https://asd408.zoom.us/j/84843815974>

II. ROLL CALL

III. LAND ACKNOWLEDGMENT

IV. PLEDGE OF ALLEGIANCE

V. AUDIENCE PARTICIPATION

1. Written communications
2. Scheduled communications
 - Maddie McCarthy- Miss Auburn Teen
3. Unscheduled communications
4. Community groups and organizations

VI. SUPERINTENDENT UPDATE

VII. LEGISLATIVE UPDATE

VIII. RECOGNITION

1. Recognition of student
2. Recognition of staff

IX. STUDENT PARTICIPATION

1. Washington Elementary School art display
2. Washington Elementary School activity report
3. Auburn Mountainview High School 2024 WIAA 3A Individual State Track and Field Champion
4. Auburn Riverside High School 2024 WIAA 3A State Fastpitch Champions
5. Auburn Riverside High School 2024 State Soloist Champions

X. CONSENT AGENDA

1. Personnel report

2. Vouchers
3. Approval of minutes
4. Student travel
5. Staff travel
6. Change order- Olympic Middle School Athletic Fields
7. 2024-25 WIAA Resolution

XI. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. School update
2. Career and Technical Education- Family and Consumer Sciences program re-approval
3. K-5 science curriculum & PK-3 foundational skills reading curriculum adoption- second reading
4. World language curriculum adoption- first reading
5. Safety and emergency preparedness and the ASD emergency operations plan

XII. BUILDING PROGRAM

1. Resolution No. 1392- Adopting the 2024-2030 Capital Facilities plan

XIII. DIRECTORS

1. Second reading of Policy 6600- Transportation
2. Discussion

SUPERINTENDENT UPDATE

The Superintendent will give an update.

LEGISLATIVE UPDATE

The board will discuss legislative items.

RECOGNITION

1. Student of the Month

The Auburn School District Board of Directors recognizes Kailey Granados-Saravia, a third grade student at Washington Elementary, for being an outstanding student.

Kailey whole-heartedly models Washington's 3 R's. She is respectful, responsible and ready every day. She is extremely kind to others and a great friend to all.

Kailey has demonstrated exceptional growth in her academics and self-confidence this year. She actively participates in class and doesn't give up when learning is hard.

Third grade teacher Jolie Stevens said, "Kailey completes each task with a smile. She tackles challenges head on and through perseverance has made amazing growth."

Teacher Claire Cook also praised Kailey's growth this year. She described Kailey as a hard worker who loves to connect with others. She said Kailey has grown in her self-advocacy skills.

She said, "Kailey is the bright spot in my day at Washington! I truly enjoy working with her."

Outside of school Kailey likes to spend time with her family. She is an excellent big sister to her sister Stefanny and her brand-new baby brother. As a family, they enjoy being outside, going to the movies or out to dinner. When Kailey grows up she wants to be a doctor or a veterinarian.

Congratulations Kailey!

2. Staff Member of the Month

The Auburn School District Board of Directors recognizes Irina Smirnova, assistant cook at Ilalko Elementary, as the outstanding staff member of the month.

Irina began her ASD career in the Mt. Baker kitchen 17 years ago. After seven years at middle school, she transferred to Ilalko where she has served for the last 10 years.

Irina loves her job and firmly believes the ASD is the best district

She said, "I love my team and I love the elementary kids because they are so cute."

Ilalko kitchen manager Erin Ross said, "Irina goes above and beyond for the children of Ilalko. She is the salad bar queen and makes sure our fruits and vegetables look amazing every day. She serves the kids with a smile and loves each and every one of them. She makes Auburn School District shine."

Irina grew up in Kazakhstan and moved to Washington with her husband in 1999. She and husband Viktor have been married for 29 years. They have two adult children and three grandchildren.

Irina lives in Federal Way. When not working, she spends most of her free time with her grandchildren. She also enjoys camping.

Congratulations Irina!

STUDENT PARTICIPATION

1. Washington Elementary School Art Display

Ryan Foster, Associate Superintendent of Principal Leadership & School Programs will introduce Gelinda Williams, Washington Elementary School Principal, who will introduce Dede Garcia, Washington Elementary School Teacher, who will introduce student Darya Deneile to present the Washington Elementary School Art display and answer questions from the board.

2. Washington Elementary School Activity Report

Ryan Foster will reintroduce Gelinda Williams, Washington Elementary School Principal who will introduce Meera Kakar and Emily Thomas, Washington Elementary School Extended Day Teachers who will introduce students Mikayah Thomas and Abigail Digno, to present Washington Elementary School extended day program and answer questions from the board.

3. Auburn Mountainview High School 2024 WIAA 3A Individual State Track & Field Champion

Auburn Mountainview High School Sophomore, Zachery Heckinger is the 2024 WIAA State 3A Champion in the Boys Javelin Throw Wheelchair and Boys Shot Put Wheelchair track/field events. Ryan Foster will introduce Terri Herren, Auburn Mountainview High School Principal, and Chris Carr, Auburn Mountainview High School Athletic Director who will introduce Joel MacDougall, Auburn Mountainview High School head track coach, who will introduce Student Athlete, Zachery Heckinger.

4. Auburn Riverside High School 2024 WIAA 3A State Fastpitch Champions

Auburn Riverside High School Fastpitch Team is the 2024 WIAA State 3A Champions. Ryan Foster will introduce Greg Herd, Auburn Riverside High School Athletic Director who will introduce Bryce Strand, Auburn Riverside High School Head Fastpitch coach, who will introduce Senior Athletes; Tyler Kuemper, Lexi Vircks, Kennedy Martinson, Kaylee Walker, Jossy Taylor, Bailee Brader, Aurora Dirkx, Junior Athletes; Seneca Aarstad, Maddie McCarthy, Danica Butler, Brook Carter, Ashley Langford, Addison Opsahl, Sophomore Athletes; Siena Cole, Lauren Watson, Kaylie Satalich, Katelyn Taylor, Alayna Liliequist, and Freshman Athletes; Sophie Opsahl, Morgan Taylor, Makenna Vircks, Kylee Driessen.

5. Auburn Riverside High School 2024 State Soloist Champions

Auburn Riverside High School senior, Kate Filiss is the 2024 State Oboe solo winner and Auburn Riverside High School Junior, Naomi Cho is the 2024 State Flute solo winner. Ryan Foster will introduce Meghan Wagner, Auburn Riverside High School Band Teacher who will introduce students Kate Filiss and Naomi Cho.

CONSENT AGENDA

1. Personnel Report

Attached is the personnel report, for certificated and classified personnel, for the board's approval.

2. Vouchers

Vouchers will be presented.

3. Approval of Minutes

The minutes of the regular meeting of May 28, 2024 have been forwarded to the board.

4. Student Requests for Travel

- a. Thirty-four Auburn High School students request permission to travel to Cheney, Washington, Monday, July 29-31, 2024. The purpose of this trip is to attend the Senior Summer Road trip for Gear Up. The students will be visiting Central Washington University, Washington State University, Eastern Washington University, Gonzaga University, and Whitworth University. Lodging will be at the Holiday Inn Express, meals will be at local restaurants, and travel will be by charter bus. All expenses will be paid by Gear Up funds. Guadalupe Rios Jimenez, Tramaine Frazier, Joanna Villa, Sarahi Perez, and Anna Marshall, Auburn High School Gear Up Advisors request permission to accompany the students as chaperones. No substitutes will be needed.
- b. Forty-six Auburn Mountainview High School students request permission to travel to Pasco, Washington, Sunday, July 7-10, 2024. The purpose of this trip is to attend Wrestling Team Camp. Lodging will be at the Red Lion Pasco, meals will be at local restaurants, and travel will be by school bus. All expenses will be paid by ASB and district funds. Dan McNeese, Ira Jarmon, Brahm Trujillo, Adam Gareta, Vincent Brown and Catherine Peter, Auburn Mountainview High School wrestling coaches request permission to accompany the students as chaperones. No substitutes will be needed.

5. Staff Requests for Travel

- a. Seth Farison, Community Coalition coordinator requests permission to travel to Boise, Idaho, Wednesday, July 24-26, 2024. The purpose of this trip is to attend the Region 10 Opioid summit. Lodging will be at the TownePlace Suites, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by the Community Prevention and Wellness Initiative grant funds. No substitutes will be needed.
- b. Tiffany Bucci, Director of Data Services, and Kerry Devine, Skyward Technician, request permission to travel to San Jose, California, Monday,

December 9-10, 2024. The purpose of this trip is to attend the Parent Square Regional Conference. Lodging will be at the Hayes Mansion, meals will be at local restaurants, and travel will be by airplane and Uber. All expenses will be paid by professional development funds. No substitutes will be needed.

6. Change Order - Olympic Middle School Athletic Fields

Attached is a copy of Change Order No. 3 for the Olympic Middle School Athletic project that should be considered to permit a change in the construction contract.

| | |
|---------------------|--------------------|
| Original Contract | \$13,938,000.00 |
| Previously Approved | \$258,466.32 |
| Change Order No. 10 | <u>\$95,363.80</u> |
| New Contract Amount | \$14,291,830.12 |

It is recommended that Change Order No.3 be accepted for the Olympic Middle School Athletic Fields project and the contract amount be increased by \$95,363.80 for a new contract amount of \$14,291,830.12.

7. 2024-25 Washington Interscholastic Activities Association (WIAA) Resolution

Annually, the board is asked to delegate to the WIAA the authority to control, supervise, and regulate interscholastic activities as included within the district instructional program. Such delegation of powers is to the extent authorized by statute and is in the manner consistent with WIAA rules and regulations. It is requested that the board authorize the school board president and board secretary to sign the attached WIAA School Board Resolution, delegating authority to WIAA and District Membership for middle level and high schools for 2024-25. Unless otherwise directed, Tracy Arnold will be named as the WIAA contact person.

Recommendation: That the consent agenda be approved.

PERSONNEL REPORT - CERTIFICATED

6/10/2024

| New Hire | Job Type | Location | Name | Hire Date | Contract Type |
|-------------|----------|-------------------|--------------------|-----------|---------------|
| Resignation | Job Type | Location | Name | Effective | Reason |
| | TEACHER | EVERGREEN HEIGHTS | BOX, ALISON | 8/31/2024 | RESIGNATION |
| | TEACHER | LEA HILL | DICKINSON, CAROL | 6/30/2024 | RESIGNATION |
| | TEACHER | AHS | DUONG, THONG | 8/31/2024 | RESIGNATION |
| | TEACHER | STUDENT SPEC SERV | FOX, BROOKE | 8/31/2024 | RESIGNATION |
| | TEACHER | AUBURN ONLINE | HOMOLKA, SOPHIE | 8/31/2024 | RESIGNATION |
| | TEACHER | RAINIER | LAMBDIN, KATELYNN | 8/31/2024 | RESIGNATION |
| | TEACHER | STUDENT SPEC SERV | NEWTON, MICHAELA | 8/31/2024 | RESIGNATION |
| | TEACHER | WASHINGTON | OLSON, BRIANNA | 8/31/2024 | RESIGNATION |
| | TEACHER | LEA HILL | RASHERI, NDIKUMANA | 8/31/2024 | RESIGNATION |
| | TEACHER | AHS | ROBINSON, LILA | 5/24/2024 | RESIGNATION |
| | TEACHER | RAINIER | ROUSH, REBEKAH | 8/31/2024 | RESIGNATION |
| | TEACHER | MT BAKER | SANTOS, MARLENE | 8/31/2024 | RESIGNATION |
| | TEACHER | BOWMAN CREEK | SARGENT, LEAH | 6/30/2024 | RESIGNATION |
| | TEACHER | ILALKO | SMITH, DANIELLE | 6/10/2024 | RESIGNATION |
| | TEACHER | LEA HILL | STONE, ERIC | 6/30/2024 | RESIGNATION |
| | TEACHER | AUBURN ONLINE | TRETYAK, LINA | 6/10/2024 | RESIGNATION |
| | TEACHER | DICK SCOBEE | WISENER, AMY | 6/10/2024 | RESIGNATION |

PERSONNEL REPORT - CLASSIFIED

| New Hire | Job Type | Location | Name | Hire Date |
|----------|-----------|--------------------|---------------------|-----------|
| | CUSTODIAN | MAINT & OPERATIONS | MACHYNSKY, YAROSLAV | 5/29/2024 |
| | PARA | AHS | DACUS, SAMUEL | 6/3/2024 |
| | PARA | ALPAC | LACEY, AMBER | 5/28/2024 |

| | | | | | |
|-------------|------------|----------------------|---------------------|-----------|-------------|
| Resignation | Job Type | Location | Name | Effective | Reason |
| | BUS DRIVER | TRANSPORATION | DAHLING, NOMA | 6/30/2024 | RETIREMENT |
| | PARA | EVERGREEN HEIGHTS | BENTLEY, LAUREN | 6/20/2024 | RESIGNATION |
| | PARA | ARHS | BOETTCHER, DENISE | 8/31/2024 | RESIGNATION |
| | PARA | AJ | COOPER, TONI | 8/31/2024 | RESIGNATION |
| | PARA | RAINIER | DESHLER, MAKENZIE | 8/31/2024 | RESIGNATION |
| | PARA | EVERGREEN HEIGHTS | DUDLEY, ELIZABETH | 8/31/2024 | RESIGNATION |
| | PARA | WILLOW CREST | GRONHOLDT, MADISSON | 6/20/2024 | RESIGNATION |
| | PARA | TERMINAL PARK | HARRIS, VICTORIA | 8/31/2024 | RESIGNATION |
| | PARA | PIONEER | JOHNSON, TAMARA | 8/31/2024 | RESIGNATION |
| | PARA | DICK SCOBEE | MUIR, MCKENNA | 8/31/2024 | RESIGNATION |
| | PARA | STUDENT SPECIAL SERV | NESPER, BRENNNA | 6/8/2024 | RESIGNATION |
| | PARA | GILDO REY | PLEAKE, TORI | 8/31/2024 | RESIGNATION |
| | PARA | ILALKO | POWERS, SERENITY | 8/31/2024 | RESIGNATION |
| | PARA | ARHS | WEBLEY, DUSTIN | 6/20/2024 | RESIGNATION |
| | PARA | PIONEER | WILSON, SHARON L | 8/31/2024 | RESIGNATION |
| | PARA | AMHS | MEREDITH, JAN | 8/31/2024 | RESIGNATION |
| | PARA | HAZELWOOD | NORRIS, SUSAN | 8/31/2024 | RETIREMENT |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$495,799.62, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Warrants US Bank

Check Numbers 476323 through 476425, totaling \$495,799.62

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF Warrants

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|---|--------------------|
| 476323 | *Dept Of Retirement Systems | \$22,977.45 |
| 476324 | A A Asphaltting Incorporated | \$2,402.50 |
| 476325 | AACI | \$1,500.00 |
| 476326 | Abdulkader, Alan | \$17.00 |
| 476327 | ADI Global Distribution | \$1,546.00 |
| 476328 | All Hands Community Interpreting Services LLC | \$183.33 |
| 476329 | Amergis Healthcare Staffing Inc Formerly Maxim Healthcare | \$1,452.00 |
| 476330 | ANIXTER INC | \$1,567.68 |
| 476331 | Aramark Uniform | \$16.67 |
| 476332 | Astruon, Kim N | \$73.75 |
| 476333 | Avid Center | \$19,081.00 |
| 476334 | Ballard & Tighe Publishers | \$16,701.68 |
| 476335 | Black Diamond Camps | \$1,536.00 |
| 476336 | Blackhawk Network, Inc. | \$10,318.00 |
| 476337 | Budget Blinds Of Federal Way | \$374.46 |
| 476338 | Castro Acosta, Ileana | \$1,000.00 |
| 476339 | CDW Government Inc | \$3,542.10 |
| 476340 | Century Link | \$1,135.81 |
| 476341 | Construct Inc | \$9,807.80 |
| 476342 | Country Supplier | \$623.15 |
| 476343 | Cressy Door Company Inc | \$1,002.03 |
| 476344 | Cummins Inc Sumner | \$46.79 |
| 476345 | Daktronics Inc | \$9,761.55 |
| 476346 | DG Investment Intermediate Holdings 2 Inc | \$2,697.40 |
| 476347 | Dynamic Language Center Inc | \$5,269.80 |
| 476348 | Educational Service Dist 112 | \$420.00 |
| 476349 | Emery Thompson Machine & Supply Co | \$15,185.00 |
| 476350 | Ewing Irrigation Products Inc | \$2,026.86 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF Warrants

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|--------------------------------------|--------------------|
| 476351 | Ferguson Enterprises Inc #3007 | \$121.99 |
| 476352 | Follett Content Solutions LLC | \$3,955.58 |
| 476353 | Freightliner Northwest | \$234.53 |
| 476354 | Full Compass Systems Ltd | \$785.42 |
| 476355 | Gitts Spring Company | \$113.21 |
| 476356 | Gopher Sport | \$1,767.00 |
| 476357 | Gosney Motor Parts Inc | \$2,509.76 |
| 476358 | Green River College Auburn Center | \$800.00 |
| 476359 | Greenhouse Megastore | \$1,275.07 |
| 476360 | HD Fowler Company Inc | \$225.41 |
| 476361 | Highline School District #401 | \$1,380.55 |
| 476362 | Home Depot Pro | \$31,679.88 |
| 476363 | Ibrahim, Fatima B | \$180.00 |
| 476364 | IBS Industrial Bolt Supply Inc | \$1,115.57 |
| 476365 | Image Masters Inc | \$175.93 |
| 476366 | Inslee Best Doezie & Ryder PS | \$1,342.00 |
| 476367 | Intermountain Lock & Security Supply | \$1,220.75 |
| 476368 | International Rescue Committee | \$140,000.00 |
| 476369 | Jangada, Mylene | \$16.00 |
| 476370 | Jones, Valinda M | \$3,000.00 |
| 476371 | Jostens Inc | \$2,047.79 |
| 476372 | KDL Hardware Supply Inc | \$416.61 |
| 476373 | L N Curtis & Sons | \$336.21 |
| 476374 | Lakeshore Learning Materials | \$280.08 |
| 476375 | Language Connection Principals Trust | \$912.08 |
| 476376 | Linde Gas & Equipment Inc | \$63.70 |
| 476377 | Mapuatuli, June | \$90.00 |
| 476378 | Mechanical Sales Inc | \$1,034.94 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF Warrants

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|--|--------------------|
| 476379 | Messiah Lutheran Church | \$1,170.00 |
| 476380 | MSC Industrial Supply Co | \$278.11 |
| 476381 | Music In Motion | \$661.10 |
| 476382 | Nagy, David | \$200.00 |
| 476383 | Nuc02 LLC | \$297.33 |
| 476384 | NW Council For Computer Education | \$120.00 |
| 476385 | NW ESD 189 | \$2,000.42 |
| 476386 | ODP Business Solutions LLC Acct 4385290 | \$293.82 |
| 476387 | Ohoyo, Tami M | \$12,515.63 |
| 476388 | Orca Pacific Inc | \$404.88 |
| 476389 | OSPI Child Nutrition Serv | \$2,224.77 |
| 476390 | Pacific Interpreters Inc | \$4,816.63 |
| 476391 | Pashto-Dari Consulting | \$1,600.00 |
| 476392 | Petro Card | \$35,037.27 |
| 476393 | Pitney Bowes Inc | \$8,463.00 |
| 476394 | Propio LS LLC | \$4,843.76 |
| 476395 | Puget Sound Educational Service District 121 | \$6,118.00 |
| 476396 | Riverside Assessments LLC | \$203.23 |
| 476397 | RWC International Ltd Inc | \$540.47 |
| 476398 | School Specialty Inc | \$127.99 |
| 476399 | Shar Products Company | \$1,086.03 |
| 476400 | Sherwin-Williams | \$44.27 |
| 476401 | Skyline Communications Inc | \$2,512.56 |
| 476402 | Soliant Health LLC | \$5,631.54 |
| 476403 | Southwest Strings | \$782.79 |
| 476404 | Spok Inc | \$245.28 |
| 476405 | Stansell Glass Inc | \$581.66 |
| 476406 | Staples Business Advantage | \$543.26 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF Warrants

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|---|--------------------|
| 476407 | Tirado Tenorio, Bertoldo | \$12.00 |
| 476408 | T-Mobile USA Inc | \$280.00 |
| 476409 | U-Haul | \$1,863.17 |
| 476410 | United Rentals (North America Inc) | \$2,728.42 |
| 476411 | Univ Of Wash c/o Forefront Suicide Prevention | \$2,100.00 |
| 476412 | University Instructors LLC | \$42,471.00 |
| 476413 | Vallejo Perez, Ariana | \$2,500.00 |
| 476414 | Verizon Wireless | \$1,317.75 |
| 476415 | Vestis Services LLC | \$16.67 |
| 476416 | Vilmas Signs | \$1,542.80 |
| 476417 | Wash Assn Of School Business Officials~WASBO | \$200.00 |
| 476418 | WASH OFFICIALS ASSN | \$168.00 |
| 476419 | Waxie's Enterprises LLC dba Waxie Sanitary Supply | \$1,853.00 |
| 476420 | WCEPS | \$11,104.13 |
| 476421 | West Music | \$3,140.97 |
| 476422 | Western Equipment Distributors Inc | \$369.85 |
| 476423 | Western Exterminator Co | \$737.75 |
| 476424 | Western Psychological Services | \$454.44 |
| 476425 | WSLA | \$250.00 |

| | | |
|------------------------|------------|---------------------|
| Regular Checks: | 103 | \$495,799.62 |
| Total: | 103 | \$495,799.62 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------|---------------|----------|--------------|--------------|
| 10 - General Fund | \$23,046.20 | \$588.75 | \$472,164.67 | \$495,799.62 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$902,347.30, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Warrants US Bank

Check Numbers 476426 through 476437, totaling \$902,347.30

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 CP Warrants

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|-----------------|---------------------------------|--------------------|
| 476426 | Advanced Classroom Technologies | \$634,254.79 |
| 476427 | City Of Auburn | \$146,342.78 |
| 476428 | Henson Architects LLC | \$23,903.84 |
| 476429 | JH Kelly LLC | \$7,911.26 |
| 476430 | Lenovo Inc | \$24,538.80 |
| 476431 | Long Building Technologies | \$13,489.43 |
| 476432 | Performance Validation Inc | \$2,629.80 |
| 476433 | Semaphore Corp | \$11,358.00 |
| 476434 | Shannon & Wilson Inc | \$2,550.00 |
| 476435 | Skanska USA Building, Inc. | \$29,782.62 |
| 476436 | Sound Energy Systems | \$4,332.04 |
| 476437 | Vernier Software | \$1,253.94 |
| Regular Checks: | | 12 |
| Total: | | 12 |
| | | \$902,347.30 |
| | | \$902,347.30 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-----------------------|---------------|---------|--------------|--------------|
| 20 - Capital Projects | \$0.00 | \$0.00 | \$902,347.30 | \$902,347.30 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$26,316.97, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Warrants US Bank

Check Numbers 476438 through 476454, totaling \$26,316.97

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 ASB Warrants

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|-----------------|----------------------------------|--------------------|
| 476438 | Al Lago Restaurant and Catering | \$3,022.20 |
| 476439 | Cascade M S | \$14.00 |
| 476440 | Costco Business Center | \$2,270.27 |
| 476441 | Dorian Studio Inc | \$8,887.30 |
| 476442 | Gopher Sport | \$1,901.57 |
| 476443 | Harris, Samantha L | \$192.58 |
| 476444 | Howton, Jenn | \$10.00 |
| 476445 | Image Masters Inc | \$1,230.61 |
| 476446 | Kentlake High School | \$225.00 |
| 476447 | Liddicoat, Zoe Carol | \$20.00 |
| 476448 | Lotzarama Inc Richs 5 Star Pizza | \$500.93 |
| 476449 | Moore, Joshua | \$45.00 |
| 476450 | Premier Coaches NW | \$1,520.00 |
| 476451 | Seattle Art Museum | \$4,350.00 |
| 476452 | Sheldon, Robert | \$358.47 |
| 476453 | Shooby Doo Catering | \$1,709.04 |
| 476454 | Vasilchuk, Tatyana | \$60.00 |
| Regular Checks: | | 17 |
| Total: | | 17 |
| | | \$26,316.97 |
| | | \$26,316.97 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|---------------|---------------|----------|-------------|-------------|
| 40 - ASB Fund | \$0.00 | \$135.00 | \$26,181.97 | \$26,316.97 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$140,839.09, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Wire Transfers US Bank

Wire Transfer Payments 202100558 through 202100560, totaling \$140,839.09

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF Wires

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|-----------------|--|--------------------|
| 202100558 | City Of Auburn Utilities | \$61,964.17 |
| 202100559 | US Bank Corp Procurement Card Payments | \$75,044.62 |
| 202100560 | US Bank Travel Cards | \$3,830.30 |
| Wire Transfers: | | 3 \$140,839.09 |
| Total: | | 3 \$140,839.09 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------|---------------|---------|--------------|--------------|
| 10 - General Fund | \$0.00 | \$0.00 | \$140,839.09 | \$140,839.09 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$46,409.30, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: Wire Transfers US Bank

Wire Transfer Payments 202100561 through 202100562, totaling \$46,409.30

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 ASB Wires

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|-----------------|--|--------------------|
| 202100561 | US Bank Corp Procurement Card Payments | \$40,797.92 |
| 202100562 | US Bank Travel Cards | \$5,611.38 |
| Wire Transfers: | | 2 |
| Total: | | 2 |
| | | \$46,409.30 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|---------------|---------------|---------|-------------|-------------|
| 40 - ASB Fund | \$0.00 | \$0.00 | \$46,409.30 | \$46,409.30 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$389,593.11, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: AP Direct Dep Settlement Accou

AP ACH Numbers 9212208503 through 9212208605, totaling \$389,593.11

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|-----------------------------------|--------------------|
| 9212208503 | Agrishop Inc | \$58.96 |
| 9212208504 | Alexander, Cindy A | \$75.00 |
| 9212208505 | Alta Language Services Inc | \$1,848.00 |
| 9212208506 | Amado, Sonia | \$300.00 |
| 9212208507 | Amazon Capital Services Inc | \$9,615.29 |
| 9212208508 | Atkinson, Benjamin Elmendorf | \$13.98 |
| 9212208509 | Auburn School Dist Revolving Fund | \$2,090.77 |
| 9212208510 | Best Practice Solutions LLC | \$11,430.86 |
| 9212208511 | Bucy, Jacob L | \$345.45 |
| 9212208512 | Chagolla, Ricca Ganet | \$1,500.00 |
| 9212208513 | Clouser, Jennifer Lynn | \$75.73 |
| 9212208514 | Colburn, Sally Anne | \$138.98 |
| 9212208515 | Connors, Lisa | \$295.00 |
| 9212208516 | Cumplido Villagomez, Adriana | \$75.00 |
| 9212208517 | Damelio, Anthony | \$248.98 |
| 9212208518 | Decker, Louanne H | \$29.35 |
| 9212208519 | DK Custom Ink | \$2,029.52 |
| 9212208520 | Downs, Courtney Louis | \$132.76 |
| 9212208521 | Drug Free Business | \$1,681.00 |
| 9212208522 | Dunbar, Tessa | \$500.00 |
| 9212208523 | Earnhardt, Stephanie Jill | \$396.60 |
| 9212208524 | Fajardo, Vivian Bernardino | \$75.00 |
| 9212208525 | Faqiry, Sahar | \$104.45 |
| 9212208526 | Floyd, Sharon Onie | \$60.60 |
| 9212208527 | Fung Chen Pen, Mindy Jo | \$224.60 |
| 9212208528 | Gill, Kulwinder Kaur | \$75.00 |
| 9212208529 | Gleason, Alisha Noel | \$500.00 |
| 9212208530 | Gonzalez, Josefina L | \$96.00 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|----------------------------|--------------------|
| 9212208531 | Goodner, Amy Beth | \$96.00 |
| 9212208532 | Goodwin, Ann Marie | \$91.39 |
| 9212208533 | Grosso, Gina D | \$61.00 |
| 9212208534 | Hartness, Adriane Louise | \$10,400.00 |
| 9212208535 | Haws, Jamie Marie | \$157.80 |
| 9212208536 | Hemmie, Tyler Benjamin | \$500.00 |
| 9212208537 | Hentges, Liz | \$57.62 |
| 9212208538 | Hethcock, Jamie Lynn | \$828.00 |
| 9212208539 | Hill, Michelle | \$105.49 |
| 9212208540 | Hixon, Quin | \$45.90 |
| 9212208541 | Hopkins, Jill Michell | \$173.90 |
| 9212208542 | House, Jim M | \$90.24 |
| 9212208543 | Hyde, Shannon Lea | \$22.56 |
| 9212208544 | Inman, Angelica Joy Somera | \$118.66 |
| 9212208545 | Jackowski, Erin Andrews | \$64.99 |
| 9212208546 | Jacobsen, Alyssa Kay | \$61.30 |
| 9212208547 | Jung, Sophie | \$210.09 |
| 9212208548 | JW Pepper & Son Inc | \$956.15 |
| 9212208549 | Karimi, Shahlo | \$55.08 |
| 9212208550 | Kaur, Gurminder | \$75.00 |
| 9212208551 | Keliher, Alexis | \$23.98 |
| 9212208552 | King County Directors Assn | \$11,643.27 |
| 9212208553 | Knapp, Gavin | \$370.99 |
| 9212208554 | Koontz, Zulma Amparo | \$500.00 |
| 9212208555 | Lafayette, Melissa Marie | \$218.69 |
| 9212208556 | Larson, Neil Ross | \$500.00 |
| 9212208557 | Leithead, Kliss | \$261.00 |
| 9212208558 | Lembra, Katherine Michelle | \$218.33 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|--|--------------------|
| 9212208559 | Lewis, Stephanie Renee | \$500.00 |
| 9212208560 | Li, Peilin | \$75.00 |
| 9212208561 | Marshallese Consultant | \$12,450.00 |
| 9212208562 | Matsuno, Maki | \$256.45 |
| 9212208563 | McCarthy, Callie Jolaine | \$500.00 |
| 9212208564 | McNeal, Sandra | \$194.49 |
| 9212208565 | McReynolds, Judith Faye | \$697.00 |
| 9212208566 | Megran, Hannah Patricia | \$149.50 |
| 9212208567 | Micro Computer Systems Inc | \$1,415.90 |
| 9212208568 | Miller, Shelby Ann | \$48.00 |
| 9212208569 | Moore, Rachel | \$500.00 |
| 9212208570 | Motors & Controls Corp | \$237.86 |
| 9212208571 | Nettland, Sandra Jayne | \$136.70 |
| 9212208572 | Northwest Cascade Inc dba Honey Bucket | \$207.05 |
| 9212208573 | Pardo, Bethany Lynn | \$732.00 |
| 9212208574 | Phillips, Amanda Christine | \$500.00 |
| 9212208575 | Piper, Mark A | \$27.97 |
| 9212208576 | Platt Electric Supply Corp | \$508.40 |
| 9212208577 | Powell, Amber Justine | \$202.05 |
| 9212208578 | Price, Jon William | \$438.37 |
| 9212208579 | Pucilowski, Magdalena | \$210.69 |
| 9212208580 | Roach, James A | \$118.23 |
| 9212208581 | Rodriguez, Jesse Ann | \$67.53 |
| 9212208582 | Rojas, Nereida F | \$247.50 |
| 9212208583 | Saetern, Patcharida | \$75.00 |
| 9212208584 | Sage Publications Inc | \$15,000.00 |
| 9212208585 | Salinas-Luchi, Edna Ivette | \$175.72 |
| 9212208586 | Schetky NW Sales Inc | \$610.43 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 GF ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|---|--------------------|
| 9212208587 | Shelffo, Danielle Alexandra | \$96.00 |
| 9212208588 | Signal, Michael Anthony | \$88.57 |
| 9212208589 | Sjoboen, Katherine Roarke | \$93.96 |
| 9212208590 | Streuli, Rachel E | \$135.52 |
| 9212208591 | Superior Tire Service Inc | \$2,376.81 |
| 9212208592 | Sweetwater Sound Inc | \$5,035.15 |
| 9212208593 | TDS Educational Consulting and Data Integrati | \$3,375.00 |
| 9212208594 | Ted Brown Music Company | \$2,842.54 |
| 9212208595 | The Part Works Inc | \$1,429.16 |
| 9212208596 | Thomas, Julia Nicole | \$148.53 |
| 9212208597 | Unleash The Brilliance | \$6,000.00 |
| 9212208598 | US Foods Inc | \$246,515.25 |
| 9212208599 | Vandegrift, Steven Michael | \$1,339.30 |
| 9212208600 | Wagner, Brooke N | \$145.40 |
| 9212208601 | Warren, Kasie Marie | \$313.97 |
| 9212208602 | Waters, Danielle Carrie | \$260.65 |
| 9212208603 | Wickstrom, Erin L | \$237.06 |
| 9212208604 | Wolfe, Pili | \$20,600.00 |
| 9212208605 | Wynn, Kimberly Gene | \$354.09 |
| ACH Payments: | | 103 \$389,593.11 |
| Total: | | 103 \$389,593.11 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------|---------------|---------|--------------|--------------|
| 10 - General Fund | \$11,379.38 | \$0.00 | \$378,213.73 | \$389,593.11 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$10,279.67, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: AP Direct Dep Settlement Accou

AP ACH Numbers 9212208606 through 9212208610, totaling \$10,279.67

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 CP ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|-----------------------------|--------------------|
| 9212208606 | Amazon Capital Services Inc | \$260.90 |
| 9212208607 | Dry Box Inc | \$126.74 |
| 9212208608 | Ednetics Inc | \$4,363.56 |
| 9212208609 | King County Directors Assn | \$3,929.12 |
| 9212208610 | Micro Computer Systems Inc | \$1,599.35 |
| ACH Payments: | | 5 \$10,279.67 |
| Total: | | 5 \$10,279.67 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-----------------------|---------------|---------|-------------|-------------|
| 20 - Capital Projects | \$0.00 | \$0.00 | \$10,279.67 | \$10,279.67 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$6,105.77, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: AP Direct Dep Settlement Accou

AP ACH Numbers 9212208611 through 9212208625, totaling \$6,105.77

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 ASB ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|--|--------------------|
| 9212208611 | Amazon Capital Services Inc | \$1,391.39 |
| 9212208612 | Carter, Jeremiah Daniel | \$150.00 |
| 9212208613 | Eibel, Austin C | \$85.89 |
| 9212208614 | Ellis, David Alan | \$73.84 |
| 9212208615 | Erdmann, Sarah Katheryn | \$162.20 |
| 9212208616 | Foster, Alexander Michael | \$359.14 |
| 9212208617 | Herren, Kristin Irene | \$239.17 |
| 9212208618 | King, Matthew L | \$47.97 |
| 9212208619 | Lorrain, Kay M | \$176.76 |
| 9212208620 | Love, Andrea L | \$1,100.00 |
| 9212208621 | Luay, Laheeb A | \$40.74 |
| 9212208622 | McNeese, Daniel Alan | \$52.30 |
| 9212208623 | Northwest Cascade Inc dba Honey Bucket | \$414.10 |
| 9212208624 | Spring, Sarah Lynne | \$650.34 |
| 9212208625 | US Foods Inc | \$1,161.93 |
| ACH Payments: | | 15 |
| Total: | | 15 |
| | | \$6,105.77 |
| | | \$6,105.77 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|---------------|---------------|---------|------------|------------|
| 40 - ASB Fund | \$0.00 | \$0.00 | \$6,105.77 | \$6,105.77 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of June 10, 2024, the Board, by a _____ vote, approves payments, totaling \$2,921.98, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: AP Direct Dep Settlement Accou

AP ACH Numbers 9212208626 through 9212208626, totaling \$2,921.98

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Accounts Payable Run: June 10 2024 CT ACH

Run Type: R - Regular

| Payment Number | Payee | Net Payment Amount |
|----------------|-------------------------------|--------------------|
| 9212208626 | Dept Of Revenue State Of Wash | \$2,921.98 |
| ACH Payments: | | 1 \$2,921.98 |
| Total: | | 1 \$2,921.98 |

AP Check Register

Accounts Payable Run: 06/10/2024

AUBURN SCHOOL DISTRICT

Fund Summary

| Fund | Balance Sheet | Revenue | Expense | Total |
|-------------------|---------------|---------|---------|------------|
| 10 - General Fund | \$2,449.95 | \$0.00 | \$0.00 | \$2,449.95 |
| 40 - ASB Fund | \$472.03 | \$0.00 | \$0.00 | \$472.03 |

CHANGE ORDER

Date: 6/6/2024

Project: **Olympic MS Athletic Fields**
Architect Henson Architects
Contractor: Terra Dynamics, Inc.


Change Order No.: 003
Henson Project No.: 2304

THE CONTRACT IS CHANGED AS FOLLOWS:


| DESCRIPTION | | AMOUNT |
|--|-----|-------------|
| COP #01 - CCA 001 FAC Site Revisions | ADD | \$56,078.24 |
| COP #02 - PR 001 Fieldhouse Hose Bibs | ADD | \$5,889.06 |
| COP #10 - CCA 005 Added Pull Box and Comm Box | ADD | \$5,357.16 |
| COP #12 - CCA 007 Revised Bleacher Location | ADD | \$6,491.67 |
| COP #14 - CCA 004 AHJ-Required Revisions | ADD | \$14,349.92 |
| COP #15 - PR 003 Emergency Power Conduit Routing | ADD | \$7,197.75 |
| COP #N/A - CCA 008 Electrical Routing Revision | ADD | \$0.00 |

TOTAL CHANGE ORDER NO. 003 **ADD** \$95,363.80

| | | |
|---|---------------------|----------------------|
| The original Contract Sum was | \$ | 13,938,000.00 |
| Net change by previously authorized Change Orders | | <u>\$258,466.32</u> |
| The Contract Sum prior to this Change Order was | \$ | 14,196,466.32 |
| The Contract Sum will be INCREASED by this Change Order | | <u>\$95,363.80</u> |
| The new Contract Sum including this Change Order will be | \$ | <u>14,291,830.12</u> |
| The Contract Time will be UNCHANGED by Zero (0) days. | | |
| The date of Substantial Completion as of the date of this Change Order therefore is | June 3, 2024 | |

Henson Architects
Architect

Signature
Jay C Henson II - Principal
Printed Name and Title

June 6, 2024
Date

Terra Dynamics, Inc.
Contractor

Signature
Jarod Emerson PM
Printed Name and Title

6/5/24
Date

Auburn School District
Owner

Signature

Printed Name and Title

Date



SCHOOL BOARD RESOLUTION FORM

DUE ANNUALLY BY THE SECOND FRIDAY IN JUNE

School District Type (select one): ☒ Public ☐ Private ☐ Charter ☐ Tribal

School District Name: Auburn School District

Resolution # (optional): Type # Here

Date: 6/10/24

Schools Approved for WIAA Membership: Auburn Senior High School, Auburn Mountainview High School, Auburn Riverside High School, Cascade Middle School, Mount Baker Middle School, Olympic Middle School, Rainier Middle School

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided. The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Alan Spicciati

Signature: _____

School Board President (if applicable): Tracy Arnold

Signature: _____

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. School Update

Ryan Foster, Associate Superintendent of Principal Leadership and School Programs will introduce Gelinda Williams, Washington Elementary School Principal, and Donna Mayer, Washington Elementary School Reading Specialist, to give an elementary school update. Mr. Foster will introduce Terri Herren, Auburn Mountainview High School Principal and Necia Hansen, Auburn Mountainview High School Culinary Arts Teacher, to give a secondary school update.

2. Career and Technical Education- Family and Consumer Sciences Program Re-Approval

Heidi Harris, Assistant Superintendent, Department of Student Learning, will introduce Director of CTE, Jane Hendrickson, to present the Career and Technical Education Family and Consumer Sciences Program for Re-Approval. Foundation 1 Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership, Priority 3 "students meeting and exceeding grade level and content area standards", and Priority 4 "experiential and relevant learning at all levels". Foundation 2 Family, Student, Community and Staff Partnerships, Priority 2 "students learning life-ready skills (financial, communication, technical, emotional, intelligence)", and Priority 3 "prepare each student for college, career and beyond graduation". Ms. Hendrickson will be sharing a brief PowerPoint presentation and will introduce four of the program's instructors to showcase their respective portion of the diverse program and answer questions from the school board:

John Huddlestun, ARHS, American Sign Language
Necia Hansen, ARHS, Culinary Arts
Kayla Knaus, MS Family Consumer Sciences
Kelly Jensen, AHS, HS Family Consumer Sciences

The recommendation is for a re-approval of programs, which included updates to framework standards aligned with state academic and industry standards, approval of new and updated frameworks, and approval from District CIA. Programs are reviewed and re-approved every four years.

The presentation can be found at this [link](#).
Program Frameworks can be found at this [link](#).

Recommendation: That the board approve the CTE Family and Consumer Sciences Program Re-Approval.

3. K-5 Science Curriculum & PK-3 Foundational Skills Reading Curriculum Adoption- Second Reading

Heidi Harris will present the K-5 Science Curriculum & PK-3 Foundational Skills Reading Curriculum and professional development plan grounded in learning science for second reading. Foundation 1 Culturally Responsive

and Inclusive Practices for Teaching, Support, and Leadership, Priority 2 "culturally responsive practices (instruction and leadership)", and Priority 3 "students meeting and exceeding grade level content area standards."

Ms. Harris is available to answer any questions.
The presentation can be found at this [link](#).

Recommendation: That the board approve the second reading and adoption of the Elementary Science Curriculum.

4. World Language Curriculum Adoption - First Reading

Heidi Harris will introduce Director of Student Learning, Adam Ladage, to present the World Language Curriculum for first reading. Foundation 1 Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership, Priority 3 "students meeting and exceeding grade level and content area standards", and Priority 4 "experiential and relevant learning at all levels". Foundation 2 Family, Student, Community and Staff Partnerships, Priority 2 "students learning life-ready skills (financial, communication, technical, emotional, intelligence)", and Priority 3 "prepare each student for college, career and beyond graduation".

Mr. Ladage will share a presentation, the requested adoption materials, and introduce three of the foreign language instructors to talk about each of their language programs and answer any questions.

Maren Hassenger, AMHS, French
Eva Means, AMHS, Spanish
Stacy Pirone, ARHS, German

The presentation can be found at this [link](#).

French: [Adoption Materials Request](#)

Spanish: [Adoption Materials Request](#)

German: [Adoption Materials Request](#)

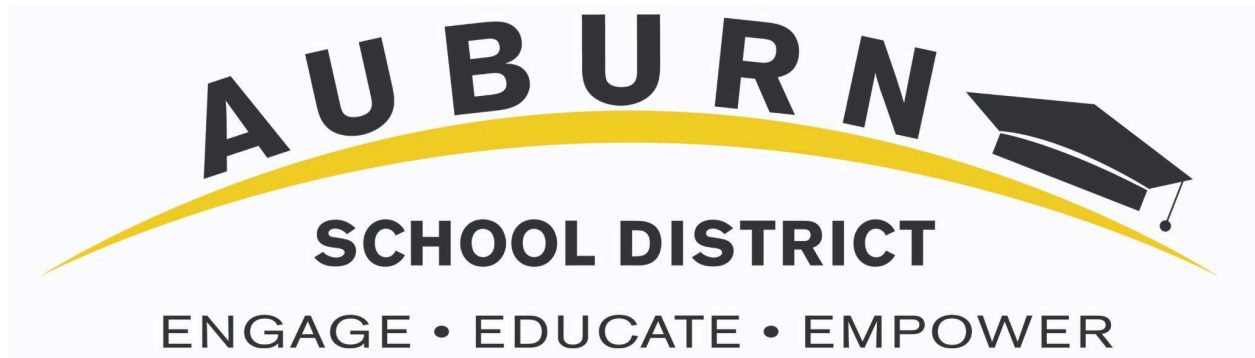
Recommendation: That the proposed World Language Curriculum be approved for first reading, with the second reading and adoption scheduled for Monday, June 24.

5. Safety and Emergency Preparedness and the ASD Emergency Operations Plan

Cindi Blansfield, Associate Superintendent of Business and Operations will introduce Dee Nelons, Director of Safety and Security who will partner with Colleen Barlow, principal at Lakeland Hills Elementary to provide an [overview](#) of the safety, security, and emergency preparedness accomplishments. Dee Nelons will also introduce the Auburn School District's [Emergency Operations Plan](#) for first reading.

Recommendation:

The Board accept the Emergency Operations Plan for first reading with second reading and adoption scheduled for June 24th.



ALL HAZARDS EMERGENCY OPERATIONS PLAN

June 2024

Auburn School District #408
915 Fourth Street N.E.
Auburn, WA 98002

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INTRODUCTION

Auburn School District's All Hazards Emergency Operations Plan addresses the district's response to severe weather, natural disasters, chemical accidents, medical emergencies, as well as school violence and various types of terrorist threats.

This All Hazards Emergency Operations Plan includes comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to the District's schools and school personnel in addressing various emergency hazards that may affect the safety of students and school community.

Policies and procedures related to or contained in this All Hazards Emergency Operations Plan will be modified in the Site-Specific Actions Section based on a school's unique circumstances and resources.

In order to be an effective tool to manage in an emergency event, this All Hazards Emergency Operations Plan includes response procedures that were developed through safety audit, planning and training and threat assessment before an incident occurs.

Planning, conducting live drills, and participating in table-top exercises with law enforcement, fire, local emergency response officials and other members of the community will ensure the sustainability of this All Hazards Plan. Building these relationships, along with community engagement/involvement, are vital components to a safer school community.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Plan Development

- The emergency operations planning team is responsible for the overall development and completion of the All Hazards Plan, including annexes.
- The Superintendent/School Board are responsible for approving and promulgating this plan.

Approval and Dissemination of the Plan

- In developing the All Hazards Emergency Operations Plan, the district will involve law enforcement, fire and safety officials, parents of students, teachers and staff of the district and individual schools. The All Hazards Emergency Operations will clearly identify the latest revision date, and the signature of individuals involved in its creation and/or revision.

Record of Distribution

- Copies of the All Hazards Emergency Operations Plan will be distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan.
- The Office of the Associate Superintendent of Business and Operations will record 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.
- The master copy of the All Hazards Emergency Operations Plan will be maintained in hard copy and in electronic format in the Office of the Associate Superintendent of Business and Operations.
- The All Hazards Emergency Operations planning documents will not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

Review and Updates to the Plan

- In order to remain in compliance, the Director of Safety and Security will review the All Hazards Emergency Operations Plan at least once every three years.
- The Office of the Associate Superintendent of Business and Operations will ensure an update to the plan is distributed to all coordinating agencies whenever any critical information in the plan changes.
- Each update or change to the plan will be tracked.
- The record of changes will include: the change number, the date of the change, and the name of the person who made the change.
- The All Hazards Emergency Operations Plan will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or district/school structure occur.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

EMERGENCY OPERATIONS PLANNING TEAM

TABLE 1: Auburn School District Safety, Security, and Emergency Preparation Team

| Title | Name | Email |
|--|----------------------|----------------------------------|
| Director of Safety and Security | Dee Nelons | dnelons@auburn.wednet.edu |
| Principal, Lakeland Hills Elementary | Colleen Barlow | cbarlow@auburn.wednet.edu |
| Executive Director of Communications | Vicki Alonzo | valonzo@auburn.wednet.edu |
| Executive Director of Transportation | Dennis Grad | dgrad@auburn.wednet.edu |
| Executive Director of Nutrition Services | Jan Campbell-Aikens | jcampaikens@auburn.wednet.edu |
| Coordinator Human Resources | Lisa Connors | lconnors@auburn.wednet.edu |
| Coordinator for Maintenance and Safety | Dan Duran | dduran@auburn.wednet.edu |
| Assistant Principal, Auburn Mountainview HS | Thomas Ostrander | tostrander@auburn.wednet.edu |
| Assistant Director of Student Special Services | Cindy Sherrod | csherrod@auburn.wednet.edu |
| Assistant Director of Health Services | Stephanie Earnhardt | searnhardt@auburn.wednet.edu |
| Assistant Director of Prevention and Intervention Services | Ashley Boyd | aboyd@auburn.wednet.edu |
| Assistant Principal, Rainier Middle School | Roland Sydney | rsydney@auburn.wednet.edu |
| Cybersecurity Engineer | Bjorn Renshai Janson | brenshaijanson@auburn.wednet.edu |
| Admin Coordinator 2 | Lisa Connors | lconnors@auburn.wednet.edu |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

PROMULGATION STATEMENT

Auburn School District is committed to the safety and security of students, staff, and visitors on its campuses. In order to support that commitment, the School Board has asked for a thorough review of the district's emergency mitigation/prevention, preparedness and response and recovery procedures relevant to natural and human-caused disasters.

The All Hazards Emergency Operations Plan that follows is the official policy of Auburn School District. It is a result of a comprehensive review in the context of its location in Auburn, Washington and in the current world situation.

We support its recommendations and commit the district's resources to ongoing training, exercises and maintenance required to keep it current.

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the Auburn School District community.

Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

SCHOOL BOARD

DATE

LOCAL EMERGENCY MANAGEMENT

DATE

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPROVAL AND IMPLEMENTATION

**Auburn School District
Auburn, Washington**

All Hazards Emergency Operations Plan

This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

SUPERINTENDENT

DATE

SCHOOL BOARD

DATE

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

RECORD OF CHANGES

| Change # | Date of Change | Change Entered By | Date Entered |
|----------|----------------|-------------------|--------------|
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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

RECORD OF DISTRIBUTION

Record of Distribution

- ☐ Copies the All Hazards Emergency Operations Plan and floor plans will be distributed to emergency organizations with a role in responding to an incident.
- ☐ A record of distribution will be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan.
- ☐ District administrators will record via Google.doc [\[link\]](#) 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.

| Title | Name | Agency | Date | Copies |
|-------|------|--------|------|--------|
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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

PURPOSE

The purpose of the Auburn School District's All Hazards Emergency Operations is to provide information on how to respond to natural disasters, emergencies, accidents, and incidents by outlining the responsibilities and duties of Auburn School District (ASD) and its employees.

Customization of this plan in the site-specific actions section to meet individual school's needs and circumstances is important.

Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably.

The plan educates staff, faculty, students and other key stakeholders in their roles and responsibilities before, during and after an incident.

This plan provides parents and other members of the community with assurances that Auburn School District has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining, and exercising the ASD All Hazards Emergency Operations increases legal protection. Schools without established incident management procedures may be found liable for their absence.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

SCOPE

The content, organization and terminology provided in this All Hazards Emergency Operations Plan align with the 2013 *"GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS"* jointly developed by:

- A. U.S. Department of Education
- B. U.S. Department of Health and Human Services
- C. U.S. Department of Homeland Security
- D. U.S. Department of Justice Federal Bureau of Investigation
- E. Federal Emergency Management Agency

The concepts and information contained in this plan are consistent with the National Incident Management System (NIMS), a set of principles that provides a systematic, proactive approach for planning, prevention, response, and recovery in managing emergency incidents.

Consistent planning principles and processes across all levels of government, from the federal all the way to the individual school level will help ensure more efficient and coordinated plans, preparedness and emergency response.

This plan shall be reviewed at least once every three years and updated as necessary. The facility floor plans will be updated whenever a major modification to a building requires changes in the procedures outlined in the Site-Specific Appendices of the plan.

The All Hazards Emergency Operations is consistent with the local incident command structure, as established by local law enforcement and other public safety agencies; identifies the latest revision date and the community members involved in its creation; provides guidelines and procedures for dealing with existing and potential school incidents.

The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents.

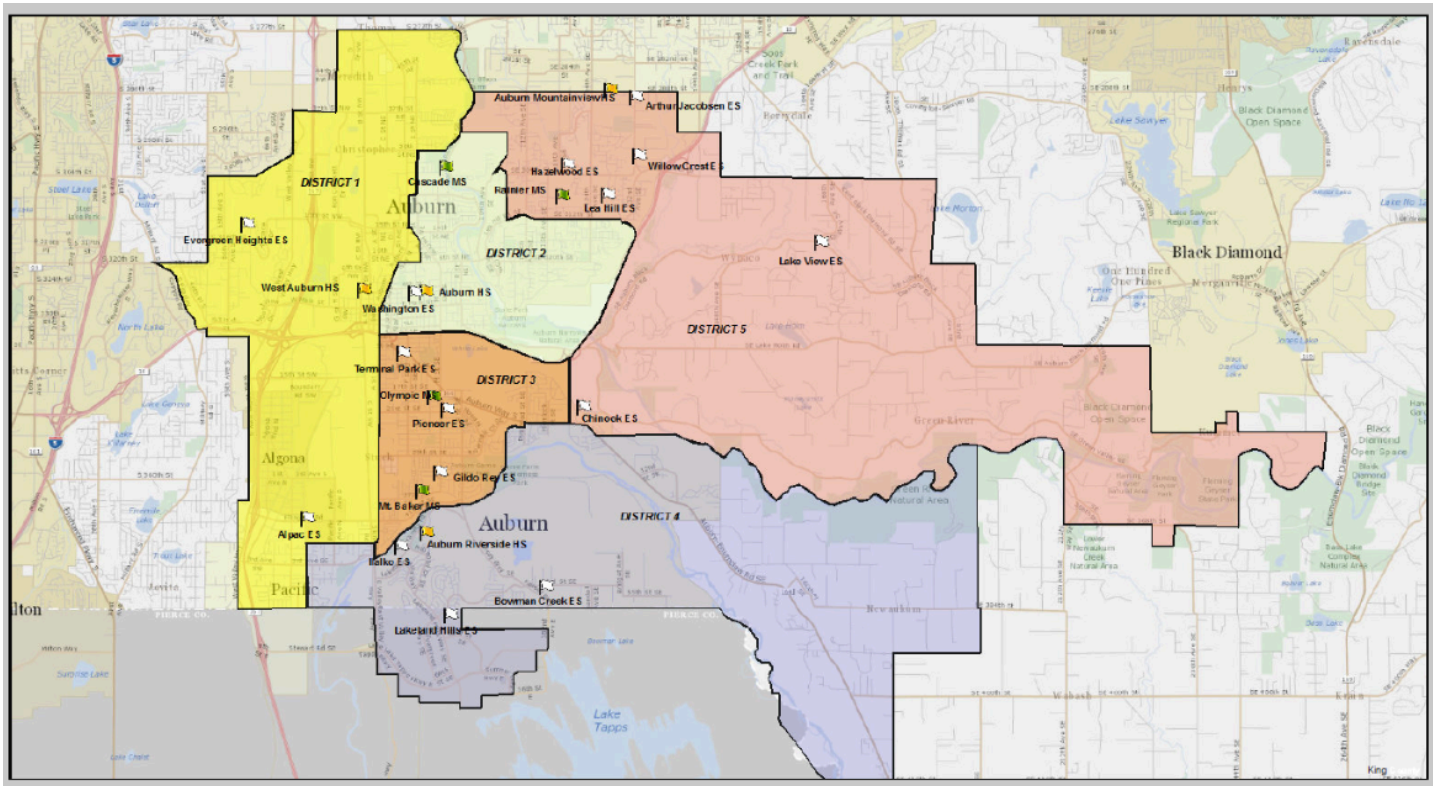
The plan discusses the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government regulations; common and specialized procedures and specific hazard vulnerabilities and responses/recovery.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

SITUATION OVERVIEW

Assessment of the District

Auburn School District provides quality educational programs to all students by professionally trained, highly-educated staff. The district and the communities it serves work together to ensure the continuation of these high standards of service.



The district encompasses a 62-mile area bridging King and Pierce counties and serves approximately 104,000 residents in Auburn, Algona, Pacific, Lake Tapps and unincorporated areas of King and Pierce County.

The Auburn School District has over 17,000 students and over 2,000 employees. The district includes: three comprehensive high schools (grades 9-12), one alternative high school (grades 9-12), four middle schools (grades 6-8) and 16 elementary schools (grades K-5). Additional facilities include Transition Assistance Program, Swimming Pool, Auburn Memorial Stadium, JPF Administration, Transportation Center, Support Services Center, and Student Special Services.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Hazards that affect the district:

1. Schools are located primarily in the urban environment of the City of Auburn and the rural environment of the Auburn Valley.
2. The Green River passes through the east and north areas of the District and the White River passes through the south areas of the district.
3. Although the District is not included in King County's Hazard Mitigation Plan, the City of Auburn is included in the plan.
4. The Office of the Superintendent of Public Instruction "State Hazard Mitigation Plan" includes the district as well as all other Districts in the State. Unfortunately, this plan does not address specific mitigation templates for the district and does not address man-made hazards.

Man-made and natural hazards that impact district schools are:

1. Four of the school sites are located adjacent to dense wooded areas. This makes them susceptible to urban wildfires during drought conditions.
2. The districts' school buses negotiate hundreds of miles of rural secondary roads and are exposed to hazardous conditions during severe weather.
3. Highway 167 bisects the district east and west and Highway 18 bisects the district north and south. Heavy truck traffic daily moves tons of supplies along these major roads.
4. Both BNSF and Union Pacific main railroad lines pass through the middle of the district. Daily, thousands of tons of material pass through the district by rail to include 100 car crude oil trains destined for the Oil Refineries in Anacortes, WA.
5. Several schools are close to the Auburn Airport, one of the largest private airports in the area. Hundreds of small aircraft fly in and out of the airport daily. Storage facilities at the airport hold 50,000 gallons of aviation fuel.
6. Located in a seismic sensitive area close to the Tacoma fault, the district's schools and ancillary sites are susceptible to damage from moderate to severe earthquakes.
7. The largest industrial park in the Pacific Northwest is located in the City of Auburn. Within the park is a large Boeing plant, one of the largest cold storage facilities in the region and hundreds of industrial complexes. Two large propane storage and transfer sites are located in the city and one large fuel distribution site.
8. The Green River has experienced floods and two of the schools are located in the Green River floodplain.
9. The White River is fed by glaciers from Mount Rainier. Past Lahars have flooded the entire Auburn Valley. A major Lahar would impact a number of schools and destroy 60 percent of the City of Auburn and eight of the district's schools.

A detailed hazard analysis of the natural and man-made hazards that face the district can be found in the Threat-or Specific Hazards Appendixes in Annex F.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

PLANNING ASSUMPTIONS

The district and individual schools will continue to be exposed to and subject to the impact of those hazards described above, as well as other hazards that may develop in the future.

- It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- A single site emergency, i.e., fire, explosion, gas main breakage, active shooter, etc., could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school staff, students and property.
- Following a major or catastrophic event (i.e., large earthquake), the district/schools will have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
- Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for the district/school to be prepared to carry out the initial emergency response on an independent basis.
- Proper mitigation actions can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel and conducting periodic emergency drills and exercises will improve this district/school's readiness to deal with emergency situations.

CONCEPT OF OPERATIONS

The overall strategy of this plan is to execute effective and timely decisions and take appropriate actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery.

This plan is based upon the concept that the incident management functions must be performed by the district and its schools generally parallel some routine, day-to-day functions.

To the extent possible, the same personnel and material resources used for day-to-day activities will be employed in responding to an incident in the district. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

In addition, the incident may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the district/school's command of the incident and the district/school's incident management structure may change once official emergency responders arrive on the scene.

Emergency responders are knowledgeable in the Incident Command System (ICS) and may be best equipped to command the response to a specific incident. If this is to occur, the district/school may transition command of the incident to a more qualified Incident Commander.

These concepts are more fully discussed in Functional Annex H "Incident Command Post Standard Operating Procedures."

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident. Functional Annex H "Incident Command Post Standard Operating Procedures" provides a list of the kinds of tasks to be performed by position and organization and an overview of who does what. As indicated in the Annex,

- A. The Incident Command System (ICS) uses a team approach to manage incidents and allows district/school officials to assign tasks to other key school personnel.
- B. Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident.
- C. Roles will be pre-assigned based on training and qualifications and the names placed in the School's Site Specific Emergency Operations Plan.
 - Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.
 - Roles and responsibilities are found in Functional Annex H, page 92 "Incident Command Post Standard Operating Procedures."
- D. School staff are normally tasked and required to remain at school to assist in an incident. Each building administrator must interview their staff members to determine who will be available for these assigned roles during an emergency, evacuation, lockdown, or an extended self-sustaining operation.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

DIRECTION, CONTROL, AND COORDINATION

The Director of Safety and Security will establish the objectives and provide general guidance for emergency response operations.

The Incident Commander will manage the situation at the site until local emergency response agencies arrive.

The district/school's EOP will be activated to provide direction during an incident utilizing the ICS.

The district will implement principles of Unified Command when more than one agency has jurisdiction over aspects during an emergency situation.

INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

This section addresses the role of information in the successful implementation of the activities that occur before, during and after an emergency.

In the event of a major disaster, it is imperative that accurate data is collected to provide for lessons learned, cost of management of the event, and losses of operational capabilities.

The type of information that will be helpful in the successful implementation of the activities that occur before, during and after an emergency, may include:

- A. **Before:** Hazard Mitigation Plans for the area which identifies both natural and man-made hazards. Steps needed to mitigate the impact on the district include:
 - The City of Auburn Emergency Management Plan
 - King County Hazard Mitigation Plan
 - Region Three All Hazard Mitigation Plan
 - OSPI Hazard Mitigation Plan
 - Auburn School District All Hazards Emergency Operations Plan
 - Weather reports
 - Law enforcement alerts
 - National Oceanic and Atmospheric Administration radio alerts
 - Crime reports
 - District/School safety and security audits
- B. **During:**
 - Disaster information managed by the district/school's Emergency Operations Center (EOC) is coordinated through agency representatives located in the EOC. (See Functional Annex H, Incident Command Post SOP)

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- i. These representatives collect information from and disseminate information to counterparts in the field.
 - ii. These representatives also disseminate information within the EOC that can be used to develop courses of action and manage emergency operations.
 - Detailed procedures that identify the type of information needed, where it is expected to come from, who uses the information, how the information is shared, the format for providing the information and specific times the information is needed are maintained at the Incident Command Post SOP.
- C. After:**
- Mental health agencies' websites and hotlines.
 - Emergency management and relief agencies websites.
 - Hotlines assisting in all aspects of recovery.
 - District website.

COMMUNICATIONS

Communication is a critical part of incident management. Functional Annex B "Communications" addresses:

- Communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media.
- Coordination with emergency first responders.
- Provides templates for statements/press releases, the communication plan and media contacts at the major television, internet and radio stations.
- Creates the policies and plans for communicating emergency information internally and to the public.
- Follows the communications policies and procedures established by the district.
- Helps establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
- Develops materials for use in media briefings.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

COORDINATION WITH EMERGENCY FIRST RESPONDERS

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, emergency agencies, as well as mental health and other community organizations.

- An important component of this plan is advanced coordination with various federal, state, and/or local agencies and community service providers to aid in timely communication and response to an incident.
- Advance planning includes written agreements (i.e., MOU's) to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy will be maintained with other documents related to this plan.
- Advanced planning will specify the type of communication and services provided by one agency to another.

ADMINISTRATION, FINANCE, AND LOGISTICS

Agreements and Contracts

- If district resources prove to be inadequate during an incident, Auburn School District will request assistance from local emergency services, other agencies, and the school community in accordance with existing mutual aid agreements and contracts.
- Such assistance includes equipment, supplies, and/or personnel.
- All agreements entered into by authorized district officials should be in writing.
- All pre-negotiated agreements and contracts are kept in hard copy and in electronic format in the Office of the Associate Superintendent of Business and Operations.

Recordkeeping

A. Administrative Controls

- District/school is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident response and management operations.
- These administrative controls will be carried out in accordance with established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

- Staff assigned within the district/school Incident Command Post (ICP) will maintain accurate logs recording key incident management activities, including:
 - i. Activation or deactivation of incident policies, procedures, and resources
 - ii. Significant changes in the incident situation
 - iii. Major commitments of resources or requests for additional resources from external sources
 - iv. Issuance of protective action recommendations to the staff and students

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- v. Evacuations
- vi. Casualties
- vii. Containment or termination of the incident

C. Incident Costs

- District/school ICP, Finance, and Administration staff are responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future district/school budgets.
- The detailed records of costs for incident management and operations include:
 - i. Personnel costs, especially overtime costs
 - ii. Equipment operations costs
 - iii. Costs for leased or rented equipment
 - iv. Costs for contract services to support incident management operations.
 - v. Costs of specialized supplies expended for incident management operations
 - 1. These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

- In order to continue normal school operations following an incident, vital records must be protected.
- These include legal documents, student files, and property and tax records.
- The principal causes of damage to records are fire and water.
- Essential records should be protected and are maintained in hard copy and in electronic format in the Office of the Associate Superintendent of Business and Operations.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

RECOVERY AFTER AN INCIDENT

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process. (See Functional Annex C, Continuity of Operations)

District/school will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following [identify personnel and activities, depending on school's resources and type of incident]:

- A. Conduct a comprehensive assessment of the physical and operational recovery needs.
- B. Assess physical operations, security, data access, and all other critical services (e.g., technology, plumbing, electrical).
- C. Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- D. Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance. Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- E. Provide detailed facilities data to the Incident Commander so that it can estimate temporary space reallocation needs and strategies.
- F. Arrange for ongoing status reports during the recovery activities to:
 - a. Estimate when the educational program can be fully operational;
 - b. Identify a facility, equipment, and personnel issues or resources that will facilitate the resumption of classes. Educate school staff, students, and parents on available crisis counseling services.
 - c. Establish absentee policies for teachers/students after an incident.
 - d. Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- G. Develop alternative teaching methods for students unable to return immediately to classes: online learning, videoconferencing, etc.
- H. Create a plan for conducting classes when facilities are damaged (e.g., online learning, alternative sites, half-day sessions, portable classrooms).
- I. Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

TRAINING AND EXERCISING THE PLAN

All schools must understand the importance of training, drills, and exercises in planning for an incident.

To ensure that district personnel are aware of their duties and responsibilities under the All Hazards Emergency Operations Plan and the most current procedures, the following training, drill, and exercise actions will occur.

- A. Annual required drills identified by OSPI and Washington State RCWs.
- B. District officials will coordinate training efforts with guidance from City of Auburn Emergency Management and Valley Regional Fire Authority.
- C. Basic training and refresher training sessions will be conducted annually by all schools in coordination with local fire, law enforcement, and emergency managers.
- D. EOP training includes:
 - a. Hazard and incident awareness training for school and district administrators.
 - b. Orientation to the All Hazards Emergency Operations Plan provided to all staff.
 - c. First-aid and CPR for specifically identified staff.
 - d. Team training to address specific incident response or recovery activities such as Family Reunification.
- E. Two online FEMA courses: ICS 100 and IS-700 are required to be completed, with documentation, by all building administrators. Both courses are available for free at FEMA's Emergency Management Institute:
 - a. <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
 - b. <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>
- F. Additional training will include drills and tabletop exercises.
 - a. Drills will be conducted at OSPI required intervals as a minimum.
 - b. Exercises will occur with the same criteria. Records of the training provided including date(s), type of training, and participants will be maintained by each building.
 - c. Approved parent volunteers and community members may also be incorporated into larger training efforts and rosters maintained by each school.
- G. All district staff are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school or in the district following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Information is available from the Director of Safety and Security and the Washington State Office of Emergency Management and King County web sites for family emergency preparation guidelines.

ALL HAZARDS EMERGENCY OPERATIONS PLANNING GLOSSARY

Acronyms:

| | |
|--------|-------------------------------------|
| ARC | American Red Cross |
| CFR | Code of Federal Regulations |
| DEM | Division of Emergency Management |
| EOC | Emergency Operations Center |
| EPI | Emergency Public information |
| FBI | Federal Bureau of Investigation |
| FEMA | Federal Emergency Management Agency |
| Hazmat | Hazardous Material |
| IC | Incident Commander |
| ICP | Incident Command Post |
| ICS | Incident Command System |
| SOPs | Standard Operating Procedures |
| TSA | Transportation Security Authority |

Definitions:

Emergency Operations Center (EOC): An **Emergency Operations Center (EOC)** is a central command and control facility responsible for carrying out the principles of emergency preparedness and emergency management, or disaster management functions at a strategic level during an emergency and ensuring the continuity of operation of a company, political subdivision, a district or other organization.

An EOC is responsible for the strategic overview, or "big picture" of the disaster, and does not normally directly control field assets, instead making operational decisions and leaving tactical decisions to lower commands. The common functions of all EOC's is to collect, gather, and analyze data; make decisions that protect life and property, maintain continuity of the organization within the scope of applicable laws and disseminate those decisions to all schools, district facilities, concerned agencies and individuals. In most EOC's there is one individual in charge, and that is the Emergency Manager. Although Incident Command Post (ICP) and EOC have the same functions in a school district, operations would be through an ICP since the district would not operate a full-time EOC.

Emergency Public Information (EPI): Information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

Emergency Situation: As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

A. Incident

- a. An incident is a situation that is limited in scope and potential effects. Characteristics of an incident include:

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- Involves a limited area and/or limited population.
 - Evacuation or in-place sheltering is typically limited to the immediate area of the incident.
 - Warning and public instructions are provided in the immediate area, not community-wide.
- b. One or two local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
 - c. May require limited external assistance from other local response agencies or contractors.

B. Emergency

- a. An emergency is a situation larger in scope and more severe in terms of actual or potential effects than an incident. Characteristics include:
 - Involves a large area, significant population, or important facilities.
 - May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
 - May require community-wide warning and public instructions.
 - May require some external assistance from other local response agencies, contractors and limited assistance from state or federal agencies.
- b. The EOC will be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

C. Disaster

- a. A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:
 - Involves a large area, a sizable population, and/or important facilities.
 - May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
 - Requires community-wide warning and public instructions.
 - Requires a response by all local response agencies operating under one or more ICs.
 - Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- b. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

Hazard Analysis: Functional Annex F of this plan identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property or the environment.

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Hazardous Material (Hazmat): A substance in a quantity or form posing an unreasonable risk to health, safety and/or property when manufactured, stored or transported.

- A. The substance, by its nature, containment and reactivity, has the capability for inflicting harm during an accidental occurrence.
- B. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer and poses a threat to health and the environment when improperly managed.
- C. Hazardous materials include toxic substances, certain infectious agents, radiological materials and other related materials such as oil, used oil, petroleum products and industrial solid waste substances.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by:

- A. Identifying key team roles and functions;
- B. Assessing staff skills;
- C. Pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration);
- D. Coordinating with community partners; and
- E. Providing for transfer or command and backup of resources.

Incident Commander: The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

Incident Command Post: According to the National Incident Management System (NIMS), and the Incident Command System (ICS), the **Incident Command Post (ICP)** is one of five predesignated temporary facilities and signifies the physical location of the tactical-level, on-scene incident command and management organization. It typically comprises the Incident Commander and immediate staff and may include other designated incident management officials and responders from Federal, State, local, and tribal agencies, as well as, private-sector, nongovernmental and volunteer organizations.

Typically, the ICP is located at or in the immediate vicinity of the incident site and is the focus for the conduct of direct, on-scene control of tactical operations. Incident planning is also conducted at the ICP; an incident communications center would also normally be established at this location. The ICP may be set with the incident base if the communications requirements can be met. The ICP may perform local Emergency Operations Center-like functions in the context of smaller jurisdictions or less complex incident scenarios.

Inter-local Agreements: Arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations, where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

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Key Knox Box: A key Knox Box is a device where emergency keys to all parts of the school facility are stored.

Key-holder: The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

Lockdown: Requires all exterior doors to be locked and no one is allowed into or out of the building. Students stay in classrooms and do not move around the building. The initial physical response provides a time barrier. Lockdown is not a stand-alone defensive strategy. When in lockdown this procedure should involve the readying a plan of evacuation or counter tactics should the need arise.

Secure and Teach: Requires all exterior doors to be locked and no one is allowed into or out of the building. Students and staff follow the normal schedule within the building, including moving between classes inside the building and lunch and learning continues.

National Incident Management System (NIMS): A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

School Incident Commander: The school official who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire or other safety officials who assume control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

Standard Operating Procedures (SOP): Approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

AUTHORITIES AND REFERENCES

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).
- NIMS, Department of Homeland Security, FEMA:
<http://www.fema.gov/national-incident-management-system>.
- NIMS, Department of Homeland Security, FEMA: ICS-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).
- Washington RCW 28A.320.125, School Safety Plans.
- Chapter 388-180 WAC, Health and Safety Review.
- FEMA: ICS-100 Introduction to Incident Command System:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>.
- Auburn, Washington Emergency Management Plan
- King County, Washington Hazard Mitigation Plan
- OSPI, Washington Hazard Mitigation Plan
- FEMA All-Hazards Training Document:
<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>

INTRODUCTION TO THE ANNEXES

FUNCTIONAL ANNEXES

Functional protocols are common procedures that may be implemented along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency.

HAZARD OR THREAT SPECIFIC ANNEXES

The hazard-and-threat specific appendices provide unique procedures, roles and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Hazard and threat-specific annexes do not repeat content but build on information in the functional annexes and basic plan. The hazard-specific annexes should present only hazard-unique information. Repeating procedures in the functional annexes increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.

SITE SPECIFIC ANNEXES

This section allows each site to tailor the plan to meet the specific needs of that site. It also allows sensitive data such as phone numbers and student names to be separated from the master plan.

Although the District and law enforcement will maintain maps on building schematics for the entire district, the individual schools will maintain that data for their school in this section.

At Appendix G is a compliance checklist which must be prepared each school year. One copy of the checklist will be maintained in the school's plan and a second copy will be forwarded to Central Administration.

Schools should customize hazard-and-threat specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

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All Hazards Emergency Operations Plan Functional Annexes

INFORMATION AND TABLE OF CONTENTS

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation. Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for. While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional appendix if it appears in a second functional appendix. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Appendix.

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All Hazards Emergency Operations Functional Annex A

ACCOUNTING FOR ALL PERSONS

Supervisors should develop a procedure to account for employees, students and visitors after an emergency evacuation has been completed. The procedure should designate an area outside the building to which occupants should assemble. Supervisors who have knowledge of any person(s) still inside the building need to inform emergency responders (e.g., fire department, law enforcement, EMS).

Establish the Accounting-for-People Team

- A. An important part of your overall crisis plan includes a team leader and coordinators who are charged with accounting for and identifying employees, students, visitors — anyone who may be on your campus on any given day, during any given hour.
- B. Using building floor plans and grounds maps, categorize the campus and staff by response areas.
- C. Assign each area an identifying name and an accounting-for-people coordinator from your team. If the building or area houses hundreds of individuals or if the crisis is taking place over multiple locations, creating subsets of individuals will allow for quicker assessments.
- D. The area coordinator will be charged with accounting for their team in the event of a crisis and will be most familiar with the buildings in the assigned area, including all entrances and exits, emergency call centers and shelter locations.
 - a. It's important to designate a backup for each coordinator and the team leader in case they are not available at the time of a crisis. Three deep is preferred.
- E. The points of evacuation in each building should be identified, and each section on campus should include an assembly area where everyone meets during an emergency.
 - a. In the event the assembly area is not accessible during a crisis, an alternative site should be identified and included in the plan.
 - b. Students and staff should always be aware of where they need to go in case of emergency — much like a fire drill.
 - c. However, there are also situations where a shelter-in-place order is best recommended.
 - d. The schools will utilize the school public address system, telephones, 2-way portable radios and email for communicating this information.

Develop a Coordinator Toolkit

- A. Each teacher/coordinator should be equipped with the necessary checklists to help account for people both missing and present.
 - a. The checklist will contain the names and contact information of the employees or students in their charge by location and status.
 - b. It is convenient to keep the checklists in a binder or on a clipboard at the ready in

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case of emergency. Employees, staff, and visitors will check in with the coordinator after they safely reach the assembly area.

- c. If someone on the list is not present or if visitors were known to have been in the building during the crisis, coordinators work with the Incident Commander and first responders to determine if the missing are not on campus or at another location.
- d. On a high school campus, this requires careful advance planning of checklists since staff and students have schedules that vary at any given time of the day.
- B. In addition to an easy-to-grab binder/clipboard, the team leader and coordinators also should have available something that makes them easily identifiable.
 - a. A bright colored safety vest or the use of noticeable flags are the best options. Should be consistent in every building, so each building knows what to expect.
- C. Coordinators are charged with the task of quickly accounting for everyone else, so it's important to be able to quickly identify that person as the go-to team member in the assembly area.
- D. It is critical for an organization to have the coordinator provide information to the Incident Commander and first responders on the status of its staff and others in a timely manner.
- E. An easy-to-grab emergency kit should be available for each coordinator as he or she exits the facility.
 - a. The kit could be a backpack or a tote bag containing the crisis plan in a binder, a clipboard/binder with the contact list and checklist, brightly colored safety vest so others on campus can identify the coordinator, flashlight and first aid kit. The coordinator can add his or her cell phone and keys.

The coordinator's job is to account for people, brief the responders and act as the liaison, but after first responders arrive, the majority of the crisis response and investigation will be handled by the police, paramedics, fire department — all organizations that should already be familiar with the campus during the planning and practice phases of your crisis plan.

If someone is missing, the coordinator will provide the Incident Commander and first responders with as much information as possible about the missing person or persons and their last known location, letting the responders take over the search.

The coordinators must check in with the Incident Commander or team leader and let him or her know the status of their group.

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All Hazards Emergency Operations Plan Functional Annex B

COMMUNICATIONS

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INTRODUCTION

Communication is a critical part of incident management. This Appendix outlines Auburn School District's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

The district's All Hazards Emergency Operations must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, staff, parents and the school community and the media. Templates for statements/press releases to the media, and a detailed communications plan, including standard procedures and protocols are part of this plan.

COMMUNICATION WITH DISTRICT, LAW ENFORCEMENT AND EMERGENCY RESPONDERS

Auburn School District utilizes the Communication Platform/Capabilities described in the beginning of this annex to contact and maintain communications with law enforcement and other emergency responders during an incident.

The district and/or school Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in this annex in accordance with procedures established between agencies to notify the principal/designee of the school's status/needs. Auburn School District and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

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INTERNAL COMMUNICATIONS

Auburn School District has identified the Associate Superintendent of Business and Operations and the Executive Director of Communications as the responsible individuals to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by Auburn School District.
- Help establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

COMMUNICATION BETWEEN SCHOOL OFFICIALS AND STAFF MEMBERS

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Text-Messaging, System/Email Alert, System/Flash Alert Messenger system: A text-messaging and email alert system is available to provide those who are registered to receive messages with updates during an incident.
- Emergency 2-Way radio communication system.
- Staff Meeting: As appropriate, updated information about an incident will be presented at the school/building faculty meeting. Any new procedures for the day will also be reviewed at this time.

COMMUNICATION BETWEEN SCHOOL OFFICIALS AND EXTERNAL PLAYERS

District/School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media, and the community at large will require clear and concise messages from Auburn School District about the incident, what is being done, and the safety of the children and staff.

Communication with parents before an incident occurs, District and each school will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the district's EOP, its purpose and its objectives, although detailed response tactics should not be shared if they will impede the safe response to an incident.
- Information will be included in each school newsletter, district website, social media, student handbook, presentations delivered at Back-to-School events and any other method used by the individual schools to provide information to parents.
- Identify parents who are willing to volunteer in case of an incident and include them in

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school's preparation efforts and training.

- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Auburn School District will:

- Disseminate information via text messages, email, news media, social media, and hotlines, to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at impacted schools.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and provide methods and ways to talk with them.
- Provide a phone number, web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

HANDLING RUMORS

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Auburn School District will:

- Provide appropriate information to internal groups, including administrators, teachers, students, campus safety officers, custodians, secretaries, para-educators, Child Nutrition workers and Transportation bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, especially to provide accurate information where rumors need to be dispelled.
- After the immediate incident response period, district administration and schools involved will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

COMMUNICATION TOOLS

Some common internal and external communication tools that Auburn School District uses, include the following:

- Cell phones: These phones may be the only tool working when electric service is out; they are useful to school personnel traveling to or from a site.
- Intercom systems: The telephone intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn to address students and staff who are assembling outside the school.
- Two-way radios: Two-way portable radios provide a reliable method of communication

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between rooms and buildings at a single site. School staff should be trained to understand how to operate the two-way radios.

- District-wide emergency two-way radio communication system: The district has a full-time, dedicated repeater radio system with separate frequency just for the purposes of emergency two-way communications. Every district facility has multiple two-way portable radios to access this system.
- Transportation department two-way radio communication system and the over 100 school bus two-way radios can be used to establish multiple mobile Incident Command Posts in the event of evacuations from school sites.
- Maintenance and Operations district-wide two-way communication system can function as a backup to the emergency two-way radio communication system.
- Computers: A wireless laptop computer may be used for communication both within the school and other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district Superintendent. The Executive Director of Communications will post information such as school evacuation, closure or relocation on the school's home website and district website.
- Fax machines: Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, medical information, release forms and authorizations.
- Alarm systems: Sirens and bells will signal different types of incidents – for example, fire, evacuation or special alert (with instructions to follow). All school staff, students and volunteers will be trained in what the sounds mean and how to respond to them.
- Whistles: Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

COMMUNICATION WITH THE MEDIA

In the event of an incident, the District/School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the Executive Director of Communications and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and the ICP.
- Provide regular updates to the media and school community.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the Superintendent/designee.
- All Auburn School District employees are to refer all requests for information and questions to the Executive Director of Communications or Designee.

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CRISIS COMMUNICATIONS PLAN

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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INTRODUCTION

The Department of Communications has been charged by the Superintendent of the Auburn School District with managing all information during a crisis. The Executive Director of Communications has been designated as the official spokesperson for the district.

CRISIS SITUATION

A crisis is defined as any situation which:

- requires immediate and coordinated action, and/or
- will have a significant impact on the operation or the reputation of Auburn School District.

PURPOSE

Although each crisis or emergency will require a unique public information response, this crisis communication plan provides policies and procedures for the coordination of internal and external communications for Auburn School District in the event of a crisis. Upon determination by Auburn's Incident Management Team and/or the Superintendent of the District that an emergency or crisis exists that necessitates a communications response, this plan will be immediately implemented by the Executive Director of Communications as directed by the Superintendent.

ACTION PLAN

To ensure that the district's public information response to an emergency is quick, accurate, sensitive and responsible, the Executive Director of Communications will coordinate all crisis communications with campus and off-campus constituencies and media outlets. (*NOTE: See Appendix A, List of District Constituencies.*)

During an emergency, the Executive Director of Communications (or designee) will serve as the district's spokesperson. Other district and individual school staff will refer media inquiries to the spokesperson. (*NOTE: See Appendix B, Spokesperson Guidelines.*)

A. Immediate Response (*NOTE: See Appendix C, Immediate Response Checklist*)

- a. The Superintendent and Executive Director of Communications will determine if an official statement should be prepared and released.
- b. The Executive Director of Communications will formulate the message. (*NOTE: See Appendix D, Key Message Worksheet and Appendix E, What the Media Will Ask.*)
- c. The Executive Director of Communications will brief all district personnel who are assigned to answer the phone. (*NOTE: See Appendix F, Crisis Meeting Agenda.*)
- d. The Executive Director of Communications will determine the most effective and efficient method of disseminating statements to on-campus and off-campus constituencies. (*NOTE: See Appendix G, Communication Method Worksheet.*)

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- e. The Executive Director of Communications will discuss statement(s) with the Superintendent prior to dissemination when possible.
- f. **Initial district distribution will be to Cabinet and Administrators. Those Administrators will be charged with forwarding this statement to staff, departmental faculty, on-campus students and other constituencies as appropriate. See attached communication flow chart. (NOTE: In cases involving employee or student injuries or deaths, appropriate personnel will notify families before the information is released to the public.)**
- g. The Executive Director of Communications will coordinate off-campus distribution of information through media, the district website, district publications or USPS mail.
- h. The Executive Director of Communications and Associate Superintendents will coordinate information gathering from outside authorities.

B. On-Going Response

- a. The Executive Director of Communications and designated staff will update district constituencies about changes to or additional details of the situation via available methods of communication, i.e., voice mail, email, text alert, campus e-news, faxes, information hotline, press conferences, media contacts, phone contact, assemblies, letters, newsletters/other publications.
- b. The Executive Director of Communications will determine the frequency of updates based upon availability of facts and other immediate and long-term factors. The Executive Director of Communications will continue to collect and disseminate information until the district has recovered to pre-crisis status.
- c. The Communications Department staff will monitor coverage of the situation among constituencies and correct misinformation as quickly as possible.
- d. Evaluate the effectiveness of the plan and revise as necessary.

INCIDENT MANAGEMENT TEAM

This plan is designed to complement and enhance the Auburn School District's Emergency Operations Plan, as developed by the Emergency Operations Team, by providing communications strategies warranted by the situation. The Executive Director of Communications will work directly with the Incident Management Team to facilitate dissemination of information. *(NOTE: See Appendix H, List of Incident Management Team Members.)*

MEDIA RELATIONS

Often the only information some constituencies receive during a crisis is through the media; therefore, media relations is an essential element during crisis communications. Auburn School District seeks to always be honest and courteous when dealing with the media. *(NOTE: See Appendix I, Dealing with Media during a Crisis.)*

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Members of the Emergency Operations Team will be available for interviews related to their specific areas. If team members are contacted directly by the media, they will immediately inform the Executive Director of Communications. Auburn School District employees are asked to refer media inquiries during a crisis to the Executive Director of Communications.

INFORMATION FLOW CHART

Crisis/Disaster Information Procedures Flow Chart

Step 1: Notification of Occurrence

- Assess magnitude
- Notify key staff, other managers, if appropriate
- Notify principals and administrators, if directed
- Monitor the situation to determine if need to proceed to Step 2

Step 2: Information Gathering

- Determine extent of situation
- Confirm facts; answer questions in box to the right ►
- Coordinate at incident scene if situation requires
- Make determination if a full communications team should be organized

- 1. *Where did the incident occur?***
- 2. *What happened?***
- 3. *Are there injuries or deaths?***
- 4. *Who is involved?***
- 5. *When did event(s) occur?***
- 6. *Where might the problem expand?***
- 7. *Has 911 been called, or Police/Fire responded yet?***

Step 3: Activate Emergency Public Information Team/Plan

- Coordinate information flow with affected schools and departments
- Inform Superintendent, Cabinet, and Executive Director of Communications

Step 4: Initiate Response/Action Plan

- Draft materials; i.e., a **holding statement**, (the **holding statement** has to provide the media with an initial **statement** that sets forth the basic facts about the incident and lets people know that you are actively dealing with the situation; briefings, web site, Q & A)
- Make staffing assignments
- Determine need for Media Briefing Center

Step 5: Initiate Internal Information Dissemination

- Inform managers not yet aware of or involved about the incident
- Disseminate alerts to all employees, parents, community and other partners
- Work with HR to manage information about injured/impacted employees, if applicable

Step 6: Initiate External Information Dissemination

- Distribute media statements/materials

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- Conduct briefings (phone, Media Briefing Center)
- Post information on web site/activate site/social media sites (inform media about web site as information source)
- Determine if other agency PIOs should gather to address media's needs
- Evaluate all external audiences and need for various available communications tools

Step 7: Incident Information Flow – ongoing

- Continuous update of statements/releases using all appropriate communications tools
- Maintain incident log (written, visual: stills, video) and contact log
- Implement media monitoring for accuracy; correct reports as needed
- Evaluate need for additional staffing/implement shift system to meet staffing needs

Step 8: Conduct Incident Wrap-Up/Post Incident Review

- Analyze media coverage, community feedback
- Provide feedback regarding crisis response
- Revise crisis communication plan

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APPENDIX A

Auburn School District Constituencies

Internal

- Students
- Employees
 - Teachers
 - Classified Staff
 - All other Certificated Staff
 - Administrators
 - Contractors
 - School Resource Officers
- Board Members
- Visitors
 - Groups using facilities
 - Volunteers
 - Summer camps

External

- Media—Print and Electronic
- Families of Students
- Families of Employees
- Families of Visitors/Groups/Camps
- Alumni

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- Donors
- Community-At-Large
- City of Auburn
- City of Algona
- City of Pacific

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APPENDIX B

Spokesperson Guidelines for Communicating with the Media During a Crisis

- Demonstrate organizational concern about people.
- Explain what is being done to remedy the situation.
- Keep the message consistent with all constituencies. Never tell one constituency anything that is not being told to the media.
- Be open, honest and tell the full story. If you do not, someone else will, thus increasing the possibility the crisis team will lose control of the situation.
- Never respond with “no comment,” instead explain why you cannot answer the question. (i.e., we do not have those details confirmed at this time, we will provide you with an update when we have an answer to that question.)
- Do not guess or speculate. If you do not know the answer, say so and offer to track down the answer.
- Respect reporter deadlines. If you promise to get information, do so promptly.
- Never speak off the record. The media can use any information released.
- Never give exclusive interviews during a crisis. All members of the media should have the chance to gather information.
- If an injury or death has occurred, do not release the name(s) of the injured/deceased until all next of kin (immediate family) have been notified.
- Do not provide damage estimates, discuss responsibility for the incident, or discuss legal liability in any way.
- Be available 24 hours a day.
- Notify receptionists and other employees to direct all media inquiries to the Executive Director of Communications without speculating on the situation.
- Do not discuss illegal activity at any time. If it is assumed, say “Police are investigating. We are cooperating.” Refer all questions to the appropriate law enforcement agency.
- In cases when media request interviews with family members, provide a liaison to family members for the media so that the family can protect their privacy if they choose.
- Avoid “side comments” meant to be humorous. Do NOT accept hypothetical questions. Do NOT repeat negatives in a question. Taken out of context, these remarks can be very damaging.
- Use everyday language, not jargon, when talking to reporters.
- Provide written materials that give reporters background information.

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APPENDIX C

Immediate Response Checklist

Step One—First Alert

(Alert Executive Director of Communications.)

- Inform front desk to direct all media calls to the Executive Director of Communications
- Assess situation and level of impact.
- Decide to issue a written statement or to hold a press briefing.
- If necessary, decide the location for the press briefing.
- Alert the front desk and media to the time and location of the press briefing.

Step Two—Get the Facts

- Gather known facts.
- Verify nature and scope of incident with Police and/or responding emergency agencies.
- Determine if injuries and/or fatalities (do not release names).
- Assess public health risk (if any).
- Determine what authorities must/should be consulted.
- Consult immediately with responding agencies to coordinate release of information.
- Begin to craft messages for release to the media, use key messages worksheet.
- Begin to plan to inform internal, stakeholder audiences.

Step Three—Verify and Keep the Information Moving

- Time code all information as it arrives.
- Verify all facts before releasing.
- Keep appropriate senior officials up-to-date.
- Keep in consultation with appropriate government and legal authorities.
- Begin plan to inform internal, stakeholder audiences.

Step Four—Prepare for Media (Calls and Visits)

- Start a media contact record.
- Brief and rehearse the designated media spokesperson. Go through the “What information media will want” list and rehearse what verified information will be made available.
- Discuss media inquiry strategy.
- Activate pre-arranged media room/area (on or off site).
- Get approval for media statements (as handout or release).
- Designate officials who will read statements or speak during press briefing.
- Review guidelines for dealing with the media with each person.

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Step Five—When Reporters Arrive

- Ask the media for identification and to sign in.
- Inform reporters of restrictions on movement/photography/filming.
- Proceed with briefing.
- Advise media of time and place of next and future updates. (Stick to what you tell them.)
- Follow-up on additional media inquiries.

Step Six—Media Follow-up and On-going Media Relations

- Monitor media coverage.
- Assess and correct factual errors.
- Advise media of any significant new developments.
- Log all media contact.
- Evaluate the effectiveness of the plan and revise as necessary.

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APPENDIX D:

Key Messages Worksheet

Three Key Messages to be communicated during this crisis:

1. _____

2. _____

3. _____

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APPENDIX E

What the Media Will Ask

Casualties:

1. Number killed or injured or who escaped (use caution with initial numbers).
2. Nature of injuries received.
3. Care given to the injured.
4. Disposition of the dead.
5. Prominence of anyone who was killed, injured or escaped.
6. Was there any impediment or restrictions for those who escaped?

Property Damage

1. Estimated value of loss.
2. Description of property.
3. Importance of the property.
4. Other property threatened.
5. Insurance protection.
6. Previous emergencies in the area.

Causes

1. Testimony of participants.
2. Testimony of witnesses.
3. Testimony of key responders—the crisis management team, police, fire, etc.
4. How was the emergency discovered?
5. Who sounded the alarm?
6. Who summoned aid?
7. Previous indications of danger.

Rescue and Relief

1. The number of people engaged in rescue and relief operations.
2. Any prominent person in the relief crew.
3. Equipment used.
4. Physically disabled persons rescued.
5. Care of destitute and homeless.
6. How the emergency was prevented from spreading.
7. How property was saved.
8. Acts of heroism.

Description of the crisis or disaster

1. Extent of emergency.
2. Blasts and explosions.
3. Crimes of violence.
4. Attempts at escape or rescue.

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5. Duration.
6. Collapse of structures.
7. Color of flames.
8. Extent of spill.

Accompanying incidents

1. Number of spectators, spectator attitudes and crowd control.
2. Unusual happenings.
3. Anxiety, stress of families, survivors, etc.

Legal actions

1. Inquests, coroner's reports.
2. Police follow-up.
3. Insurance company actions.
4. Professional negligence or inaction.
5. Suits stemming from the incident.

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APPENDIX F

Crisis Meeting Agenda

During an initial briefing about the crisis, the following specific agenda items will be reviewed:

- 1. Situation report:**
What appears to have happened?
Confirmed facts (when, immediate known consequences, likely consequences).
Scope of proposed situation.
- 2. Initial response status:**
What is being done, why, by whom?
Likely implementation time and hoped-for results.
- 3. Initial communications status:**
Who knows, who needs to know immediately and later on?
Alert front desk and School Board.
- 4. Short-term response requirements:**
Delegate crisis communications responsibility.
What must be done in the next several hours and how?
What human and material resources are available or needed?
- 5. Short-term communication process:**
Staff, faculty, students, families, etc.
- 6. Next meeting time.**

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APPENDIX G

Communication Methods Worksheet

| Audience | Method of Communication |
|-----------------------------|-------------------------|
| Students | |
| Certified Staff/Teachers | |
| Certificated Staff | |
| Administrators | |
| Classified Staff | |
| Campus Visitors | |
| School Resource Officers | |
| Media (Print/Electronic) | |
| Families of Students | |
| Families of Employees | |
| Families of Campus Visitors | |
| Board Members | |
| Alumnae | |
| Community-at-large | |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX H

Auburn School District Incident Team

Superintendent

Cabinet

Director of Safety and Security

Executive Director of Communications

Executive Director for Student Special Services

Executive Director for Transportation

Executive Director for Maintenance and Operations

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APPENDIX I

Dealing with the Media During a Crisis

A. Dos and Don'ts

During an emergency **DO**:

1. Release only verified information.
2. **ESCORT** the news media everywhere on the emergency site.
3. Have a designated spokesperson.
4. Keep accurate records and logs of all inquiries and news coverage.
5. Learn media deadlines and try to meet them.
6. Provide equal opportunities and facilities for print and electronic media.
7. Have a clear idea of what can and cannot be released.
8. Carefully coordinate planning and implementation of public relations activities with other aspects of the comprehensive emergency plan.
9. Utilize interpreters especially when giving the public directions on what to do, where to go, etc.

During an emergency **DO NOT**:

1. Speculate on the causes of the emergency.
2. Speculate on the resumption of normal operations.
3. Speculate on the outside effects of the emergency.
4. Speculate on the dollar value of losses.
5. Interfere with the legitimate duties of news people.
6. Permit an unauthorized spokesperson to comment to the media.
7. Attempt to cover up, or purposely mislead the news media.
8. Place blame for the emergency.

B. General Guidelines for Dealing with the Media during a Crisis

1. The Executive Director of Communications will respond in the most expedient manner possible with information for the media during a crisis. If the Auburn School District does not release information for the media, it will come from another source.
2. If media initiates contact prior to a crisis decision being made, the Executive Director of Communications will neither confirm nor deny the incident/issue; but will investigate and return the call.
3. The Communications Department will attempt to coordinate release of information with responding emergency agencies—so both parties release the same information.
4. The designated spokesperson should always be thoroughly briefed and constantly updated on the status of the incident.
5. If the incident appears to be of short duration, an approved follow-up statement will be issued, including a summary of the incident.
6. If it appears to be a major, prolonged incident, the Communications Department will

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arrange for regularly scheduled media update briefings. At each briefing there will be a recap of the incident and any new information provided.

7. If there is important new information, it will be shared with the media as quickly as possible by phone, fax and/or special media briefing.
8. If possible, coordinate with television/radio stations to come up with a mutually acceptable plan for interviews that will allow live coverage without giving preferential treatment.
9. Clearly state at the beginning of initial briefing, that only **verified information** will be passed on and there will be no information given off the record. All information will be provided at the press gathering.
10. The Communications Department will prohibit release of an individual's name who has been involved in an injury or fatality until his/her family has been notified.
11. The Communications Department will not give the media access to the families of anyone injured or killed unless the families expressly grant permission.
12. The Communications Department will release location(s) treating injured persons, i.e., hospital, etc. Hospital media professionals are trained to answer media questions regarding treatment and status of patients.
13. The Communications Department will work in contact with hospital spokesperson when releasing any information regarding an injured person's current condition. Refer to hospital spokesperson guidelines for further information.

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APPENDIX J

Media Log Sheet

Message for _____

Date/time of call _____

Caller _____

Phone number _____

Return call by _____

Summary of inquiry _____

Who responded to the inquiry? _____

Date/time _____

Summary of response _____

Further action needed? _____

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APPENDIX K

Department of Public Information Contact List

| | Cell |
|------------------|--------------|
| Vicki Alonzo | 253-606-9979 |
| Cindi Blansfield | 253-740-5569 |

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APPENDIX L

After-Action Review

What was successful? _____

What process should be improved? _____

What did you learn? _____

All Hazards Emergency Operations Functional Annex C

CONTINUITY OF OPERATIONS (COOP)

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PURPOSE

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the district/school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities, or services.

COOP is critical to safety planning. The plan should anticipate a full range of potential incidents. An incident that could cause a temporary interruption of school operations, including a significant or catastrophic event that could result in a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time.

The district's goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

RESPONSIBILITIES

Delegation of authority and management responsibilities should be determined by district/school officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident.

Safety of students and staff is the first consideration.

Strong internal and external communications systems and partnerships with appropriate organizations, contractors, and providers of services should be developed so that resources are readily available if needed.

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Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated district/school personnel, in conjunction with the superintendent, principal, or administrator, will perform the essential functions listed in Table 1.

Table 1. Essential Functions Performed by COOP Personnel

| | |
|-------------------------------------|---|
| Superintendent/Cabinet | <ul style="list-style-type: none"> A. Determine when to close schools, and/or send students/staff to alternate locations. B. Disseminate information directly to students and staff. C. Communicate with parents, media, and the larger school community. D. Identify a line of succession, including who is responsible for restoring business functions for the district and schools. E. Ensure systems are in place for rapid contract execution after an incident, if needed. F. Coordinate for the needed staffing, equipment, supplies, facilities, resources and services required for continued district/school operations. |
| Principal/Department Administrator | <ul style="list-style-type: none"> A. Identify relocation areas for classrooms and administrative operations. B. Brief staff regarding their additional responsibilities. Training should occur before an incident. C. Determine needed personnel, equipment and supplies, facilities, resources and services required for continued operations. Communicate this information to the Incident Commander. D. Identify strategies to continue teaching (e.g., using the Internet). E. Reevaluate the curriculum. |
| Maintenance & Operations Department | <ul style="list-style-type: none"> A. Determine when it is safe for students and staff to return to the school buildings and grounds. Work with local government officials/engineers if necessary to achieve this. B. Manage the restoration of all facilities and grounds (repairing, restoration, renovation, debris removal, site restoration and landscaping). C. Have procedures and vendor contacts in place for the rapid contract execution after an incident, if needed. D. Document all staffing hours, supplies, equipment usage, contract costs for restoration and recovery. |
| School Office Manager/Office Staff | <ul style="list-style-type: none"> A. Maintain inventory. B. Maintain essential records (and copies of records). C. Ensure redundancy of records (records are kept at a |

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| | |
|---|---|
| | <p>different physical location).</p> <p>D. Secure classroom equipment, books and materials.</p> <p>E. Restore administrative and record-keeping functions such as payroll, accounting and personnel records.</p> <p>F. Retrieve, collect and maintain personnel data.</p> |
| Counselors, Social Workers, and School Nurses/Health Assistants | <p>A. Establish support services for students and staff.</p> <p>B. Implement additional response and recovery activities according to established protocols.</p> |
| Transportation | <p>A. Determine how to safely transport students to a different facility and when and how to begin student transport to the recovered/repared school building.</p> |
| Child Nutrition Services | <p>A. Determine when food services can resume. Coordinate kitchen functional repair/recovery and the delivery of supplies and equipment for start-up.</p> |
| Safety and Security Department | <p>A. Assist with determining when it is safe for students and staff to return to the school buildings and grounds. Work with local government officials/engineers if necessary to achieve this.</p> <p>B. Assist with making sure buildings and sites are safe and secure.</p> <p>C. Coordinate appropriate assistance from state and local emergency management agencies.</p> |

SPECIFIC PROCEDURES

A. Activation and Relocation

- a) The District Incident Commander in conjunction with the Superintendent will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site.
- b) Authority for activation may be delegated.
- c) The Incident Commander will activate COOP procedures whenever it is determined the school/facility is not suitable for safe occupancy or operations.
- d) Cabinet and/or EOC (if convened) will be notified and provided information and details regarding a relocation of operations.

B. Alert, Notification, and Implementation Process

- a) The Incident Commander will activate the District/School/Facility communication plan to notify students and school staff of COOP activation and provide situation information, as available.
- b) Parents and/or guardians will also be alerted and notified of COOP activation as important information becomes available.

C. Relocation Sites

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- a) The Incident Commander will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident.
- b) Each school should have more than one potential relocation site.
- c) One site should be accessed by walking, if appropriate, and the other site(s) by transportation services.
- d) Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days.
- e) Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

D. Alternate Facilities

- a) For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be:

Table D-1 Alternate Facilities Short Term

| Alternative Facility | Can replace this Primary Facility | Street Address | Contact Information |
|----------------------|-----------------------------------|--------------------------|---------------------|
| Auburn High School | JPF Administration | 711 E Main Auburn, WA | Jeff Gardner |

- b) For a longer term (30 – 60 days) relocation of operations and essential functions, alternative facilities are listed below:

Table D-2 Alternate Facilities Long Term

| Alternative Facility | Can replace this Primary Facility | Street Address | Contact Information |
|----------------------|-----------------------------------|---------------------------------|---------------------|
| City of Auburn | JPF Administration | 915 Fourth Street Auburn, WA | Cindi Blansfield |

- c) For each alternate facility, the essential resources, equipment, technology and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources.
- d) Department of Technology systems available at the alternative site will need to be tested for compatibility with the school's backup data.

E. Interoperable Communications/Backup Sites (protective requirements to consider)

- a) As noted above, Auburn High School will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.
- b) With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites have been identified as noted above.
 - a. At alternative site City of Auburn, Main Street, the lines and services for telephones and computers are maintained, protected, and backed up offsite by Central Administration.
- c) Are the hardware and physical lines protected by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself?
- d) Will the telephone lines work even during power failures?
- e) Does the building also have a generator for emergency power? Is the main computer room housing the servers protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners and temperature controls?

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- f) Also include any concerns about chosen alternative sites.
- g) Is the building highly vulnerable to damage from fire and rapid changes in temperature and humidity?
- h) Does the building have a sprinkler system?
- i) Is the placement of thermostats similar to the current office configuration, or will there be wide variations of temperature depending on location?

F. Vital Records and Retention File

- a) Vital records are archived and/or retained on backup data systems are stored:

Vital Records Location

| Alternative Facility | Can replace this Primary Facility | Street Address | Contact Information |
|----------------------|-----------------------------------|--|---------------------|
| Support Services | JPF Building | 1302 4th Street SW Auburn, WA 98001 | Randy Thomas |

Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

- a) School personnel responsible for essential functions should be cross trained to ensure effective implementation of COOP procedures:
 - a. All COOP designated personnel as well as administrative staff will undergo training in executing COOP procedures.
 - b. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.
 - c. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.
 - d. Designated COOP personnel will participate in exercises to test academic, physical, and business systems.
 - e. Training should include coordination with the Department of Technology to determine procedures and protocols for external access to district DoT systems.
 - f. Reconstitution
 - i. In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:
 - 1. Inform staff that the threat or incident no longer exists and provide instructions for the resumption of normal operations.
 - 2. Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

All Hazards Emergency Operations Plan Functional Annex D

EMERGENCY SUPPLY LIST

Auburn School District faces a number of natural and man-made hazards. In the event of a major incident each school must be prepared to operate up to three days with available resources. This is a recommended starting list for each school. In the Site-Specific Section of the All Hazards Emergency Operations Plan each school should tailor this supply list to their needs.

Classroom kit (Backpack, Bucket, & Privacy Tent):

- Backpack containing:
 - Clip Board
 - Polypropylene Envelope
 - Small First Aid Kit
 - Safety Glasses
 - Triangular Bandage
 - Disposable Gloves (10)
 - FlashLight w/Batteries
 - Scissors
 - Pencils/Pens (Dozen ea.)
 - Whistle w/Lanyard
 - Mylar Rescue Blanket (3 each)
 - Paper Towels (1 roll)
- Classroom specific backpack items (Teacher/Building Supplied):
 - Student Accounting Forms, blank
 - Student emergency cards
 - Buddy classroom list
 - Student activities
- Emergency Toilet Bucket containing:
 - 5-Gallon Bucket
 - Bucket Toilet Seat
 - Liners (4 each)
 - Toilet Tissue (2 Rolls)
 - Tarp (for Ground Cover)
- Privacy Tent for use with Emergency Toilet Bucket
- Other suggested supplies:
 - Duct Tape, 2 rolls (for sealing doors & windows)
 - Drinking Water and cups – stored separately
 - Push broom (if classroom includes wheelchairs)

Supplies for the Whole School:

Water, First Aid, Sanitation, Tools, Food

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- **Water:**
 - 1/2 gallon per person per day times three days, with small paper cups
- **First Aid:**
 - 4 x 4" compress: 1000 per 500 students
 - 8 x 10" compress: 150 per 500 students
 - Elastic bandage: 2-inch: 12 per campus & 4-inch: 12 per campus
 - Triangular bandage: 24 per campus
 - Cardboard splints: 24 each, sm. med. Lg.
 - Butterfly bandages: 50/campus
 - Aqua-Blox water: .016 x Students & Staff (for flushing wounds, etc.)
 - Neosporin, Squeeze Packs: 144 per campus
 - Hydrogen peroxide: 10 pints/campus
 - Bleach, 1 small bottle
 - Mega Mover w/Power Grips: 1.5/100 students (stretcher)
 - Bandage Scissors: 4 per campus
 - Forceps, Splinter, 4-1/2": 1 per campus
 - Tweezers, 3": 1 per campus
 - Triage tags: 50 per 500 students
 - Non-Latex gloves (Nitrile): 100 per 500 students
 - Oval eye patch: 50 per campus
 - Tapes: 1" cloth: 50 rolls/campus; 2" cloth: 24 per campus
 - Dust masks: 25/100 students
 - Disposable blanket: 10 per 100 students
 - First Aid Books 2 standard and 2 advanced per campus
 - Mylar Rescue Blanket: 1/student and staff
 - Heavy duty rubber gloves, 4 pair
 - Safety Pins, Assorted
 - Lt. Weight Single Head Stethoscope: 1 per campus
 - Tissue, Facial 2-Ply: 5 boxes per campus
 - Vending Machine Sanitary Napkins: 250 per case/1 per campus
 - Tarp, 8' x 10': 3 per campus
 - 5-Gallon Bucket w/Lid: 3 per campus
 - Duct Tape: Cherry Red, Neon Green, Sunshine Yellow (1 each per campus)
 - Enko 1100 Labels (Avery 5163): 1 pkg per campus
 - Fresh Water Igloo Container: 2 per campus
- **Tools per campus:**
 - Three rolls barrier tape 3" x 1000"
 - Pry bar
 - Pickax
 - Sledgehammer
 - Shovel-square

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- Shovel-round
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers (Philips and Standard)
- Crescent wrench/Utility shut-off wrench
- Vice-grip locking pliers
- Utility knife
- Broom
- **Emergency Power**
 - Portable Generator w/wheels 2,000 KW to 5,000 KW
 - Gas Can 5 gallons
 - Siphon pump
 - Two 1000 w Twin Head Halogen
 - Two 250 w Clamp Lights
 - Two 25' Power Cords/orange
 - Two 50' Power Cords/yellow
 - Two Outdoor Power Center/outlets
 - Two Surge Protector Outlets
- **Other Supplies:**
 - 3' x 6' folding tables, 3-4
 - Chairs, 12-16
 - Identification vests for staff, preferably color-coded per school plan
 - Clipboards with Incident Command Post Assignment
 - Office supplies: pens, paper, etc.
 - Hand Sanitizer (1 8 oz bottle/20 students)
 - Signs for Student Request and Release
 - Alphabetical Dividers for Request Gate
 - Copies of all necessary forms
 - Cable to connect car battery for emergency power
 - Garbage Liners 36" x 50" 100/box (one box/200 students)
 - Site signs on sandwich boards (Command Post, Reunification, First Aid etc.
- **Food:**
 - The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of

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granola bars, power bars, or similar food, which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

- **Search and Rescue Equipment:** Adjust the number of S&R teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons. Training on how to do light search & rescue is required —Protective gear per team member:
 - Hard hat, OSHA approved (Orange)
 - Identification vest (Orange)
 - Sharpies, Black and Red
 - Sticky Notes
 - Building keys
 - Folding pick/shovel
 - Pipe wrench
 - Bolt Cutter
 - Claw Hammer 16 oz.
 - Linesman plier 8"
 - Vice Grip Plier
 - Groove joint plier 10"
 - Folding Camper's saw
 - Non-Latex Gloves: box of 100 per campus
- **Gear per Search and Rescue team**
 - Backpack (Orange)
 - Pry bar 36"
 - Leather Work Gloves
 - Whistle w/Lanyard
 - Hand-Held Flashlight w/Batteries
 - Head Lamp w/Batteries
 - Glow Sticks (10-Pack)
 - Lantern w/Battery
 - Walkie-Talkie
 - Grease Pencils (12 Pieces)
 - Duct Tape, Silver
 - Utility Knife
 - Ace Bandage, 3"
 - Foil Emergency Blanket (2 each)
 - Triage Belt w/Tape (Red, Yellow, Green, Black & White)

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School-Specific Considerations

The following schools are located in the flood plain of the Green River or the Lahar for the White River and may have to evacuate on foot. Emergency supplies should be on carts which can be rapidly relocated off site.

- Alpac Elementary School
- Auburn Riverside High School
- Gildo Rey Elementary School
- Ilalko Elementary School
- Mt. Baker Middle School
- Olympic Middle School
- Pioneer Elementary School
- West Auburn High School

(Note: Flood plain school locations verified by Jeff Tate, Director of Community Development, City of Auburn.)

Schools located within the City of Auburn will have emergency response times faster than those schools in rural areas of King County. The following schools could experience delays of outside support following a moderate to severe earthquake.

- Lake View Elementary School

All Hazards Emergency Operations Functional Annex E

AUBURN SCHOOL DISTRICT EVACUATION PROCEDURES

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PURPOSE

Evacuation should take place if it is determined that it is safer outside rather than inside the building (fire, explosion, intruder, hazardous material spill, bomb threat, earthquake-type actions found in the threat annexes) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

ON SITE RESPONSIBILITIES

1. School Incident Commander/Principal

- A. Call or designate another to immediately call 911: (Police, Fire and EMT) to give notice that the school has been evacuated. Communicate the need to evacuate the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:
 - a. "YOUR ATTENTION PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA."
- B. Notify district central administration that an evacuation of the school has occurred.
- C. Determine evacuation routes based on location of the incident and type of emergency. Communicate changes in evacuation routes based on location and type of emergency.
- D. Designate staff with assigned two-way radios and/or cell phones to assist in evacuation procedures.
- E. Monitor the situation and provide updates and additional instructions as needed.
- F. During inclement weather, consider using covered areas, assembling portable tents or

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requesting buses for sheltering students.

- G. Communicate when it is safe to re-enter the building or re-occupy a section of the school by radio transmission, public address system and/or designated staff or bull horn.

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2. Teachers/Staff

- A. Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal.
- B. Use a secondary route if the primary route is blocked or hazardous. (Staff need to be able to make these decisions on their own based on what they encounter as they evacuate.)
- C. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
- D. Do not stop for student or staff belongings.
- E. Take classroom backpack and bucket that should include class roster, phone lists, first-aid kit and other emergency supplies with you.
- F. The Principal/Assistant Principal and the day shift custodian should check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- G. Go to the designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat or chemical spill).
- H. Account for all students. (This step needs to happen before we check for injuries.)
- I. When stationed at the building evacuation location, check for injuries.
- J. Complete the Teacher Evacuation Report and give it to the Assembly Team Leader who will send the report to the Incident Commander.
- K. If moving to an alternate site, prepare students for boarding of buses.
- L. Once students have boarded a bus, assist the bus driver by taking roll.
- M. Follow the instructions of the Family Reunification Staff when you arrive at the Family Reunification Site.

3. Office Staff

- A. Take the school roster, visitor log and student and staff sign out sheets to the evacuation assembly area.

DISTRICT CENTRAL ADMINISTRATION RESPONSIBILITIES

- 1. The Incident Commander or Superintendent will manage district response to any emergency. One of them will be on site unless a command site is identified at a different location.
- 2. The school principal (or other designated administrator) will manage school-based decisions and logistics.
- 3. The decision to evacuate a school will be made by the Superintendent in collaboration with Cabinet, Director of Safety and Security, and City of Auburn Emergency Management when possible. In the absence of any one of these parties, members of the Cabinet or the school principal will make the decision.
- 4. The evacuation protocol as defined in the district's HQ EOP will be followed.
- 5. Buses for evacuation.
 - A. The decisions to reroute buses to complete a school evacuation will be made and coordinated by the Executive Director for Transportation (or designee). The Auburn Police and District Security Resource Officers (SRO'S) will collaborate and provide traffic

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

and logistics support as needed.

- B. A plan will be developed in collaboration with the Transportation Department that provides how buses will be utilized. This information will be communicated from the Executive Director for Transportation to the Superintendent and school principals.
 - C. Bus routes will not be combined for dismissal of students in most cases, even if the number of students is small. This enables the shortest time required on a bus and ensures better awareness and control of students' whereabouts.
 - D. The Executive Director for Transportation will ensure that non-district transportation is included in all notification and evacuation plans.
6. If it is determined by police or other agencies that parents and others must be restricted from a school site during an emergency, a staging area will be announced, and the District's Emergency Operations Center will manage the staging area and the communication to and from individuals at this site. District SRO's together with Auburn Police will provide staff to support the orderly management of this site.

BUS DRIVER EVACUATION GUIDELINES

These guidelines apply to any evacuation where students and staff will need to be moved to a remote site for reunification with family. Transportation personnel need to be familiar with two very different scenarios for this protocol—relocation from an affected school and relocation from an affected bus.

1. Alert Signal

Drivers will receive notification by Transportation dispatchers via two-way radio communication or in person notification that an emergency evacuation plan has been implemented.

2. For an incident involving moving students to another bus:

A. Driver Response

- a. Follow non-fire evacuation procedures and guide students to an appropriate evacuation site. Prepare students to board another bus.
- b. Ensure that any special needs persons are assisted during the evacuation.
- c. Once students have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
- d. Follow the instructions of Family Reunification Staff or Transportation Supervisor when you arrive at the Family Reunification Site.

B. Route Supervisor Response

- a. Notify dispatch and the Central Administration of your decision to implement the family reunification protocol.
- b. Provide a brief description of the incident and specify the staging area so a bus can be dispatched to the appropriate location.
- c. Contact the District Security Officer and request that law enforcement officials dispatch uniformed personnel to the staging area.
- d. If you must stay at the scene, designate a staff member to serve as your representative at the Family Reunification Center.

3. Picking up and moving students to the reunification site:

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A. *Driver Response*

- a. When you are notified that your assistance is needed for implementation of the family reunification plan, make sure that you have copies of student family authorized pick up rosters.
- b. Follow directions provided by route supervisors/dispatchers and public safety officials as to the best approach to the affected school or its evacuation area.
- c. Try to calm students as they board the bus.
- d. Once loaded, proceed safely to the family reunification site. Understand that evacuees may be traumatized by events and may be in an excited and emotionally distraught state.
- e. Have a staff member take roll and fill out the student transport roster.
- f. If no staff member is present, ask a student to perform this task and note the name of the student who completed this task on the form. (Only applicable if students are capable of doing this.)
- g. Do not stop the bus or open the door to allow evacuees to meet family members.
- h. When you arrive at the family reunification site, follow the instructions of family reunification staff, SRO's or Crisis Response team personnel.
- i. Provide the roster(s) to the Crisis Team member(s) that meets your bus.
- j. Return for the next relay if you are needed and repeat the process until the evacuation is complete.
- k. Keep all two-way radio communication to a minimum.

B. *Supervisor Response*

- a. Advise all drivers to keep the radio clear except for important transmissions.
- b. Work with administrators at the affected site, Crisis Response team members and public safety officials to set up an efficient relay system. Designate a staging area near the school so buses can be staged there if too many buses arrive at the evacuation area at one time for loading.
- c. Maintain a log of the status of all involved buses to help you keep track of available resources.
- d. If buses from another school system or mass transit buses are sent to assist, coordinate with their supervisors and personnel. Attempt to establish a means of radio communications with their personnel. You may be able to provide a spare radio to a representative of their organization.
- e. Brief your supervisor as appropriate.

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REUNIFICATION

Reunification Annex I will be used to ensure that students are 'handed-off' only to a parent or designated guardian.

Coordinate with public safety officials and/or the district's Emergency Operations Center when deciding which site to use.

Implement the family reunification protocol and request that the Crisis Response Team be activated and sent to the reunification site.

Request that Crisis Response Team members have someone dispatched to the selected site with master keys.

Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.

1. Request that law enforcement officials dispatch uniformed personnel to the reunification area. (This applies only to a site-specific incident where another reunification site is used.)
2. Make the announcement by public address system, runners, email or by the most practical means available to inform families, staff and students.
3. It may be best to wait until the Crisis Response Team and buses have had time to travel to the family reunification site before making the announcement that students may be picked up.
4. Designate a Crisis Response Team member or other staff member to serve as the district representative at the family reunification center.
5. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
6. Notify the appropriate Crisis Team member to serve as district representative at the bus staging area.

COMMUNICATIONS

In the event of an evacuation of a school or schools it is imperative that communications are immediately established in accordance with the Communications Annex B.

Communication will be provided to the parents and other key stakeholders through the communication protocol listed in the Annex B.

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OFF SITE LOCATIONS BY SCHOOL

Should it become necessary to relocate staff and students to an alternate site for an incident involving a single school then all attempts will be made to relocate as close as possible to that school's location. Priority will be to use district assets as much as possible. (A non-school site may be preferable to another school if there are extenuating circumstances to not impact two schools. Also, some schools may not be able to physically accommodate students from another school.

Alternate Sites by Schools

| School | First | Second | Third |
|------------------------|------------------------|------------------------|------------------------|
| Auburn HS | Auburn Mountainview HS | Olympic MS | Auburn Riverside HS |
| Auburn Mountainview HS | Rainier MS | Auburn HS | Auburn Riverside HS |
| Auburn Riverside HS | Mt. Baker MS | Auburn HS | Auburn Mountainview HS |
| West Auburn HS | Auburn HS | Washington E | Dick Scobee E |
| Cascade MS | Auburn HS | Dick Scobee E | Washington E |
| Mount Baker MS | Auburn Riverside HS | Gildo Rey E | Ilalko E |
| Olympic MS | Mt. Baker MS | Pioneer E | Terminal Park E |
| Rainier MS | Auburn Mountainview HS | Hazelwood E | Lea Hill E |
| Alpac E | Mount Baker HS | Ilalko E | Auburn Riverside HS |
| Arthur Jacobsen E | Auburn Mountainview HS | Lea Hill E | Rainier MS |
| Bowman Creek E | Mount Baker MS | Auburn Riverside HS | Ilalko E |
| Chinook E | Olympic MS | Terminal Park E | Pioneer E |
| Dick Scobee E | Cascade MS | Washington E | Auburn HS |
| Evergreen Heights E | Washington E | Auburn HS | Cascade MS |
| Gildo Rey E | Mount Baker MS | Olympic MS | Pioneer E |
| Hazelwood E | Rainier MS | Lea Hill E | Arthur Jacobsen E |
| Ilalko E | Auburn Riverside HS | Mt. Baker MS | Gildo Rey E |
| Lake View E | Arthur Jacobsen E | Auburn Mountainview HS | Rainier MS |
| Lakeland Hills E | Auburn Riverside HS | Ilalko E | Mt. Baker MS |
| Lea Hill E | Hazelwood E | Arthur Jacobsen E | Rainier MS |
| Pioneer E | Olympic MS | Terminal Park E | Gildo Rey E |
| Terminal Park E | Olympic MS | Pioneer E | Gildo Rey E |
| Washington E | Auburn HS | Dick Scobee E | Cascade MS |
| Willow Crest E | Auburn Mountainview HS | Rainier MS | Arthur Jacobsen |

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MULTIPLE SCHOOL EVACUATIONS

Incidents can occur that would result in two or more schools being evacuated to an alternate site. These can include active shooter, plane crash, highway incident, flood threat, lahar threat, or industrial/railroad fire or hazardous release of materials.

As with a single evacuation, schools will follow the alternate site chart above but may be forced to consider option two or three to reduce overcrowding at the alternate sites. It may become necessary to relocate a school to other than a district site for a multiple evacuation scenario.

District will coordinate with those agencies controlling such sites before moving staff and students. These agreements must be coordinated in advance in order to be utilized.

LAHAR EVACUATION ON FOOT TO HIGHER GROUND

The Auburn School District schools listed in this section are within the Lahar Zone of the White, Puyallup and Carbonado Rivers.

It may be necessary for these schools to evacuate on foot to higher ground with less than 90 minutes' notice. Transportation will be unavailable. (See Appendix V Hazards that affect the district "Lahars" for specific information on the impact of Lahars on the district's schools.)

For each school, the specific routes are identified for foot evacuation:

- 1. Alpac Elementary School:** (Elevation 68.9 feet above sea level) try to reach Evergreen Heights Elementary.
 - a. Option One: Milwaukee Blvd to Ellingson, West to West Valley Highway, and North to 58th Place South up the hill to top.
 - b. Option Two: Milwaukee Blvd south to 3rd Avenue SW then West across West Valley Highway and up the hill into the woods.
 - c. Option Three: Milwaukee Blvd to Ellingson, West to West Valley Highway, South to 56th Place South up the hill to top.
- 2. Auburn Riverside High School** (Elevation 101.9 feet above sea level)
 - a. Option One: Up Mill Pond Drive SE to Lakeland Hills Elementary School.
- 3. Gildo Rey Elementary School** (Elevation 124.6 feet above sea level)
 - a. Option One: M street to 33rd, south on 'R' St. across White River up to Evergreen Way, west to Lakeland Hills Elementary.
 - b. Option Two: 37th to A to Lakeland Hills Way to Lakeland Hills Elementary School
- 4. Ilalko Elementary School** (Elevation 88.6 feet above sea level)
 - a. Option One Lakeland Hills Way to Lakeland Hills Elementary School
- 5. Mount Baker Middle School** (Elevation 101.7 feet above sea level)
 - a. Option One: M street to 33rd, south on 'R' St. across the White River, continue on Kersey Way to Bowman Creek Elementary.
 - b. Option Two: 37th to A to Lakeland Hills Way to Lakeland Hills Elementary School
- 6. Olympic Middle School** (Elevation 108.2 feet above sea level)
 - a. Option One: 17th to Auburn Way South to Chinook Elementary.

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- b. Option Two: 21st to Howard Road, to Auburn Way South to Chinook Elementary.
- c. Option Three: 21st to 'A' St. south to Lakeland Hills Way to Lakeland Hills Elementary School

7. Pioneer Elementary School

- a. Option One: M to 21st east to Howard Road to Auburn Way South to Chinook Elementary.
- b. Option Two: 21st to 'A' Street south to Lakeland Hills Way to Lakeland Hills Elementary School.

This Evacuation Plan Annex will be reviewed and updated annually.

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All Hazards Emergency Operations Functional Annex F

HAZARDS THAT IMPACT THE DISTRICT

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SUMMARY

- A. The district faces a number of natural and man-made hazards.
- B. Four of the school sites are located adjacent to dense wooded areas. This makes them susceptible to urban wildfires during drought conditions.
- C. The districts' school buses negotiate hundreds of miles of rural secondary roads and are exposed to hazardous conditions during severe storms.
- D. Highway 167 bisects the district east and west and Highway 18 bisects the district north to south. Heavy truck traffic daily moves tons of supplies along these major roads.
- E. Both BNSF and Union Pacific main railroad lines pass through the middle of the district. Daily thousands of tons of material pass through the district by rail to include 100 car crude oil trains that carry oil north to the Anacortes Oil Refinery.
- F. Several schools are close to the Auburn Airport, one of the largest private airports in the area. Hundreds of small Aircraft fly in and out of the airport daily. Storage facilities at the airport hold 50,000 gallons of aviation fuel.
- G. Located in a seismic sensitive area close to the Tacoma fault, the district's schools and support facilities are susceptible to damage from moderate to severe earthquakes.
- H. The largest industrial park in the Pacific Northwest is located in the City of Auburn. Within the park is a large Boeing Plant, one of the largest cold storage facilities in the region and hundreds of industrial complexes. Two large propane storage and transfer sites are located in the city and one large fuel distribution site.

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- I. The Green River has experienced floods and two of the schools are located in the Green River floodplain.
- J. The White River is fed by glaciers from Mount Rainier. Past lahars have flooded the entire Auburn Valley.
- K. Mt. Rainier is currently categorized as an “active” volcano. Should Mt. Rainier increase its volcanic activity resulting in an eruption, a major Lahar would impact a number of schools and may destroy 60 % of the City of Auburn and 17 of the district’s facilities.
- L. The district is located in the southern area of a known meteorological condition called the Seattle “Convergence Zone”. This is an area that often has unstable air masses and unpredictable and rapid-changing weather patterns.

PROBABILITY OF AN EVENT HAPPENING

Table 1A shows the hazards that face the district and the probability of such an event happening. Understand that regardless of the score, all hazards must be addressed. According to table 1A the greatest hazard risk is earthquake (high with a score of 60) and the next highest risk is storms (medium with a score of 45) then volcanic (medium with a score of 32) all other hazards are low.

TABLE 1A AUBURN SCHOOL DISTRICT RISK ASSESSMENTS BY HAZARD

| Hazard | Impacted Area | Health & Safety | Property Damage | Environmental Damage | Economic Damage | Probability of Occurrence | Risk Score | Risk |
|----------------|---------------|-----------------|-----------------|----------------------|-----------------|---------------------------|------------|--------|
| Earthquake | 4 | 3 | 3 | 2 | 3 | 4 | 60 | High |
| Storms | 4 | 1 | 1 | 1 | 2 | 5 | 45 | Medium |
| Volcanic | 4 | 3 | 3 | 3 | 3 | 2 | 32 | Medium |
| Chemical | 1 | 2 | 2 | 2 | 2 | 1 | 9 | Low |
| Flood | 2 | 2 | 2 | 1 | 1 | 1 | 9 | Low |
| Explosions | 1 | 2 | 1 | 1 | 2 | 1 | 8 | Low |
| Terrorism* | 2 | 2 | 1 | 1 | 2 | 1 | 8 | Low |
| Plane Crashes | 1 | 2 | 1 | 1 | 2 | 1 | 7 | Low |
| WUI Fire | 1 | 1 | 1 | 1 | 1 | 1 | 6 | Low |
| Man Made Fires | 1 | 1 | 1 | 1 | 1 | 1 | 6 | Low |
| | | | | | Total | Risk Score | 190 | |

Date of Assessments 8/1/2016

Risk Score = (Total Score for Hazards) X (Score for Probability of Occurrence)

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

10. Criteria for developing Table 1

| Impact Area | Economic Damage | Health & Safety |
|---|--|--|
| 0 No developed area impacted 1 Less than 25% of developed area impacted 2 Less than 50% of developed area impacted 3 Less than 75% of developed area impacted 4 Over 75% of developed area impacted | 0 No economic impact 1 Low direct and/or low indirect costs 2 High Direct & low indirect costs 2 Low direct & high indirect costs 3 High direct & high indirect costs | 0 No health and safety impact 1 Few injuries/illnesses 2 Few fatalities but many injuries/illnesses 3 Numerous fatalities |
| Property Damage | Environmental Damage | Probability of Occurrence |
| 3 Many properties destroyed and damaged 2 Few damaged-many destroyed 2 Few destroyed-many damaged 1 Few properties destroyed-few properties damaged 0 No property damage | 3 Resources destroyed beyond recovery 2 Resources damaged with long term recovery feasible 1 Resources damaged with short term recovery practical 0 Little or no environmental damage | 1 Unknown but rare occurrence 2 Unknown but anticipate an occurrence 3 100 years or less occurrence 4 25 years or less occurrence 5 Once a year or more occurrence |

*Terrorism is defined as any act against district facilities, staff or students by an individual/s foreign or domestic whose intent is to do harm to individuals or property. Since the Sandy Hook Elementary School shootings on December 14, 2012, in Newtown, Connecticut 74 school shooting incidents nationwide have occurred. In the last 24 months two school shootings occurred within 100 miles of Auburn School District resulting in the deaths of six. Clearly this is a critical topic in addressing school safety and security. Yet at the same time the probability of such an event happening in one of the district schools continues to remain low. There is a far greater probability of an earthquake, severe storm, parental abduction of a student, bullying, assaults, or accidents on playgrounds and in district facilities.

Note: This assessment is only for the property owned by Auburn School District since the focus of the evaluation is predominantly the district's facilities, not the community as a whole. Within the boundaries of the district, landslides could affect the community but do not directly affect the district sites. For information on the community see King County's Hazard Mitigation Plan.

APPENDIX A EARTHQUAKE

Auburn School District lies in one of the more seismic sensitive areas in the United States. Current building codes for school construction are the same as Los Angeles, California. Schools constructed prior to the 90s may be very susceptible to damage from an earthquake. The entire area is susceptible to deep seduction quakes and shallow fault earthquakes.

In a review of known faults in the area all the district facilities are between the Seattle and Tacoma faults. An earthquake along one of these fault lines would have a significant impact on all district schools. Particularly schools that were constructed prior to the 1990's.

The following schools/facilities due to their age and moderate post-construction seismic upgrades, may suffer significant damage during an earthquake making them uninhabitable.

- Alpac Elementary School
- Cascade Middle School

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- Evergreen Heights Elementary School
- Gildo Rey Elementary
- Lake View Elementary School
- James P. Fugate Administration Center
- Student Special Services Annex

All of these sites should have emergency supplies stored outside of the main buildings in a portable building or storage container.

Because of the potential for a shallow quake along one of the fault lines, all schools should ensure that non-structural items such as shelves and filing cabinets are anchored and located where they cannot block exits.

APPENDIX B STORMS

Destructive storms come in several varieties: wind, rain, ice, snow, and combination. Nearly all-destructive local storms occur from November through April when the jet stream is over the U.S. west coast and pacific low-pressure systems are more frequent. The trajectory of these low-pressure systems determines their effect locally. The more southerly ones bring heavy rains while the more northerly ones bring cold air and the potential for snow and ice. Any winter storm, regardless of its trajectory, can pack high winds. Generally, winds above about 30 miles per hour can cause widespread damage and those above about 50 miles per hour can be disastrous. High winds of short duration, such as tornadoes and strong gusts from thunderstorms, can also be destructive though generally not as widespread. Storms are one of the more frequent events to occur in the Auburn School District.

Costs associated with destructive storms can be significant. Clean-up following ice and windstorms cost the district thousands of dollars in non-flood related costs, primarily due to large amounts of debris and damage to trees and closed schools caused by power outages.

Every school in Auburn School District is vulnerable to the effects of a storm.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX C VOLCANOS & LAHARS

According to the United States Geological Survey (USGS), Mount Rainier is an active volcano that is currently at rest between eruptions. Its next eruption might produce volcanic ash, lava flows, or pyroclastic flows (hot lava fragments and gas). Pyroclastic flows can rapidly melt snow and ice, producing lahars (volcanic mudflows) that travel down valleys beyond the base of the volcano. Lahars can also be caused by large landslides on the mountain. Lahars look and behave like flowing concrete, at times traveling 50 miles per hour. At Mount Rainier, lahars are a greater hazard than other volcanic products such as lava and poisonous gases. The maps show areas that could be affected if events similar in size to those of the past occurred today.

Lahar hazard is not equal in all valleys. The Puyallup valley is the most susceptible to lahars caused by large landslides or a flank collapse on the volcano. The City of Auburn is located on the northernmost fringe of the inundation area, and may be impacted by a lahar, although the impact will be much less than what is expected in the Orting and Puyallup areas. The potential exists for flood waters pushed ahead of the mud and ice flowing all the way to Renton.

Unfortunately, modern development in the valley may cause the effect of lahars to be worse than past events. The built-up roadbeds for SR 167, SR 18 and the BNSF rail lines will cause build ups of water depending on where the lahar occurs. For example, a lahar along the white river would cause a possible breach of Mud Mountain Dam with water overflowing the rivers banks. Much of the water would be contained north of A Street.

A lahar along the Puyallup and Carbon Rivers could be channeled between SR 167 and BNSF Railroad, rushing through the valley then backing up as it is stopped by SR 18. The water would back up and be forced under the bridge on C Street then rushing into downtown Auburn and continuing north paralleling 167. In this scenario, water would be forced through the Ellingson Road Bridges and other bridges along SR 167.

According to estimates from the USGS, Auburn residents have approximately 1.6 hours from the first warning to evacuate in the event of a severe lahar.

The short time period will necessitate walking to higher ground, as roads will become blocked by debris. Schools must plan evacuation routes before the event occurs.

The following schools/facilities are located in the floodplain of the Green River or the Lahar for the White River and may have to evacuate on foot. Emergency supplies should be on carts which can rapidly be relocated off site.

- Alpac Elementary School
- Auburn Riverside High School
- Gildo Rey Elementary School

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- Ilalko Elementary School
- Mount Baker Middle School
- Olympic Middle School
- Pioneer Elementary School
- James P. Fugate Administration Center
- Student Special Services Annex
- Support Services Center
- Transportation Center

APPENDIX D CHEMICAL

Highway 167 bisects the district north and south and Highway 18 bisects the district east to west. Heavy truck traffic daily moves tons of supplies along these major roads.

Both BNSF and Union Pacific main railroad lines pass through the middle of the district. Daily thousands of tons of material pass through the district by rail to include 100 car crude oil trains that carry oil north to the Anacortes Oil Refinery.

The largest industrial park in the Pacific Northwest is located in the City of Auburn. Within the park is a large Boeing Plant, one of the largest cold storage facilities in the region and hundreds of industrial complexes.

Two large propane storage and transfer sites are located in the city and one large fuel distribution site.

A chemical release could accompany an explosion or be a separate release. Such events could occur as a result of an accident involving transportation of hazardous chemicals. There is also the potential of a release from a manufacturing site. Several businesses in the Industrial area have the potential for hazardous releases of chemicals. The schools to the east of the industrial complex have the greatest potential for the need to shelter in place due to a chemical release.

- Alpac Elementary School
- Auburn Riverside High School
- Gildo Rey Elementary School
- Ilalko Elementary School
- Mount Baker Middle School
- Pioneer Elementary School
- Terminal Park Elementary School
- Support Services Center
- Transportation Center

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX E FLOOD

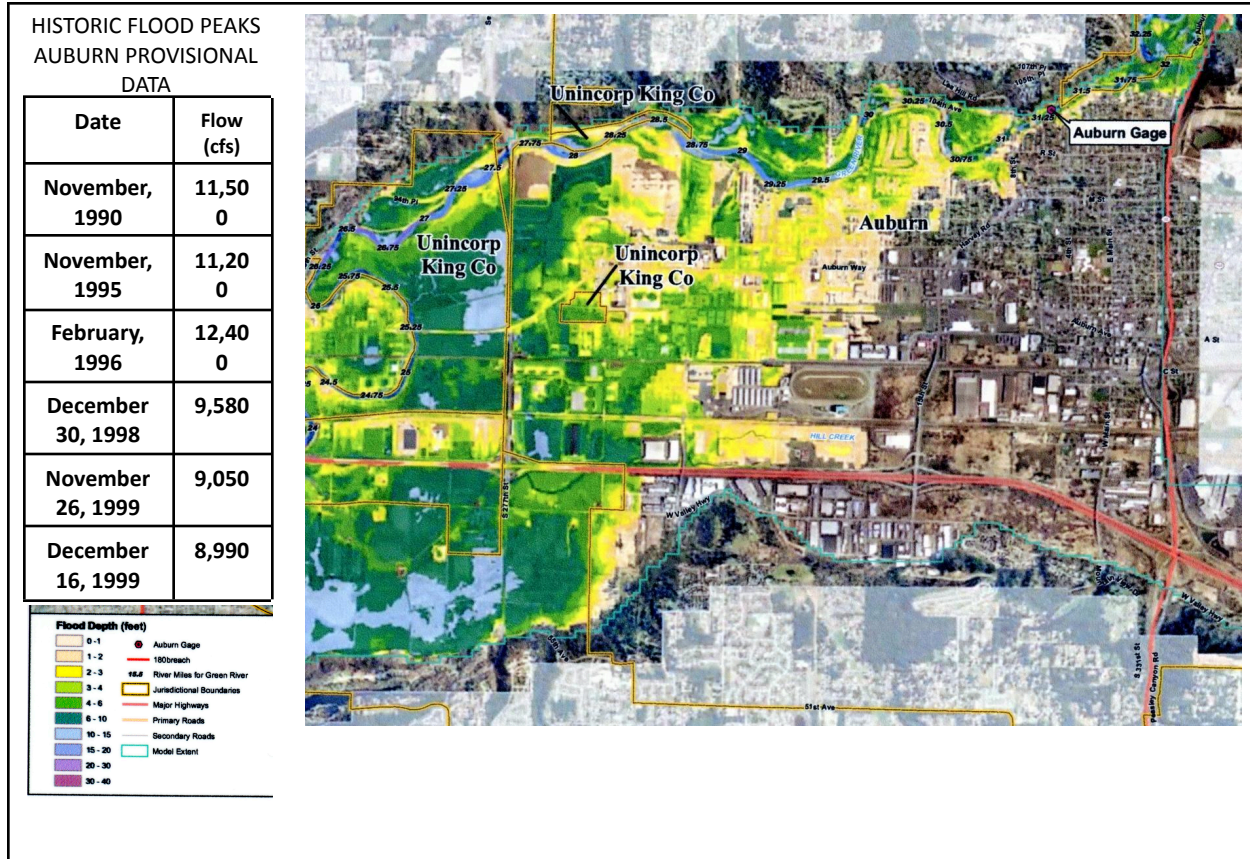
Historically the Green River has flooded its banks during destructive storms from November through April when the jet stream is over the U.S. west coast and pacific low-pressure systems are more frequent. In 1961 the Howard A. Hansen Dam, an earthen embankment dam on the Green River, was completed 21 miles east of the City of Auburn. The dam along with a series of levies provides flood control.

On Tuesday May 6, 2014 the White House released The National Climate Assessment update, although many still argue that this is not a result of human-made climate change, more and more scientists are on board that climate change is here and will only worsen. Numerous weather events have occurred throughout the world that tend to indicate that severe weather events are on the increase. Five-hundred-year storms are becoming commonplace.

On January 6, 2009, a major rainstorm struck the Pacific Northwest (DR 1817). Over five inches of rain fell in the lowlands with 10 inches of rain falling in the mountains. Combined with rising temperatures, 22 rivers reached flood stage, five exceeding record levels. After the dam's reservoir reached record levels during the storm, the U.S. Army Corps of Engineers discovered seepage in the right abutment of the dam, leading to efforts to mitigate a potential flood.^[1] Improved drainage works were completed in October 2011 and although studies are still underway, the dam was declared safe to maintain its maximum reservoir level.

However, there continues to be concern over the stability of the dam.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN



USGS has estimated the impact of a future winter storm that could cause a flow of 23,000 cubic feet per second at the Auburn Gage. Such an event would cause the flooding shown above.

The following district schools/facilities would be within the floodplain for such an event.

- Dick Scobee Elementary School
- Cascade Middle School

These facilities must plan for evacuation.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX F EXPLOSION

Highway 167 bisects the district east and west and Highway 18 bisects the district north and south. Heavy truck traffic daily moves tons of supplies along these major roads.

Both BNSF and Union Pacific main railroad lines pass through the middle of the district. Daily thousands of tons of material pass through the district by rail to include 100 car crude oil trains that carry oil north to the Anacortes Oil Refinery.

Two large propane storage and transfer sites are located in the city and one large fuel distribution site.

Throughout the district flammables and explosives are transported in trucks and rail cars. The propane storage and transfer site in downtown Auburn has up to 250,000 gallons of liquid propane on its site during transfer operations. The following schools are at risk from a major industrial explosion:

- Auburn Senior High School
- Auburn Riverside High School
- Mt. Baker Middle School
- Gildo Rey Elementary School
- Ilalko Elementary School
- Pioneer Elementary
- Terminal Park Elementary School
- Washington Elementary
- West Auburn High School
- James P. Fugate Administration Center
- Student Special Services Annex
- Support Services Center
- Transportation Center

APPENDIX G TERRORISM

The City of Auburn has gangs that deal in illegal activities and attempt to recruit within the schools.

Sandy Hook Elementary shooting incident has made school districts aware of the vulnerability of schools. The definition of Terrorism is any attack against the students, staff or facilities by an individual or individuals foreign or domestic whose intent is to cause injury, death, or destruction.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All schools in the district must maintain secure facilities and be proficient in lockdown procedures.

APPENDIX H PLANE CRASHES

Several schools are close to the Auburn Municipal Airport, one of the largest private airports in the area. Hundreds of small aircraft fly in and out of the airport daily. Storage facilities at the airport hold 50,000 gallons of aviation fuel.

Although the potential for a plane crash is low, school sites adjacent to airports could be involved in an incident involving an aircraft. The following schools are close to the flight paths of aircraft landing and taking off from Auburn Airport.

- Auburn Senior High School
- Cascade Middle School
- Dick Scobee Elementary School
- Washington Elementary School
- West Auburn High School
- The Support Services Center

APPENDIX I WILDLAND-URBAN INTERFACE FIRE

As the urban growth encroaches on forested areas, the potential for wildland-urban interface fires increases. During the past ten years, wildfires in California, Colorado, Texas and Washington have destroyed hundreds of homes. Fire districts can be taxed during drought conditions. Until developers address landscaping and adjacent forest areas this problem will continue to exist.

Four school sites are located adjacent to dense wooded areas. This makes them susceptible to urban wildfires during drought conditions.

- Bowman Creek Elementary School
- Evergreen Heights Elementary School
- Lake View Elementary School
- Lea Hill Elementary School

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX J MAN-MADE FIRE

Highway 167 bisects the district east to west and Highway 18 bisects the district north and south. Heavy truck traffic daily moves tons of supplies along these major roads.

Both BNSF and Union Pacific main railroad lines pass through the middle of the district. Daily thousands of tons of material pass through the district by rail to include 100 car crude oil trains that carry oil north to the Anacortes Oil Refinery.

The largest industrial park in the Pacific Northwest is located in the City of Auburn. Within the park is a large Boeing Plant, one of the largest cold storage facilities in the region and hundreds of industrial complexes.

Two large propane storage and transfer sites are located in the city and one large fuel distribution site.

A large industrial type of fire could require schools in the district to shelter in place or evacuate to a safe site. Although any of the schools could be impacted by a man-made fire, the following schools have the greatest potential of being impacted by such an event.

- Alpac Elementary School
- Auburn Senior High School
- Auburn Riverside High School
- Cascade Middle School
- Dick Scobee Elementary School
- Gildo Rey Elementary School
- Ilalko Elementary School
- Mount Baker Middle School
- Pioneer Elementary School
- Terminal Park Elementary School
- Washington Elementary School
- West Auburn High School
- James P. Fugate Administration Center
- Student Special Services Annex
- Support Services Center
- Transportation Center

All Hazards Emergency Operations Functional Annex G

MENTAL HEALTH AND MEDICAL INCIDENTS

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PURPOSE

Mental health and restorative procedures are developed to provide emotional support to students and staff impacted by trauma at school or in the community.

Following a traumatic event or incident, students, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community should participate in the development, implementation, and evaluation of the HP EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

RESPONSIBILITIES

Superintendent/Principal should implement the following actions:

- A. Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- B. Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- C. Mental health experts will review and provide input into the plan. Ensure that a media or the Executive Director of Communications is available and trained to prepare announcements and media releases on the incident and actions taken.
- D. Ensure annually a Crisis Response team is formed. Confirm building administrators and other key ICS are informed of the procedures and how to access the Crisis Response Team for assistance.
- E. Members of a crisis response team will undergo training to learn how to assist in managing stress due to trauma.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Principal or designated staff should do the following immediately following a serious Injury or death and/or major incident:

- A. Contact Crisis Team Liaison to discuss/consider whether a Crisis Team response is needed (refer to “ASD Crisis Intervention Team Guidance”).
- B. In partnership with the principal supervisor, Executive Director of Communications, or Crisis Team Liaison, develop a communication appropriate for the situation that informs schools and the community as appropriate in a trauma-sensitive way. This may take on several forms given the unique situations.
- C. If directed by the Executive Director of Communications, principal supervisor, and/or Crisis Team Liaison, issue prepared statements for media, parents, and other community inquiries.
- D. Using the framework provided by the crisis response team, convene a staff meeting (as appropriate) to discuss how the situation is being handled and what resources are available to staff, students, and families. Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident.
- E. As warranted, work with the Crisis Team Liaison to set up a care station and designate private rooms for private counseling and include The Crisis Team and district mental health professionals and, if appropriate, clergy to assist with grief and trauma response.
- F. Any students who are distraught should be referred to the care station for support.
- G. Restore regular school functions as efficiently and as quickly as possible.
- H. Accept donations as appropriate through district policy. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- I. Designate a place for staff, students, and community members to leave well-wishes, messages, and items. Follow Crisis Team guidance regarding location and maintenance of this location.

Teacher and Staff should:

- A. Seek counseling services if having trouble coping with the incident.
- B. Be prepared for outbursts and disruptive behaviors and how to engage in conversations about the incident.
- C. Refer students experiencing stress to the counselor and/or the Crisis Team.
- D. Allow for changes in normal routine or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.

HOSPITAL/FUNERAL ARRANGEMENTS

- 1. Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available.
- 2. If the funeral is scheduled during a school day, student absences should be excused from school.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

3. Building administrators should work with the director of HR and the Superintendent's office regarding a plan to address staff absences.
4. Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

POST-INCIDENT PROCEDURES

1. Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
2. Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
3. Work with family regarding memorial items that may have been collected on school grounds.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations Functional Annex H

INCIDENT COMMAND POST STANDARD OPERATING PROCEDURES (SOP)

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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INTRODUCTION

Emergencies and disasters present numerous challenges for emergency responders and campus officials tasked with managing the response. Among these challenges are coordinating the efforts of numerous responding agencies and campus units, managing the flow of information, planning response and recovery activities for the hours, days, and weeks ahead and attempting to obtain resources in a resource-deprived area. Because of the complexity of emergency response operations, it is necessary to have a central location from which to manage these activities.

PURPOSE OF THE INCIDENT COMMAND POST

The Auburn School District Incident Command Post (ICP) supports emergency operations, allowing on-scene emergency responders to focus their efforts on providing for the safety of the staff and students. The Incident Command Post also provides support to campus units attempting to maintain or resume normal operations. While the specific activities undertaken by the Incident Command Post will be dictated by the unique demands of the situation, there are six broad tasks noted to be typical of the Incident Command Post. These include:

- **Coordination** – matching the capabilities of campus units and external organizations to the demands of the emergency
- **Policy making** – making decisions pertaining to the school-wide response
- **Operations**—managing mission assignments to directly meet the demands of the emergency
- **Information gathering** – determining the nature and extent of emergency conditions
- **Dispersing public information** – informing the school community and news media
- **Hosting visitors**—managing the convergence of volunteers, concerned community members and VIPs

INCIDENT COMMAND POST FUNCTIONS

A. Provide a Central Point of Contact

The Incident Command Post support staff acts as a clearinghouse for emergency response and recovery information. Two-way red clip radios will be used for communication. They will call to report injuries; to update the progress in their area; to find a specific manager; to pass along media inquiries; etc. Everything that happens during the Response/Recovery Operations will eventually be recorded at the Incident Command Post.

B. Initial Notification

The Incident Command Post staff is responsible for notifying response team leaders and members as directed by the Incident Commander. Initial notification will be logged on the Notification Checklist. Place the appropriate contact status code and the time the call was made in the "Status and Time Called" column. Make room for multiple entries if the initial call is not a "Contact Made." Each call requires a time and status entry.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

C. Record Inbound/Outbound Calls

All calls will be logged on the telephone log sheets. Place initials at the end of the log entry.

D. Gather Critical Information

Reports will be posted on bulletin boards. Other key information will be written on presentation boards of easel pads. Keep the information tracking system up-to-date.

E. Requests for Resources

Record the resource requests as they come in. That information is posted on the appropriate "Unresolved Issues" status boards. The Incident Commander will deal with critical requests immediately.

F. Inform Key Managers of Status

Monitor the changing situation reports and post the information on the Response/Recovery Situation board. The Incident Commander will inform the team leaders of critical information as soon as it is received at the Command Post. The team leaders may require the Command Post staff contact specific personnel and provide them with critical information.

G. Contact Managers for Information

The Incident Commander may require information from specific individuals. The Incident Command Post staff would locate the individual and obtain the necessary information. Write down the request and the response in the telephone log. Post or update the information on the appropriate "Unresolved Issues" status boards.

H. Media Questions

All employees are instructed to send media requests for information to the Incident Command Post. The Public Information Officer (or designee) is the only employee authorized to make statements to the media. Refer all such requests to the Incident Commander.

SCOPE OF STANDARD OPERATING PROCEDURE

This Standard Operating Procedure (SOP) describes the organization of the Incident Command Post, delineating the roles and responsibilities of Incident Command Post Team members, and defining the tasks that must be carried out when the Incident Command Post is activated. It is an attachment to the Emergency Response Plan (ERP) and should be viewed in the context of that document.

IMPLEMENTATION

This SOP will be implemented through the provision of mandatory on-going training and periodic exercises to test the ability of Incident Command Post Team members to carry out tasks and responsibilities.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

ORGANIZATION

It is widely recognized that the efficiency and effectiveness of ICP operations is greatly improved through the utilization of a formal organizational structure. In keeping with best practices noted both at peer institutions and all levels of government, ICP Team members are organized using the Incident Command System (ICS) as a guide. ICS offers numerous benefits, including:

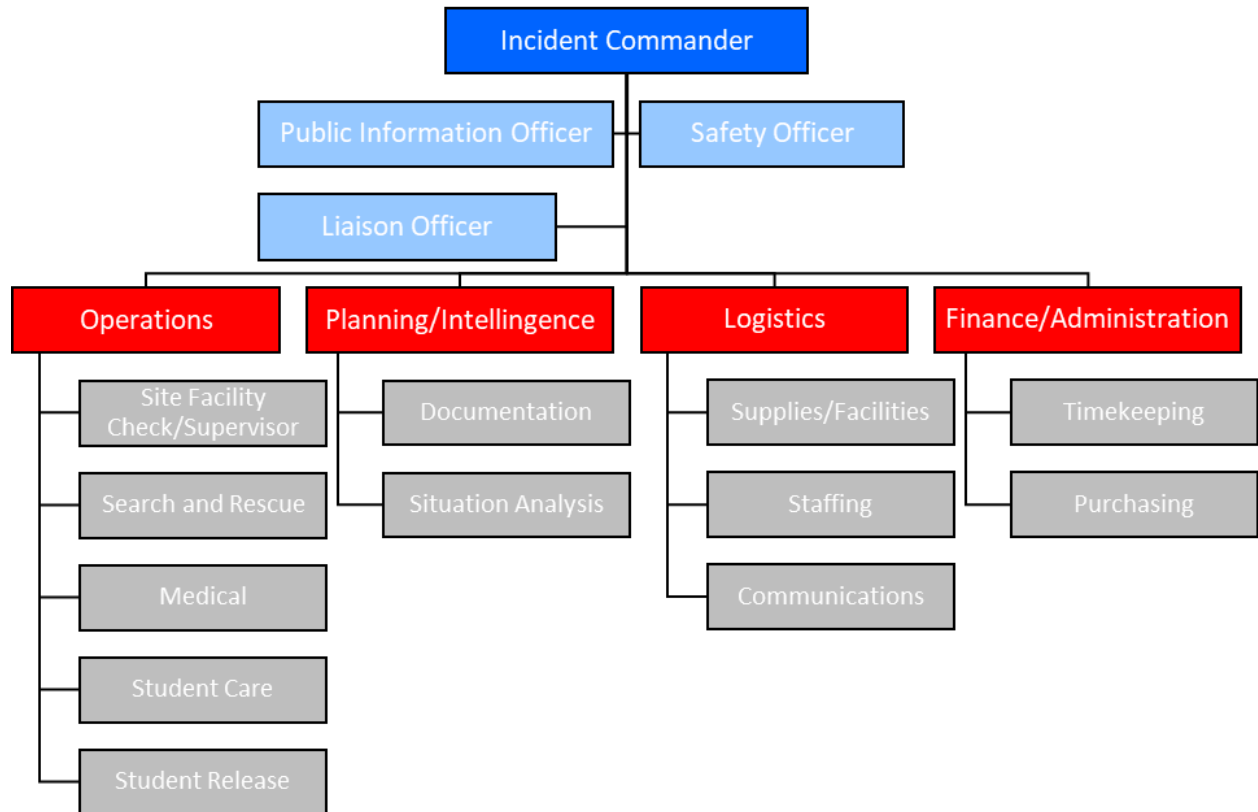
- **Unity of effort** – All ICP Team members operate under a common list of objectives
- **Accountability** – Each individual has a specific role in the ICP for which she/he is responsible
- **Eliminates redundancy** – The clearly established division of labor eliminates duplication of effort

During ICP activations, the organizational structure of the ICP will not resemble the day-to-day organization of the district/school. Employees may report to other employees to whom they do not usually have a reporting relationship. By gathering leaders from across campus and grouping them by function, this arrangement allows for streamlined decision-making in time-sensitive situations. This does not prevent ICP Team members from communicating with and reporting to their own campus units. Rather, the ICP provides a location and a structure for campus units to coordinate their efforts.

The ICP Team organizational structure is portrayed below and is described in more detail in the pages that follow.

Figure one

ICP TEAM ORGANIZATION STRUCTURE



AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

DUTIES OF TEAM MEMBERS

Start-Up Actions

- Sign-in (see Appendix K: Sign-in Sheet)
- Begin an Activity Log

Operational Duties

- Maintain an Activity Log to record all key incidents, decisions, reports, and actions taken (see Appendix G: Activity Log)
- Use Message Forms as appropriate to track messages sent and received from individuals and groups in the ICP (see Appendix H: Message Form)
- Record all messages sent and received in a Message Log (see Appendix I: Message Log)
- Convene as necessary during ICP activations
- Maintain regular dialogue with Incident Commander to get updates and address issues
- Ensure key constituents and stakeholders have been notified and are updated as necessary.
- Determine alterations to normal business and academic activities, which may include class cancellation, suspended operations, or total closure of district/campus
- Approve modification of policies when necessary to facilitate response and recovery activities (e.g., bidding process, paperwork requirements, etc.)
- Ensure applicable policy decisions are communicated to students, employees and other affected individuals and entities
- Establish spending parameters for response and recovery activities
- Provide final decisions when there is competition for limited resources

Closing Down

- Complete and turn in all incident documentation to the Planning Section
- Sign-out (see Appendix K: Sign-in Sheet)

ICP Team members wear colored vests while on duty in the ICP to help others identify their role in the organization. Note that the colored block at the top of each position checklist will be the same as the color of vest worn by ICP Team members. Assigned colors are consistent with standard practice.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

CONCEPT OF OPERATIONS

I. ACTIVATION OF INCIDENT COMMAND POST

The Incident Command Post is activated by order of the Incident Commander. Activation notification will be made through radio, telephone, text or email.

When the Incident Commander activates the Incident Command Post, it is recommended to utilize a white board or paper large enough to be visible throughout the Incident Command Post to fill in the SITE ASSIGNMENTS AND STAGING AREAS for this event and the INCIDENT COMMAND POST ASSIGNMENTS for all key positions.

SITE ASSIGNMENTS AND STAGING AREAS

Once Incident Command Post is activated, on-site locations and staging areas will be assigned.

| On-site Locations and Staging Areas | | | |
|-------------------------------------|---------|-----------|-----------|
| | Primary | Alternate | Alternate |
| On Site Incident Command Post | | | |
| Student Care | | | |
| First Aid | | | |
| Student Request | | | |
| Student Release | | | |
| Media Staging | | | |
| Law Enforcement Staging | | | |
| Fire Staging | | | |
| Public Works Staging | | | |
| Utilities Staging | | | |
| Student Relocation Center | | | |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INCIDENT COMMAND POST ASSIGNMENTS

Once Incident Command Post is activated actual positions will be assigned.

| POSITION | 1 st (Primary) | 2 nd (Alt) | 3 rd (Alt) |
|--------------------------------|---------------------------|-----------------------|-----------------------|
| Incident Commander | | | |
| Safety Officer | | | |
| Liaison Officer | | | |
| Public Information Officer | | | |
| Operations | | | |
| Site & Facility Check/Security | | | |
| Search & Rescue | | | |
| Medical | | | |
| Student Care | | | |
| Student Release | | | |
| Planning/Intelligence | | | |
| Documentation | | | |
| Situation Analysis | | | |
| Logistics/Resource | | | |
| Supplies/Facilities | | | |
| Staffing | | | |
| Communications | | | |
| Finance/Administration | | | |
| Timekeeping | | | |
| Purchasing | | | |

Notes:

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INITIAL ACTIVITIES

Upon the decision to activate the Incident Command Post, certain initial activities should be performed to prepare the Incident Command Post for operations. Unless unavailable, emergency management staff will facilitate the completion of these activities, which include:

- Notify Incident Command Post Team members to report to the Incident Command Post
- Notify relevant faculty and staff
- Notify external agencies and organizations (see Section D: External Contact List)
- Contact Facilities support staff to be on standby
- Set up the Incident Command Post space, including the following:
 - Technology (e.g., computers, telephones, televisions, radios, projector, printers, fax machines, etc.)
 - Office supplies (e.g., dry erase boards, pens, writing tablets, tape, staplers, paper clips, file folders, post-it notes, etc.)
 - Maps (e.g., building, street, and topographical)
 - Establish a sign-in process at the entrance to the Incident Command Post

DEACTIVATION

When the emergency situation has progressed to the point that a high-level coordination is no longer required between campus units and/or involves external agencies, a determination will be made as to whether the Incident Command Post should be deactivated. Incident Commander has the authority to deactivate the Incident Command Post. After the Incident Command Post has been deactivated, recovery activities may continue as necessary. Upon deactivation of the Incident Command Post, certain activities should be performed to return the Incident Command Post space to its normal status. In most situations, emergency management staff will facilitate the completion of these activities, which include:

- Complete and store all documentation related to the incident
- Notify internal groups and external agencies and organizations
- Breakdown Incident Command Post space

II. ACTIVATION LEVELS / STAFFING

Level 1 The incident impacts, or is likely to impact, some of the district's/school's critical functions and possible use of response teams.

Staff: Incident Commander- Command Post staff on standby alert.

Level 2 The incident impacts, or is likely to impact, a moderate number of the district's/school's critical functions and a limited use of response teams.

Staff: Incident Commander and Command Post staff members.

Level 3 The incident impacts, or is likely to impact, a large number of the district's/school's critical functions and all response teams are activated.

Staff: Incident Commander and Command Post staff members.

Users: All Response Team Leaders

All Response Team Scribes (In Incident Command Post work area)

NOTIFICATION

When the Incident Commander determines that activation of the Incident Command Post is necessary to support emergency operations, she/he will notify members of the Incident Command Post Team to report to the ICP. The Incident Commander may send the notification personally or direct staff to send it. See the Incident Command Post Team Roster and accompanying notes in Section C: Incident Command Post Team Roster.

To ensure prompt activation and staffing of the Incident Command Post, all members of the Incident Command Post Team will provide current contact information to emergency management staff as requested. This information will be made available to all members of the Incident Command Post Team.

LOCATION

The primary Command Post is located at the Technical Services Classroom. If the area of the emergency includes the primary Command Post, the secondary Command Post is located at the Soccer Field. If the primary and secondary locations are affected the Incident Commander confirms the location with the Command Post staff when notification is made.

The Incident Commander will provide the Command Post staff with information concerning who to call and what message to give.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

COMMAND POST STAFF POSITIONS

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| Public Information Officer ----- | 106 |
| Liaison Officer ----- | 108 |
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| Medical Team ----- | 117 |
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| Resource Section ----- | 125 |

INCIDENT COMMANDER

| | |
|-----------------------------------|--|
| Responsibilities | <p>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</p> <p>Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets the tone for staff and students.</p> |
| Start-up Actions | <ul style="list-style-type: none"> <input type="checkbox"/> Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet). <input type="checkbox"/> Assess the type and scope of emergency. <input type="checkbox"/> Determine the threat to human life and structures. <input type="checkbox"/> Implement the emergency plan and hazard-specific procedures. <input type="checkbox"/> Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. <input type="checkbox"/> Activate functions and assign positions as needed. <input type="checkbox"/> Fill in the Incident Assignments form. <input type="checkbox"/> Appoint a backup or alternate Incident Commander (as described in the emergency plan). |
| Ongoing Operational Duties | <ul style="list-style-type: none"> <input type="checkbox"/> Continue to monitor and assess the total district/school situation: <input type="checkbox"/> View the site map periodically for search and rescue progress and damage assessment information. <input type="checkbox"/> Check with chiefs for periodic updates. <input type="checkbox"/> Reassign personnel as needed. <input type="checkbox"/> Report (through Communications) to the district EOC on the status of students, staff, and facility, as needed (Site Status Report). <input type="checkbox"/> Develop and communicate revised incident action plans as needed. <input type="checkbox"/> Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Incident Commander, except at the request of parent/guardian. <input type="checkbox"/> Authorize the release of information. <input type="checkbox"/> Utilize your backup plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- ☐ Plan regular breaks for all staff and volunteers. Take care of your caregivers!
 - ☐ Release teachers as appropriate and per school guidelines. (By law, during a disaster, teachers become disaster workers.)
 - ☐ Remain on and in charge of your district/campus until redirected or released by the Superintendent or Designee.
-

Command Section: INCIDENT COMMANDER (Continued)

Closing Down

- ☐ Authorize deactivation of sections, branches, or units when they are no longer required.
 - ☐ If the fire department or other outside agency calls an “all clear,” the Incident Commander makes the decision to deactivate the entire emergency response.
 - ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
 - ☐ Ensure the return of all equipment and reusable supplies to Logistics.
 - ☐ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Principal/Administrator of the school/facility.
 - ☐ Announce the termination of the emergency and proceed with recovery operations if necessary.
-

Command Post Equipment/ Supplies

- ☐ Campus map
 - ☐ Master keys
 - ☐ Staff and student rosters
 - ☐ Disaster response forms
 - ☐ Emergency plan
 - ☐ Duplicate rosters (two sets)
 - ☐ Tables and chairs (if Command Post is outdoors)
 - ☐ Vests (if available)
 - ☐ Job description clipboards
 - ☐ Command Post tray (pens, etc.)
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

-
- ☐ Campus two-way radios
 - ☐ AM/FM radio (battery)
 - ☐ Bullhorn
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

SAFETY OFFICER

| | |
|---------------------------|---|
| Responsibilities | The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances. |
| Start-Up Actions | <ul style="list-style-type: none"> <input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on a position identifier, such as a vest, if available. <input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. <p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Messages received. <input type="checkbox"/> Action taken. <input type="checkbox"/> Decision justification and documentation. <input type="checkbox"/> Requests filled. |
| Operational Duties | <ul style="list-style-type: none"> <input type="checkbox"/> Monitor drills, exercises, and emergency response activities for safety. <input type="checkbox"/> Identify and mitigate safety hazards and situations. <input type="checkbox"/> Stop or modify all unsafe operations. <input type="checkbox"/> Ensure that responders use appropriate safety equipment. <input type="checkbox"/> Think ahead and anticipate situations and problems before they occur. <input type="checkbox"/> Anticipate situation changes, such as cascading events, in all planning. <input type="checkbox"/> Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions. |
| Closing Down | <ul style="list-style-type: none"> <input type="checkbox"/> When authorized by the Incident Commander, deactivate the unit and close out all logs. <input type="checkbox"/> Provide logs and other relevant documents to the Principal/Administrator of the school/facility. <input type="checkbox"/> Return equipment and reusable supplies to Logistics. |
| Equipment/Supplies | <ul style="list-style-type: none"> <input type="checkbox"/> Vest or position identifier, if available |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | |
|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> Hard hat, if available<input type="checkbox"/> Clipboard, paper, pens<input type="checkbox"/> Two-way radio, if available |
|--|--|

PUBLIC INFORMATION OFFICER (PIO)

| Personnel | Available staff with assistance from available volunteers |
|---------------------------|---|
| Policy | <ul style="list-style-type: none"> <input type="checkbox"/> The public has the right and need to know important information related to an emergency/disaster at the district/school site as soon as it is available. <input type="checkbox"/> The PIO acts as the official spokesperson for the district/school site in an emergency situation <input type="checkbox"/> News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents). <input type="checkbox"/> Information released must be consistent, accurate, and timely. |
| Start-Up Actions | <ul style="list-style-type: none"> <input type="checkbox"/> Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander. <input type="checkbox"/> Identify yourself as the PIO (by vest, visor, sign, etc.) <input type="checkbox"/> Consult with the Director of Operations to coordinate information release. <input type="checkbox"/> Assess the situation and obtain a statement from the Incident Commander. Records it if possible. <input type="checkbox"/> Advise arriving media that the site is preparing a press release and the approximate time of its issue. <input type="checkbox"/> Open and maintain a position log of your actions and all communications. If possible, record media briefings. Keep all documentation to support the history of the event. |
| Operational Duties | <ul style="list-style-type: none"> <input type="checkbox"/> Keep up to date on the situation. <input type="checkbox"/> Statements must be approved by the Incident Commander and should reflect: <input type="checkbox"/> Reassurance (“Everything’s going to be OK.”) <input type="checkbox"/> Incident or disaster cause and time of origin. <input type="checkbox"/> Size and scope of the incident. <input type="checkbox"/> Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names. <input type="checkbox"/> Resources in use. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- ☐ Best routes to the school, if known and if appropriate.
 - ☐ Any information the school wishes to be released to the public.
 - ☐ Read statements if possible.
 - ☐ When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.”
 - ☐ Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO.
 - ☐ Update information periodically with the Incident Commander.
 - ☐ Monitor news broadcasts about the incident. Correct any misinformation heard.
-

Closing Down

- ☐ At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
 - ☐ Return equipment and reusable supplies to Logistics.
 - ☐ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
-

Equipment/ Supplies

Public information kit consists of:

- ☐ ID vest
- ☐ Battery-operated AM/FM radio
- ☐ Paper/pencils/marketing pens
- ☐ Scotch tape/masking tape
- ☐ Scissors
- ☐ School site map(s) and area maps
 - 8-1/2 x 11 handouts
 - Laminated poster board size for display

Forms:

- ☐ Disaster Public Information Release Worksheet
 - ☐ Sample Public Information Release
 - ☐ School Profile or School Accountability Report Card (SARC)
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

LIAISON OFFICER

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|---------------------------|---|
| Responsibilities | The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information. |
| Start-Up Actions | <ul style="list-style-type: none"><input type="checkbox"/> Check in with the Incident Commander for a situation briefing.<input type="checkbox"/> Determine your personal operating location and set it up as necessary.<input type="checkbox"/> Obtain the necessary equipment and supplies from Logistics.<input type="checkbox"/> Put on a position identifier, such as a vest, if available.<input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. |
| Operational Duties | <ul style="list-style-type: none"><input type="checkbox"/> Brief agency representatives on the current situation, priorities, and incident action plan.<input type="checkbox"/> Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans.<input type="checkbox"/> Provide periodic update briefings to agency representatives as necessary. |
| Closing Down | <ul style="list-style-type: none"><input type="checkbox"/> At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through the person maintaining the personnel log.<input type="checkbox"/> Return equipment and reusable supplies to Logistics.<input type="checkbox"/> Close out all logs. Provide logs and other relevant documents to the Documentation Unit. |
| Equipment/Supplies | <ul style="list-style-type: none"><input type="checkbox"/> Vest or position identifier, if available<input type="checkbox"/> Two-way radio, if available<input type="checkbox"/> Clipboard, paper, pens |

OPERATIONS SECTION CHIEF

| | |
|---------------------------|---|
| Responsibilities | <p>The Operations Chief manages the direct response to the disaster, which can include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Site Facility Check/Security<input type="checkbox"/> Search and Rescue<input type="checkbox"/> Medical<input type="checkbox"/> Student Care<input type="checkbox"/> Student Release |
| Start-Up Actions | <ul style="list-style-type: none"><input type="checkbox"/> Check in with the Incident Commander for a situation briefing.<input type="checkbox"/> Obtain necessary equipment and supplies from Logistics.<input type="checkbox"/> Put on a position identifier, such as a vest, if available. |
| Operational Duties | <ul style="list-style-type: none"><input type="checkbox"/> Assume the duties of all operations positions until staff are available and assigned.<input type="checkbox"/> As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.<input type="checkbox"/> If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.<input type="checkbox"/> Coordinate search and rescue operations if it is safe to do so. Appoint an S&R Team Leader to direct operations, if necessary.<input type="checkbox"/> As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.<input type="checkbox"/> Inform the Planning Section Chief of operations tasks and priorities.<input type="checkbox"/> Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.<input type="checkbox"/> Schedule breaks and reassign staff within the section as needed. |
| Closing Down | <ul style="list-style-type: none"><input type="checkbox"/> At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through the person maintaining the personnel log.<input type="checkbox"/> Return equipment and reusable supplies to Logistics. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

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|---------------------------|---|
| | <input type="checkbox"/> When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit. |
| Equipment/Supplies | <input type="checkbox"/> Vest or position identifier, if available <input type="checkbox"/> S&R equipment <input type="checkbox"/> Two-way radio <input type="checkbox"/> Job description clipboard, paper, pens <input type="checkbox"/> Maps: <input type="checkbox"/> Search and rescue maps <input type="checkbox"/> Large campus map |

SEARCH AND RESCUE TEAM LEADER

| | |
|---------------------------|--|
| Safety Rules | <input type="checkbox"/> Use the buddy system: Assign a minimum of 2 persons to each team. <input type="checkbox"/> Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures. |
| Start-Up Actions | <input type="checkbox"/> Obtain all necessary equipment from the container. (See list below.) <input type="checkbox"/> Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response. <input type="checkbox"/> Assign teams based on available manpower, minimum 2 persons per team. |
| Operational Duties | <input type="checkbox"/> Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment. <input type="checkbox"/> Record names and assignments before deploying teams. <input type="checkbox"/> Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team. <input type="checkbox"/> Remain at the Command Post in radio contact with S&R Teams. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- ☐ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.
 - ☐ If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams or send a First Aid Team.
 - ☐ Record the exact location of damage and a triage tally. We use triage (red=immediate, yellow=delayed, green=okay, black=dead) on the map.
 - ☐ Keep radio communication brief and simple. No codes.
 - ☐ Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
-

Closing Down

- ☐ Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment.
 - ☐ Provide maps and logs to the Documentation Unit.
-

Equipment/ Supplies

- ☐ Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.
 - ☐ Campus two-way radio and clipboard with job description and map indicating the search plan.
 - ☐ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.
-

SEARCH AND RESCUE TEAMS

Safety

- ☐ Use the buddy system: Ensure that each team has been assigned a minimum of 2 persons.
- ☐ Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- ☐ Follow all operational and safety procedures.

Start-Up Actions

- ☐ Obtain all necessary equipment from the container. (See list below.) You must wear sturdy shoes and long sleeves. Put batteries in the flashlight.
- ☐ Check in at the Command Post for assignment.

Operational Duties

- ☐ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.
 - ☐ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER!
 - ☐ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that room has been cleared (e.g., "Room A-123 is clear.").
 - ☐ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
 - ☐ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Use of names is permissible to account for the missing but understand that if parents can hear the radio transmissions, this would not be appropriate.
 - ☐ Follow directions from the Command Post.
 - ☐ Record the exact location of damage and triage tally (red=immediate, yellow=delayed, green=okay, black=dead) on the map and report the information to the Command Post.
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | |
|--------------------------------|---|
| | <input type="checkbox"/> Keep radio communication brief and simple. Do not use codes. |
| Closing Down | <input type="checkbox"/> Return equipment to Logistics. Provide maps and logs to the Documentation Unit. |
| Equipment/ Supplies | <input type="checkbox"/> Vest, hard hat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first aid backpack. <input type="checkbox"/> Campus two-way radio and clipboard with job description and map indicating the search plan. <input type="checkbox"/> Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape. |

MEDICAL TEAM LEADER

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|---------------------------|--|
| Responsibilities | The Medical Team Leader is responsible for providing emergency medical response and first aid. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths. |
| Start-Up Actions | <ul style="list-style-type: none"> <input type="checkbox"/> Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs. <input type="checkbox"/> Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment. <input type="checkbox"/> Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area. <input type="checkbox"/> Assess available inventory of supplies and equipment. <input type="checkbox"/> Review safety procedures and assignments with personnel. <input type="checkbox"/> Establish a point of entry (“triage”) into the treatment area. <input type="checkbox"/> Establish “immediate” and “delayed” treatment areas. <input type="checkbox"/> Set up a separate psychological first aid area if staff levels are sufficient. |
| Operational Duties | <ul style="list-style-type: none"> <input type="checkbox"/> Oversee the assessment, care, and treatment of patients. <input type="checkbox"/> Ensure caregiver and rescuer safety: Ensure they use latex gloves for protection from body fluids and new gloves for each new patient. <input type="checkbox"/> Make sure that accurate records are kept. <input type="checkbox"/> Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics. <input type="checkbox"/> If needed, request additional personnel from Logistics. <input type="checkbox"/> Brief newly assigned personnel. <input type="checkbox"/> Report deaths immediately to the Operations Section Chief. <input type="checkbox"/> Keep the Operations Section Chief informed of the overall status. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- ☐ Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
 - ☐ Stay alert for communicable diseases and isolate appropriately.
 - ☐ Consult with the school nurse regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).
-

Closing Down

- ☐ At the Incident Commander's direction, release medical staff who are no longer needed. Direct staff members to sign out through the persons maintaining the personnel log.
 - ☐ Return equipment and reusable supplies to Logistics.
 - ☐ When authorized by the Incident Commander, deactivate the section and close out all logs.
 - ☐ Provide the logs and other relevant documents to the Documentation Unit.
-

Equipment/ Supplies

First aid supplies: (See the list below)

- ☐ Job description clipboards
- ☐ Stretchers
- ☐ Vests, if available
- ☐ Tables and chairs
- ☐ Staff and student medication from the Health Office
- ☐ Masking tape
- ☐ Marking pens
- ☐ Blankets
- ☐ Quick reference medical guides
- ☐ Ground cover/tarps

Forms:

- ☐ Notice of First Aid Care
- ☐ Medical Treatment Victim Log

Recommended First Aid Supplies for School First Aid Station:

- ☐ 4 x 4" compress: 1000 per 500 students
 - ☐ 8 x 10" compress: 150 per 500 students
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- ☐ Kerlix bandaging: 1 per student
- ☐ Ace wrap: 2-inch: 12 per campus
- ☐ 4-inch: 12 per campus
- ☐ Triangular bandage: 24 per campus
- ☐ Cardboard splints: 24 each of sm, med, lg.
- ☐ Steri-strips or butterfly bandages: 50/campus
- ☐ Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- ☐ Neosporin: 144 squeeze packs/campus
- ☐ Hydrogen peroxide: 10 pints/campus
- ☐ Bleach: 1 small bottle
- ☐ Plastic basket or wire basket stretchers or backboards: 1 per 100 students
- ☐ Scissors, paramedic: 4 per campus
- ☐ Tweezers: 3 assorted per campus
- ☐ Triage tags: 50 per 500 students
- ☐ Latex gloves: 100 per 500 students
- ☐ Oval eye patch: 50 per campus
- ☐ Tapes: 1" cloth: 50 rolls/campus
- ☐ 2" cloth: 24 per campus
- ☐ Dust masks: 25 per 100 students

Recommended First Aid Supplies (Continued):

- ☐ Disposable blanket: 10 per 100 students
 - ☐ First Aid Books: 2 standard and 2 advanced per campus
 - ☐ Space blankets: 1 per student and staff
 - ☐ Heavy duty rubber gloves: 4 pair
-

MEDICAL TEAM

Medical Branch Morgue

| | |
|---------------------------|---|
| Personnel | To be assigned by the Operations Section Chief if needed. |
| Start-Up Actions | <ul style="list-style-type: none"> <input type="checkbox"/> Check with the Operations Section Chief for direction. <input type="checkbox"/> If directed, set up a morgue area. Verify: <ul style="list-style-type: none"> ○ Tile, concrete, or another cool floor surface ○ Accessible to Coroner's vehicle ○ Remote from the assembly area ○ Security: Keep unauthorized persons out of the morgue. ○ Maintain a respectful attitude. |
| Operational Duties | <p>After pronouncement or determination of death:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do not move the body until directed by the Command Post. <input type="checkbox"/> Do not remove any personal effects from the body. Personal effects must remain with the body at all times. <input type="checkbox"/> As soon as possible, notify the Operations Section Chief, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner. <input type="checkbox"/> Keep accurate records and make them available to law enforcement and/or the Coroner when requested. <input type="checkbox"/> Write the following information on two tags: <ul style="list-style-type: none"> <input type="checkbox"/> Date and time found. <input type="checkbox"/> Exact location where found. <input type="checkbox"/> Name of decedent if known. <input type="checkbox"/> If identified—how, when, by whom. <input type="checkbox"/> Name of person filling out tag. <input type="checkbox"/> Attach one tag to the body. <input type="checkbox"/> If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue. <input type="checkbox"/> Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Closing Down

- ☐ After all bodies have been picked up, close down the Morgue.
- ☐ Return equipment and unused supplies to Logistics.
- ☐ Clean up the area. Dispose of hazardous waste safely.
- ☐ Complete all paperwork and turn in to the Documentation Unit.

**Equipment/
Supplies**

- ☐ Tags
- ☐ Pens/pencils

**Equipment/
Supplies
(Continued)**

- ☐ Plastic trash bags
 - ☐ Duct tape
 - ☐ Vicks Vapo-Rub
 - ☐ Plastic tarps
 - ☐ Stapler
 - ☐ 2" cloth tape
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

STUDENT CARE

| | |
|---------------------------|--|
| Personnel | Classroom teachers, substitute teachers, and staff as assigned. |
| Responsibilities | Ensure the care and safety of all students on campus except those who are in the medical treatment area. |
| Start-Up Actions | <ul style="list-style-type: none"><input type="checkbox"/> Wear an identification vest, if available.<input type="checkbox"/> Take a job description clipboard and radio.<input type="checkbox"/> Check in with the Operations Section Chief for a situation briefing.<input type="checkbox"/> Make personnel assignments as needed.If evacuating:<ul style="list-style-type: none"><input type="checkbox"/> Verify that the assembly area and routes to it are safe.<input type="checkbox"/> Count or observe the classrooms as they exit, to make sure that all classes evacuate. Document on a check sheet.<input type="checkbox"/> Initiate the set-up of portable toilet facilities and hand-washing stations. |
| Operational Duties | <ul style="list-style-type: none"><input type="checkbox"/> Monitor the safety and well-being of the students and staff in the assembly area.<input type="checkbox"/> Administer minor first aid as needed.<input type="checkbox"/> Support the Student Release process by releasing students with the appropriate paperwork.<input type="checkbox"/> When necessary, provide water and food to students and staff.<input type="checkbox"/> Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.<input type="checkbox"/> Make arrangements to provide shelter for students and staff.<input type="checkbox"/> Arrange activities and keep students reassured.<input type="checkbox"/> Update records of the number of students and staff in the assembly area (or in the buildings).<input type="checkbox"/> Direct all requests for information to the PIO. |
| Closing Down | <ul style="list-style-type: none"><input type="checkbox"/> Return equipment and reusable supplies to Logistics.<input type="checkbox"/> When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | |
|--------------------------------|---|
| Equipment/ Supplies | <ul style="list-style-type: none"><input type="checkbox"/> Vest<input type="checkbox"/> Clipboard with job description<input type="checkbox"/> Ground cover, tarps<input type="checkbox"/> First aid kit<input type="checkbox"/> Student activities: books, games, coloring books, etc.<input type="checkbox"/> Forms:<input type="checkbox"/> Student Accounting<input type="checkbox"/> Notice of First Aid Care<input type="checkbox"/> Campus two-way radio<input type="checkbox"/> Water, food, sanitation supplies |
|--------------------------------|---|

STUDENT RELEASE

| | |
|-------------------------------|--|
| Personnel | School Office Manager, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by runners. |
| Responsibilities | Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates. |
| Start-Up Actions | <ul style="list-style-type: none"><input type="checkbox"/> Obtain and wear a vest or position identifier, if available.<input type="checkbox"/> Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.<input type="checkbox"/> Obtain necessary equipment and forms from Logistics.<input type="checkbox"/> Secure the area against unauthorized access. Mark the gates with signs.<input type="checkbox"/> Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.<input type="checkbox"/> Have Student Release Forms available for parents outside of the immediate table area at the Request Gate. Assign volunteers to assist.<input type="checkbox"/> Set up the Release Gate some distance from the Request Gate. |
| Operational Duties | Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians: |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- ☐ Refer all requests for information to the PIO. Do not spread rumors!
 - ☐ If volunteers arrive to help, assign them tasks to complete (runner, checking to make sure the student release form is complete, etc. If they are not registered (i.e., do not have badges), direct them to a volunteer station to register.
-

Procedures

- ☐ The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.
- ☐ The staff member verifies the identification.
- ☐ The staff member instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ The runner takes the form(s) to the designated classroom.

Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.

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Procedures (Continued)

If the student is with the class:

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

If the student is not with the class:

- ☐ The teacher makes the appropriate notation on the Student Release Form:
- ☐ "Absent" if the student was never in school that day.
- ☐ "First Aid" if the student is in the Medical Treatment area.
- ☐ "Missing" if the student was in school but now cannot be located.
- ☐ The runner takes the Student Release Form to the Command Post.
- ☐ The Command Post verifies the student's location if known and directs the runner accordingly.
- ☐ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification.
- ☐ The parent should be notified of the missing student's status and escorted to a crisis counselor.
- ☐ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
- ☐ If the student was marked absent, the parent will be notified by a staff member.

Closing Down

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

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**Equipment/
Supplies**

- ☐ Job description clipboards
 - ☐ Pens, stapler, Box(es) of Emergency Cards
 - ☐ Signs to mark Request Gate and Release Gate
 - ☐ Signs for alphabetical grouping to organize the parents (A-F, etc.)
 - ☐ Empty file boxes to use as out boxes
 - ☐ Student Release Form (copies for every student)
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

PLANNING SECTION

| | |
|---------------------------|---|
| Representatives | Activation requires one Department of Student Learning representative and Human Resources. Additional participants may be added to the Planning Section on an as-needed basis. |
| Responsibility | Establish and maintain a common operating picture throughout the duration of the event by assessing the impact on the community, developing reports, and planning for the hours, days, and weeks ahead. |
| Start-Up Actions | Sign-in (see Appendix K: Sign-in Sheet) Put on ICS vest. Begin an Activity Log |
| Operational Duties | <ul style="list-style-type: none"><input type="checkbox"/> Maintain an Activity Log to record all key incidents, decisions, reports, and actions taken (see Appendix G: Activity Log)<input type="checkbox"/> Use Message Forms as appropriate to track messages sent and received from individuals and groups in the Command Post (see Appendix H: Message Form)<input type="checkbox"/> Record all messages sent and received in a Message Log (see Appendix I: Message Log)<input type="checkbox"/> Prepare situation reports for dissemination to internal and external stakeholders (see Appendix F: Situation Report)<input type="checkbox"/> Lead EOC Team through development of Command Post Action Plan<input type="checkbox"/> Review, store, and maintain all documentation relating to the event<input type="checkbox"/> Initiate community recovery efforts (e.g., reallocation of space, provision of counseling services) |
| Closing Down | <ul style="list-style-type: none"><input type="checkbox"/> Receive and file documentation from all Command Post Team members<input type="checkbox"/> Return vest<input type="checkbox"/> Sign-out (see Appendix K: Sign-in Sheet) |

RESOURCE SECTION (at the District Level)

| | |
|---------------------------|---|
| Representatives | Facilities · Finance · Student Affairs |
| Responsibility | Manage resource procurement processes and financial data related to response and recovery activities. |
| Start-Up Actions | <input type="checkbox"/> Sign-in (see Appendix K: Sign-in Sheet) <input type="checkbox"/> Put on ICS vest <input type="checkbox"/> Begin an Activity Log |
| Operational Duties | <input type="checkbox"/> Maintain an Activity Log to record all key incidents, decisions, reports, and actions taken (see Appendix G: Activity Log) <input type="checkbox"/> Use Message Forms as appropriate to track messages sent and received from individuals and groups in the EOC (see Appendix H: Message Form) <input type="checkbox"/> Record all messages sent and received in a Message Log (see Appendix I: Message Log) <input type="checkbox"/> Participate in development of ICP-AP <input type="checkbox"/> Submit approved resource requests to campus units and external agencies and organizations <input type="checkbox"/> Coordinate resource procurement and distribution <input type="checkbox"/> Document use of resources in ICP (e.g., personnel, etc.) <input type="checkbox"/> Coordinate provision of food and drink for ICP <input type="checkbox"/> Track and project expenditures <input type="checkbox"/> Prepare applications and file claims for federal assistance from the State of Washington and/or FEMA as needed |
| Closing Down | <input type="checkbox"/> Complete and turn in all incident documentation to the Planning Section <input type="checkbox"/> Return vest <input type="checkbox"/> Sign-out (see Appendix K: Sign-in Sheet) |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INCIDENT COMMAND POST ACTION PLAN (ICP-AP)

OVERVIEW

Sound, timely planning is essential for ensuring effective and efficient incident management at Auburn School District. The ICP Action Plan (ICP-AP) describes the actions the ICP will undertake to support response operations during the specified operational period. Similarly, on-scene responders develop a related document called an Incident Action Plan (IAP) that describes the actions first responders will take to save lives and protect critical infrastructure.

The purpose of the ICP-AP is to serve as a guide for ICP Team members and others supporting response efforts, describing the following information:

- Current situation
- Activities to support response operations
- Resources required to perform activities
- Parties responsible for ensuring completion of activities

The ICP-AP identifies objectives and tasks to describe how the ICP will support response operations. For the purposes of this document, these terms are defined below:

- **Objectives** are the desired end results necessary to ensure the continued well-being of the campus community and to maintain or quickly resume normal operations. All objectives must be SMART (i.e., specific, measurable, achievable, realistic, and timely).
- **Tasks** are the specific activities needed to accomplish objectives.

The ICP-AP should be developed and immediately implemented for the initial operational period. If an emergency appears likely to span multiple operational periods, a new ICP-AP should be developed towards the end of the current operational period and implemented at the beginning of the next.

PLANNING PROCESS

In order to ensure the ICP-AP is developed and implemented in a timely fashion, a planning process, centered on a number of planning meetings, will be used during all Command Post activations.

This refers to the period of time scheduled for execution of a given set of operation actions as specified in the ICP-AP. They are used to establish a staffing pattern for personnel working in the ICP. Operational periods can be of various lengths, although they usually last 12 hours.

It is important to note that the ICP-AP is a living document developed based on the best available information at the time of planning meetings. Planning meetings should not be delayed in anticipation of future information. However, new information may influence review and revisions to the ICP-AP during implementation.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

The planning process described below represents a template for ICP Team members to follow when developing the ICP-AP. See Appendix E: Command Post Action Plan.

INCIDENT OCCURS

When an incident occurs or appears likely to occur in the near future, emergency responders and affected District SRO's will arrive on-scene, assess the situation, and begin conducting response activities as necessary. If the situation is to such an extent that high-level, non-routine coordination appears to be necessary, the Incident Commander may be asked to activate the ICP to coordinate campus emergency response activities.

COMMAND POST ACTIVATED

Upon arriving at the ICP, team members should begin working to assess the situation and perform their assigned responsibilities as described earlier in this document. Operations Section staff should establish communication with the on-scene response and be ready to provide the Incident Commander with a briefing when she/he arrives. Planning Section staff should work with the Operations Section to gather information about the event and begin compiling a situation report (see Appendix F: Situation Report). The Planning Section will also assist the Incident Commander in preparing for his/her Initial Briefing.

INITIAL BRIEFING

With assistance from the Operations and Planning Sections, the Incident Commander provides a situation update to the ICP Team and establishes the following:

- Event name*
- Operational periods for the ICP
- Staffing pattern for current and future operational periods
- Meeting schedule, including planning meetings and periodic briefings
- Broad goals that will guide the ICP throughout the duration of response operations

*This refers to the unique name given to an event that allows for a common point of reference among responding organizations. The Incident Commander typically establishes an event name, which should be used in the CP as well.

PLANNING MEETING

The Planning Section leads a meeting with all Command Staff and one representative from each ICP Staff section to begin development of the ICP-AP. During this meeting, participants will accomplish the following:

- Present current situation
- Discuss institutional impact

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- Establish a list of objectives

TACTICS MEETINGS

The Planning Section meets individually with each member of the Staff sections to continue development of the ICP-AP. During this meeting, participants will accomplish the following:

- Present current situation
- Discuss current needs
- Present objectives established during planning meeting
- Determine the tasks and resources required to complete each objective
- Identify the CP Section, district department, or external agency responsible for completing each task

FINAL PLANNING MEETING

The Planning Section leads a group meeting with all Staff and one representative from each Staff section to finalize information that will comprise the ICP-AP. During this meeting, participants will accomplish the following:

- Present current situation
- Present and discuss proposed tasks to accomplish previously established objectives
- Agree upon course of action

INCIDENT COMMAND POST-ACTION PLAN DEVELOPMENT

The Planning Section documents the determined course of action using the ICP-AP template. Since the ICP-AP will serve as a guide for ICP operations, it is important to include as much detail as possible in the document. The document may be created electronically or on paper.

APPROVAL AND DISTRIBUTION

The Planning Section presents the completed ICP-AP to the Incident Commander for final review and approval. Approval requires the Incident Commander's signature, including date and time. Once signed, the document should be duplicated and distributed.

The distribution list will be determined by the Incident Commander at the time of approval, but will generally include the following personnel and agencies:

- Policy Group
- ICP Team members currently on shift
- ICP Team members coming on for the next shift
- Incident Command Post
- Agencies providing direct support to response operations

It will be incumbent upon individual members of the ICP Team to communicate pertinent information to members of their campus unit. However, distribution of the ICP-AP should be

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limited to those with a need to know. The ICP-AP is *for official use only* and is NOT to be widely distributed internally or externally.

INCIDENT COMMAND POST (ICP) BRIEFING

The Incident Commander briefs the ICP Team on the approved ICP-AP, providing an update on the current situation and outlining planned objectives and tasks. The Incident Commander will ensure that resources required for implementation of the ICP-AP are in place or enroute.

NEW OPERATIONAL PERIOD BEGINS

At the conclusion of the operational period, members of the ICP Team members who have been on duty will go to off duty status and will be replaced by incoming members of the ICP Team. Before leaving the ICP, all departing members of the ICP Team will be debriefed and must brief their replacements. The new Incident Commander will give an initial briefing to the new ICP Team members.

EXECUTE AND ASSESS PROGRESS

Each staff section will monitor on-going operations and evaluate against objectives and tasks in the ICP-AP. Adjustments may be made to the ICP-AP as necessary but must be approved by the Incident Commander in coordination with the Operations and Planning Section. The Operations Section will ensure that altered objectives, tasks, or resource needs do not conflict with current priorities. The Planning Section will be responsible for the following:

- Making any necessary revisions to the ICP-AP
- Gaining the required signature from the Incident Commander
- Distributing the revised document as appropriate

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RESOURCE REQUESTS

Overview

The resource request process is used to acquire resources from outside the district/school or to assign district/school resources for purposes other than their standard usage. Overall, the Staff sections perform the following functions in the resource request process:

- **Incident Commander** –approves or denies resource requests
- **Operations Section** – determines the resources needed to meet the demands of response operations
- **Planning Section** – maintains the status of resources supplied through the ICP on status boards and in reports
- **Resource Section** – determines the cost of resources and acquires approved resources

Most resource requests will come from the Incident Commander, a district department, or from within the ICP. Any resource request that arrives in the ICP should be directed to the Operations Section. The resource request process is described below and portrayed on the following pages.

When an external agency (e.g., Valley Regional Fire Authority) responding to an emergency at Auburn School District needs additional resources, a request will generally be submitted to a neighboring jurisdiction which entity is best positioned to provide the resource. It should be assumed that the district/school will be asked to provide certain resources to supplement response operations occurring at the location/facility. The Operations Section will work with the Incident Commander and various district departments to determine resource availability.

When a school/facility requires additional resources to conduct response operations, a request will be submitted to the ICP. The Operations Section will work with the requesting school/facility and various district departments to determine resource availability. If a requested resource is readily available or the school has the ability to acquire it through purchase order, existing contracts, or a request to an external agency or organization, the Operations Section will initiate the resource request approval process by beginning a Request Form (see Appendix J: Resource Request Form). Next, the Resource Section will determine the cost and estimated delivery date and time. Finally, the Incident Commander will determine whether to approve the request, working with the Policy Group when necessary.

If a resource request is approved, the Resource Section will procure the resource, the Planning Section will note the resource status in the appropriate incident documentation, and the Operations Section will update the Incident Commander or requesting campus unit. If a resource request is denied, the Operations Section will work with the Incident Commander or requesting department to identify alternatives.

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FORMS FOR INCIDENT COMMAND POST

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**APPENDIX A
RECORD OF CHANGES**

Record of Changes

Date _____ Change Entered By _____

APPENDIX B

ACRONYMS

- ICP: Incident Command Post
- ICP-AP: Incident Command Post Action Plan
- EADP: Emergency Administration and Planning
- EOP: Emergency Operations Plan
- EOC: Emergency Operations Center (Same as the Incident Command Post)
- EOC-AP: Emergency Operations Center Action Plan (Same as the ICP-AP)
- ERP: Emergency Response Plan
- FEMA: Federal Emergency Management Agency
- IAP: Incident Action Plan
- ICS: Incident Command System

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APPENDIX C ICS ASSIGNMENTS AND STAGING AREAS ASSIGNMENTS

ICS ASSIGNMENTS

| POSITION | 1 st (Primary) | 2 nd (Alt) | 3 rd (Alt) |
|------------------------------|---------------------------|-----------------------|-----------------------|
| Incident Commander | | | |
| Safety Officer | | | |
| Liaison Officer | | | |
| Public Information Officer | | | |
| Operations | | | |
| Site Facility Check/Security | | | |
| Search & Rescue | | | |
| Medical | | | |
| Student Care | | | |
| Student Release | | | |
| Planning/Intelligence | | | |
| Documentation | | | |
| Situation Analysis | | | |
| Logistics/Resource | | | |
| Supplies/Facilities | | | |
| Staffing | | | |
| Communications | | | |
| Finance/Administration | | | |
| Timekeeping | | | |
| Purchasing | | | |

Notes:

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STAGING AREAS ASSIGNMENTS

| On Site Locations and Staging Areas | | | |
|-------------------------------------|---------|-----------|-----------|
| | Primary | Alternate | Alternate |
| On Site Command Post | | | |
| Student Care | | | |
| First Aid | | | |
| Student Request | | | |
| Student Release | | | |
| Media Staging | | | |
| Law Enforcement Staging | | | |
| Fire Staging | | | |
| Public Works Staging | | | |
| Utilities Staging | | | |
| Student Relocation Center | | | |
| District Staging | | | |

APPENDIX D

EXTERNAL CONTACT LIST

Emergency Contact Numbers

Insert the following pages from the section in the Emergency Operations Plan:

Emergency Phone Numbers

Emergency First Responders Director

Landline Phones that work during power outages

Puget Sound Energy Contact Numbers

City of Auburn City Water Numbers

City of Bonney Lake Water Numbers

Covington Water District

Kent Water District

Other Important Numbers

Emergency Administrative Phone List for your organization

Administrative Phone Tree for your organization

Auburn School District Directory

Inclement Weather Contacts (District Only)

Alphabetic by School contact numbers

Local Points of contact following a disaster or emergency

APPENDIX E

INCIDENT COMMAND POST ACTION PLAN

Description

The ICP-AP describes the current situation and the goals, objectives, and tasks the ICP will undertake during the *specified* operational period to support response operations. For additional information, see the ICP Action Plan section of this document.

Instructions

1. Provide the name of the event.
2. Provide the operational period that the ICP-AP will cover.
3. Provide the name and signature of the individual that prepared the ICP-AP.
4. Provide the name and signature of the EOC Leader that approved the ICP-AP.
5. Provide the date the ICP-AP was approved by the Incident Commander.
6. Provide the time the ICP-AP was approved by the Incident Commander.
7. Describe the situation as it is currently known, including:
 - Status of response operations
 - Threats to life, safety, security
 - Obstacles to response efforts due to environmental, social, or other factors
 - If the situation is improving, worsening, or staying the same
8. Describe forecasted weather conditions for the operational period the ICP-AP will cover.
9. List 3-5 high level goals that will guide response operations throughout the duration of the event.
10. List an appropriate number of objectives that will guide response operations throughout the operational period covered by the ICP-AP. As discussed previously, all objectives should be SMART (i.e., specific, measurable, achievable, realistic, and timely).
11. Provide the first objective identified in block 10.
12. Describe all tasks required to complete the objective provided in block 11.
13. Provide the agencies, district departments, or individuals responsible for ensuring completion of the tasks described in block 12.
14. List the resources required to complete the tasks described in block 12. *

**Repeat steps 11-14 for each objective listed in block 10.*

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Incident Command Post Action Plan

| | | | |
|---|--------------|--|--|
| 1. Event name: | | 2. Operational period: __/__/__ __: __ AM/PM to __/__/__ __: __ AM/PM | |
| 3. Prepared by: (Planning Section): | | 4. Approved by (Incident Commander): | |
| 5. Date approved: __/__/__ | | 6. Time approved: __/__ AM/PM | |
| 7. Current situation: | | | |
| 8. Operational period weather forecast: | | | |
| 9. General goals: | | | |
| 10. Operational period objective: | | | |
| 11. Objective: | | | |
| 12. Task(s): | 13. Lead(s): | 14. Resources required: | |

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| | | |
|--|--|--|
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|--|--|--|

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APPENDIX F SITUATION REPORT

DESCRIPTION

The Situation Report serves as a status update for campus units and external agencies involved in the response to an incident. Situation Reports are prepared by the Planning Section in coordination with the Operations Section and approved by the Incident Commander.

Situation Reports are to be prepared and disseminated regularly throughout the life of an incident at intervals to be determined by the Incident Commander. At a minimum, one situation report should be prepared at the beginning of the operational period. The distribution list will be determined by the Incident Commander at the time of approval, but will generally include the following personnel and agencies:

- Policy Group
- ICP Team members currently on shift
- District departments providing direct support to response operations
- External agencies providing direct support to response operations

Situation Reports may be created electronically or on paper.

INSTRUCTIONS

1. Provide the name of the event.
2. Provide the date and time that the situation report was approved.
3. Provide the name and signature of the individual who prepared the situation report.
4. Provide the name and signature of the Incident Commander who approved the situation report.
5. Summarize what occurred (e.g., who, what, when, where, and why)
6. Provide figures as they are currently known.
7. Summarize the extent of the damage as it is currently known.
8. Describe any response actions taken to date (e.g., activated EOC, evacuated a building, etc.). Include all actions taken by campus departments and first responders.
9. Describe the situation as it is currently known, including:
 - Status of response operations
 - Threats to life, safety, security
 - Obstacles to response efforts due to environmental, social, or other factors
 - If the situation is improving, worsening, or staying the same?
10. List the objectives noted in the ICP-AP for the current operations period. In the initial situation report when there is no ICP-AP for the current operations period, an initial list of objectives will be determined by the Incident Commander in coordination with the Operations Section.
11. Broadly summarize actions planned for the next operational period (e.g., coordinate utilization of damage assessment teams to survey damaged buildings).
12. Detail any anticipated resource gaps that will be encountered in the near future.
13. Describe forecasted weather conditions for the current and next operational periods.
14. Use this space to include other pertinent information that has not been previously addressed or to expand on information entered in previous blocks (list the block number).

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| Situation Report | | |
|---|-------------------|--------------------------------------|
| | | |
| 1. Event name: | 2. Date Approved: | 3. Time approved: ____:____ AM/PM |
| 4. Prepared by (Planning Section): | | 5. Approved by (Incident Commander): |
| 6. Event summary: | | |
| 7. Number of fatalities and/or injuries: | | |
| 8. Damage to buildings, roads, or infrastructure: | | |
| 9. Actions taken: | | |
| 10. Current situation status: | | |
| 11. Current objectives: | | |
| 12. Planned Actions for next operational period: | | |
| 13. Anticipated resource gaps: | | |
| 14. Forecasted weather conditions: | | |

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15. Additional remarks:

APPENDIX G ACTIVITY LOG

DESCRIPTION

The Activity Log is used to record key incidents, decisions, reports, and actions taken by ICP team members during ICP activations. The purpose of this log is to assist with recreating the event for after action reviews after response operations have concluded.

Each Position/Section must complete an Activity Log for any time spent working in the ICP. Activity Logs must be submitted to the Planning Section at the conclusion of each operations period and at the conclusion of response operations.

INSTRUCTIONS

1. Provide the name of the event.
2. Provide the current operational period for which the Activity Log is being completed.
3. Provide the name of the individual completing the Activity Log.
4. Provide the name of the Position/Section for which the Activity Log is being completed.
5. Provide the time the activity occurred.
6. Summarize any key incident, decision, report, or action taken by the individual's position or section (e.g., directed damage assessment team to assess damage to a campus building, sent Situation Report to Policy Group, submitted Resource Request form, etc.).

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| Activity Log | | |
|------------------------------------|--------------------------------------|--------------------------------------|
| | | |
| 1. Event name: | 2. Date Approved: | 3. Time approved: ____:____ AM/PM |
| | | |
| 4. Prepared by (Planning Section): | 5. Approved by (Incident Commander): | |

| |
|-------------------|
| 6. Event summary: |
|-------------------|

| 7. Time | 8. Activity |
|---------|-------------|
| | |
| | |
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| | |

APPENDIX H MESSAGE FORM

DESCRIPTION

The Message Form is used to communicate information between individuals within the ICP when email or face-to-face conversations are not possible or will not suffice. Messages sent using Message Forms should not replace other forms of communication but should be used to supplement them. A Message Form is the paper equivalent of sending an email.

INSTRUCTIONS

1. Provide the name of the event.
2. Provide the name of the individual sending the message.
3. Provide the Position/Section of the individual sending the message.
4. Provide the name of the intended recipient of the message.
5. Provide the Position/Section of the intended recipient of the message.
6. Provide the date the message was sent.
7. Provide the time the message was sent.
8. Provide a brief summary of the content of the message.
9. Enter the text of the message. Indicate if any response is required.

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Message Form

| | |
|-----------------|----------------------|
| 1. Event name | |
| 2. From (name): | 3. Position/Section: |
| 4. To (name): | 5. Position/Section: |
| 6. Date | 7. Time |
| 8. Subject | |

Message Text

APPENDIX I MESSAGE LOG

DESCRIPTION

The Message Log allows individuals in the ICP to keep a record of messages sent and received within the ICP. As an analogy, if a Message Form is the equivalent of an email, the Message Log is the email inbox.

Each individual should complete their own personal Message Log. Message Logs must be submitted to the Planning Section at the conclusion of each operational period and at the conclusion of response operations.

INSTRUCTIONS

1. Provide the name of the event.
2. Provide the current operational period for which the Activity Log is being completed.
3. Provide the name of the individual completing the Message Log.
4. Provide the Position/Section of the individual completing the Message Log.
5. Provide the date the message was sent.
6. Provide the time the message was sent.
7. Provide the name of the individual the message was received from.
8. Provide the name of the individual the message was sent to.
9. Provide a brief summary of the content of the message.

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| Message Log | |
|----------------|--|
| 1. Event name: | 2. Operational period: <div> <div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> |
| 3. Name: | 4. Position/Section: |

[illegible]

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX J RESOURCE REQUEST FORM

DESCRIPTION

The Resource Request Form allows a request to be tracked from the moment the request is received through approval of the request. Importantly, they also help ensure timely reimbursement of expenses. As such, *Resource Request Forms must be used for all requests received by and processed by the ICP.*

A Resource Request Form must be completed for situations in which the ICP will request resources from an external agency or organization as well. If such a request is approved by the Incident Commander, the Resource Section will complete an ICS 213RR6 if necessary and submit it to the appropriate agency.

The ICS 213RR is a form required by governmental agencies for all resource requests. ICS 213RR's may be submitted to the appropriate agency on paper via fax or electronically via the internet.

INSTRUCTIONS

1. Provide the name of the event.
2. Provide the name of the individual who completed blocks 1-11 of the Resource Request.
3. Provide the date the Resource Request Form was begun.
4. Provide the time the Resource Request Form was begun.
5. Provide the name of the agency, organization, or campus unit making the request. If the request originated in the ICP, enter "ICP".
6. Indicate the urgency of the resource request. Urgent requests typically involve issues of life, safety, and/or critical infrastructure.
7. Enter the amount of the resource being requested.
8. Describe the resource being requested, being as specific as possible. For example, if the request is for a tractor, indicate the type of tractor needed as well as the number of personnel required to operate it, amount of fuel needed, and any transportation required.
9. Provide the requested delivery date and time.
10. Provide the requested delivery or reporting location.
11. Provide any relevant information not included in the blocks above. For instance, such as to provide additional information about the priority, quantity, or item description.
12. Enter all estimated costs associated with the resource request.
13. Provide the estimated delivery date and time.
14. Provide any relevant information not included in the blocks above. For instance, this space may be used to provide additional information about cost.
15. Check the box labeled "approved" or "denied".
16. Provide a signature in the space provided either authorizing or denying the request.
17. Provide the date of the signature.
18. Provide the time of the signature.
19. If the resource request was denied, provide a brief explanation as well as any pertinent information about how response operations may proceed despite the denied request.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

20. Check the box once all documentation has been updated (e.g., status boards, reports, etc.).

| Resource Request Form | | |
|---|--|------------------------------|
| 1. Event name: | | |
| Operations Section | | |
| 2. Request prepared by: | 3. Date: ____/____/____ | 4. Time: ____:____ AM/PM |
| 5. Request origin: | 6. Priority: Urgent Low (Check one) | |
| 7. Quantity: | 8. Detailed item description: | |
| 9. Requested delivery date/time: ____/____/____ ____:____ AM/PM | 10. Requested delivery/reporting location: | |
| 11. Additional notes: | | |
| Resource Section | | |
| 12. Cost: | 13. Estimated delivery date/time: ____/____/____ ____:____ AM/PM | |
| 14. Additional notes: | | |
| Incident Commander | | |
| 15. Approval: Approved Denied (Circle one) | | |
| 16. Signature: | 17. Date: ____/____/____ | 18. Time: ____:____ AM/PM |
| 19. If denied, provide brief explanation: | | |

| |
|--|
| |
| Planning Section |
| 20. Resources status noted in appropriate incident documentation? <input type="checkbox"/> |

APPENDIX K SIGN-IN SHEET

DESCRIPTION

The Sign-in Sheet is used to keep a record of all persons in the meeting space (e.g., ICP, Board room, etc.) at any time. The purpose of this log is to assist with recreating the event for after action reviews after response operations have concluded. A sign-in sheet should be used both in the ICP and in meeting space for the Policy Group as well.

Each individual must sign in and out immediately upon entering and exiting the meeting space. The Resource Section will be responsible for ensuring that all persons have signed in and out. At the conclusion of response operations, the Planning Section will collect and maintain the sign-in sheet and along with all other incident documentation.

INSTRUCTIONS

1. Provide the name of the event.
2. Provide the location of the meeting space.
3. Provide the name of the individual entering the meeting space in the box below.
4. Provide the name of the individual's campus unit or agency.
5. Provide the date and time the individual entered the meeting space.
6. Provide the date and time the individual exited the meeting space.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

[illegible]

APPENDIX L

COMMAND POST SUPPLIES AND EQUIPMENT

A. COMMUNICATIONS:

Telephone and fax with a dedicated telephone line (not connected to VOIP system.) Cell phones with chargers that allow charge-while-talk operations. Two-way portable radios.

Radios, Television, AM/FM radio, Police/Fire Department radio scanner, weather radio.

B. OFFICE SUPPLIES:

Message slips lined pads, pencils, manual pencil sharpener, markers and erasers for white boards, masking tape, flashlights and spare batteries, printer/copier paper, A-frame easels with white paper pads (to augment white boards), file folders, paper clips, rubber bands, ruler's scissors, staplers, etc.

C. OFFICE EQUIPMENT:

Computer/Laptop, printers (2 or more), copiers (2 or more), paper shredder, 3-hole punch, digital camera

D. DOCUMENTS:

Emergency Response Plan, Payroll and Benefits SOPs, Building Blueprints (All buildings), Electrical Schematics (All buildings), area map showing all alternate facilities, local street guide/map, local telephone directories.

E. POWER:

A portable generator will provide power in the event of power outages to service the Command Post. Will need to make arrangements for generator fuel for this option.

F. EMERGENCY RATIONS:

Water, food, and a place for staff to sleep between shifts.

G. HARD HATS AND VESTS:

Color coordinated vests and hard hats are a good tool to identify key players in the operation. For example, blue vests and hard hats worn by all staff in the ICP. Red worn by all search and rescue. Black worn by all security etc. Vests identifying all key leaders with their title position. Example: Incident Commander, Public Information Officer, Operations Chief. Vests are passed to the next shift in a twenty-four-hour operation.

APPENDIX M REQUIRED LISTS

A. INCIDENT COMMAND POST AND TEAM MEMBER LISTS (Lists posted in the Incident Command Post)

Provides contact information for all personnel assigned to the teams and Incident Command Post. This list is prone to change and must be updated annually.

Incident Commander Name: Office Phone: Address: Home Phone: Mobile Phone:

Staff Members List Name: Office Phone: Address: Home Phone: Mobile Phone:

List contact information for Team Leaders and Alternate Team Leaders for all Response Teams

B. CRITICAL FUNCTIONS LISTS

Identifies the critical functions that apply to each team. The Team Leaders will review the functions to determine that they are accurate.

C. TEAM OPERATIONS LISTS

Identifies the strategies for recovery of critical functions. The team leaders will review this list to determine that the strategies meet the current objectives and accurately reflect the best possible solution.

D. VENDOR AND CUSTOMER LISTS

This section identifies the contact information for critical vendors and customers. The district annually reviews and determines that the list is complete and accurate.

E. WORK AREA REQUIREMENTS

Identifies critical resources required to support the recovery at the work area site. The team leaders will review this list to determine that the list is complete and accurate.

F. OFF-SITE STORED MATERIALS

Identifies critical records or resources stored off site. The Incident Commander will review this list to determine that the list is complete and accurate.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX N TRAINING AND EXERCISES

Updated plans are not enough if the people assigned to recovery teams and the Command Post don't know what is expected of them. Staff should receive training on recovery concepts in general and their team's functions in particular. Exercises help identify needed improvements in strategies and plans. Exercises also give team members and Incident Command Post staff valuable experience in dealing with the challenges inherent in recovery operations.

Emergency Response Drill Log

| | | | |
|---------|--|-----------|--|
| School: | | District: | |
|---------|--|-----------|--|

| Date | Type of Drill | Comments |
|------|---------------|----------|
| | | |
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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX O

ANNUAL SITE PLAN REVIEW

Each district/school site emergency operations plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each school year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. District/schools should include their local emergency response, emergency management and public health agencies in the review process.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Review ICS assignments and responsibilities, update as needed. |
| <input type="checkbox"/> | Ensure NIMS compliance for all personnel assigned responsibilities in the ICS structure. |
| <input type="checkbox"/> | Review on and off-site assignments and staging areas. Make contact with any identified off-site locations to ensure permission to use those locations is still in effect. |
| <input type="checkbox"/> | Review existing emergency procedures. Are the procedures adequate to address identified hazards/threats? Have new hazards/threats developed that you must plan for? |

Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

| | | |
|-----------------|-----------|-----------|
| Date of Review: | Reviewer: | Reviewer: |
| | Reviewer: | Reviewer: |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX P SITE STATUS REPORT

| | | | | | | | | |
|---|--------|---------------------------|---------------------|------|---------|----------------------------------|-----------------------|--------------------|
| TO: | FROM: | LOCATION: | | | | | | |
| DATE: | TIME: | PERSON IN CHARGE AT SITE: | | | | | | |
| Message via: 2-way Radio _____ Telephone Messenger _____ | | | | | | | | |
| EMPLOYEE/STUDENT STATUS | | | | | | | | |
| | Absent | Injured | # Sent to Hosp./med | Dead | Missing | Unaccounted for (Away from site) | # Released To parents | # Being supervised |
| Students | | | | | | | | |
| Site Staff | | | | | | | | |
| Others | | | | | | | | |

STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

| Check ✓ | Damage/Problem | Location(s) |
|------------|-----------------|-------------|
| | Gas leak | |
| | Water leak | |
| | Fire | |
| | Electrical | |
| | Communications | |
| | Heating/cooling | |
| | Other (list): | |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX Q
STUDENT ACCOUNTING FORM

| | |
|------------------------|--------------|
| Room No: | Date: |
| Enrolled per register: | Reported by: |
| Not in school today: | Received by: |
| Present now: | |

Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

| Name | Location | Problem |
|------|----------|---------|
|------|----------|---------|

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Students on playground needing more first aid than you can handle:

| Name | Location | Problem |
|------|----------|---------|
|------|----------|---------|

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Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX R
STUDENT RELEASE FORM

(To be taken by Runner)

Please Print

Student's Name: _____

Teacher: _____ Grade: _____

Requested By: _____

To be filled in by Request Gate staff

Proof of I.D: _____

Name on Emergency Card
(yes) (no)

Gate Staff Signature and date/time: _____

Student's Status

(To be filled in by teacher)

☐ Sent with Runner

☐ Absent

☐ First Aid

☐ Missing

REMARKS: _____

Teacher's _____ signature _____ and
date/time: _____

To be filled in by Requester
At Release Gate

Requester _____

Signature:

Destination: _____

Date: _____

Time: _____

Notes:

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX S STAFF/STUDENT UPDATE REPORT

| | |
|---|-------------|
| Name: _____ | Time: _____ |
| # Children remaining at school _____ | |
| # Staff members remaining to care for children _____ | |
| Assistance required: _____ water _____ food _____ blankets _____ # people to help | |
| Name: _____ | Time: _____ |
| # Children remaining at school _____ | |
| # Staff members remaining to care for children _____ | |
| Assistance required: _____ water _____ food _____ blankets _____ # people to help | |
| Name: _____ | Time: _____ |
| # Children remaining at school _____ | |
| # Staff members remaining to care for children _____ | |
| Assistance required: _____ water _____ food _____ blankets _____ # people to help | |
| Name: _____ | Time: _____ |
| # Children remaining at school _____ | |
| # Staff members remaining to care for children _____ | |
| Assistance required: _____ water _____ food _____ blankets _____ # people to help | |

Insert Student Roster with Parent Contact Information

Insert Master Schedule

Insert Faculty and Staff Roster with Contact Information

All Hazards Emergency Operations Functional Annex I

LOCKDOWN PROCEDURES

Lockdown procedures may be issued in situations involving dangerous intruders or external incidents requiring students and staff to be placed in a safe and secure environment in lockdown. Auburn Police department, Auburn School District School Resource Officers (SRO's), District Superintendents or the school/building Administrator may put a building into lockdown.

Action Steps:

- ☐ School Principal, Incident Commander (IC) or SRO will issue lock-down orders by announcing a warning over PA system or other mass notification method.
- ☐ Direct all students, staff, and visitors into classrooms.
- ☐ Lock classroom doors.
- ☐ Cover exterior and hallway windows of classrooms.
- ☐ Move all persons away from windows and doors.
- ☐ Have all persons get down on the floor.
- ☐ Allow no one outside of classrooms until the Principal/Incident Commander gives the all-clear signal.

Lockdown/Modified Lockdown

This focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

The primary objective of a **lockdown** is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.

The primary objective of a **full lockdown** is to secure the exterior entrances or the campus perimeter and ensure safety of students, staff, volunteers or other visitors within classrooms or other available spaces while restricting movement in the building.

The primary objective of a **secure and teach** is to secure the exterior entrances or the campus perimeter. Students and staff follow the normal schedule within the building, including moving between classes inside the building and lunch and learning continues. The building administrator can place the building into secure and teach, based on the information provided at the time of the lockdown and in communication with the District Incident Commander.

Lifting the Lockdown

The District Incident Commander (District leader during the event) along with SRO's or APD the building administrator will lift the lockdown. District designated staff will notify district

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

administrators, office managers and families via email and/or text when the lockdown has been lifted.

RCW: 28A.32.125: WAC 51-54A-0404.2.3

All Hazards Emergency Operations Functional Annex J

REUNIFICATION

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| School Evacuation/Reunification Plan | 165 |
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| Appendix C: Student Accounting Form | 172 |
| Appendix D: Student Release Form | 173 |
| Appendix E: Safety and Security | 174 |

INTRODUCTION

District/School's specific site EOP identifies specifics for each school in the district. Specific school staging locations have also been identified by each school and can be found in the school's specific site EOP.

In the event that the school must relocate to another site, those sites can be found in Evacuations Annex E of the HQ EOP.

School Principal/Administrator will coordinate with the Incident Commander or Superintendent, who will in-turn coordinate with the off-site principal to determine staging area for reunification.

Whenever an event requires students to be released in other than the prescribed manner, parent(s) and guardians may be required to pick up their children in a process known as reunification.

The purpose of reunification is to reunite children and their families in the event of an emergency situation. This would include situations that call for students to evacuate the building and not be able to reenter.

This plan would be used when bus transportation cannot be provided on normal school routes. As with all emergencies, the Communication Annex procedures will be followed to notify local media, parents and the public if the need to use a Reunification Plan arises.

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TYPES OF REUNIFICATION PLANS

There are two types of reunifications that may be used by the Auburn School District: on-campus reunification and off-campus reunification.

For both on-campus and off campus reunification the following criteria applies:

- Students will be in a centralized location and monitored by school and district employees.
- Only persons on the emergency card will be allowed to pick up students, and EVERYONE must present a PHOTO ID. In the event of an emergency or complete inability to communicate with a family member, then the principal/administrator can make a decision to release the student to a designated adult, (i.e., neighbor, close friend, relative not listed on the emergency card.)
- There will be a designated checkout station. Students must be signed out.
- Students will only be released after processing through the checkout station.

In addition, for Off-Campus Reunification:

- Off-site reunification will take place at the designated site determined by the district and school based on the incident. Tentative remote sites for each school are found in the Evacuation Annex.
- All students will be bused to the designated site, and parents will be notified via the media that the off-campus reunification plan is being used.
- Only persons on the emergency card will be allowed to pick up students, and EVERYONE must present a PHOTO ID. (Exceptions can be made on a case-by-case basis by the Incident Commander if the emergency contacts cannot be reached through available communications. See Appendix D below.)
- There will be a designated checkout station.
- Students must be signed out.
- Students will only be released after processing through the checkout station.

SCHOOL EVACUATION/REUNIFICATION PLAN

Each school will have their own evacuation and reunification plan tailored to their particular facility and campus found in the school's specific site EOP. To develop their plan the school must:

1. Prepare a Parent/Student Reunification plan that includes methods of identifying signs that parents may feel concern or panic over student safety.
2. Communication strategies designed to calm students and parent fears or safety concerns.
3. Prepare an action plan that utilizes the Incident Command Team.
4. Pre-determine an area for parents to gather (on-site) with an entrance away from student activity areas.
5. Identify a team to staff the area. The team will prepare the area, greet visitors, secure the area, answer questions, make phone calls, communicate with office staff, arrange for

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

beverages, set up and initiate student release procedures and any other task found to be necessary to carry out the plan.

6. Prepare a list of materials for parents to sign in and if necessary, sign out students.
7. Reassure parents that their children are safe and security measures are in place.
8. Make and maintain a list of people to contact should there be a need to activate the plan. Include parking, traffic, and security issues, Media, Webpage, notification for other schools, Emergency Hotline, and crisis call center, etc.
9. Develop directional signs to clearly direct parents to the reunification area.
10. Plan for continuing the learning process and meeting the emotional needs of students.
11. Plan for parking and traffic control solutions.
12. Review plans annually and revise as needed.
13. Conduct semi-annual drills and regular tests of all communications systems and equipment. (Base & portable radios, emergency warning monitors, e-mail, Cell and landline phones, intercom, warning sirens and horns, etc.)

All parents and guardians should receive a letter explaining the reunification plan. A sample letter is found at Appendix A.

The student release process will be followed for reunification. The release process can be found at Appendix B.

A student accounting form will be maintained on each student. The form is found at Appendix C.

A student release form will be filled out and retained on each student. The form is found at Appendix D.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX A SAMPLE FAMILY REUNIFICATION PLAN LETTER

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child.

First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students.

When you learn that your child's school has experienced an emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls.

If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders.

The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, the local news media (see list of media) will provide instructions on when and where the release will take place.

Students may be bussed to an off-site location for their release to parents. Once an all clear is given at the school, and if there is a need to release students for the day, the Family Reunification Plan will be put into place.

For the safety of every child, we must document to whom each child is released. Students will only be released to parent, guardian, or childcare personnel as designated on your child's school emergency card.

When you arrive at the facility where students will be released, proceed to the Student Release/Parent Pickup location and plan to do the following:

- 1. Fill out a Student Release Form.*
- 2. Present a government issued picture identification card.*
- 3. Move to the Student Release Point and wait for your child.*
- 4. A runner will get your child and bring him/her to the release area.*
- 5. Be prepared to show your ID again.*
- 6. Sign for the student and depart.*

Please note:

School staff members will remain on duty until all children have been safely checked out. If all parents/guardians arrive at approximately the same time to pick up students, everyone's understanding, cooperation and patience are essential to our plan. Parking may be very limited. Be prepared to park several blocks away. It will take some time for the orderly dismissal of all our students, so please be patient and be prepared to wait. The less confusion, the quicker students will be reunited with parents/guardians.

REMINDER: Your child will be released only to those listed on the Emergency Card. It is therefore imperative that you keep information on your child's Emergency Card up to date. Also know that for any reason your child is not picked up, he/she will be placed in an alternate location for safety. These procedures should be shared with everyone you list on the Emergency Card, so they are familiar with our plan and these concerns.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX B STUDENT RELEASE PROCESS

| | |
|---------------------------|---|
| Personnel | School Office Manager, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by both adult volunteers and student runners. |
| Responsibilities | Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates. |
| Start-Up Actions | <ul style="list-style-type: none"><input type="checkbox"/> Obtain and wear a vest or position identifier, if available.<input type="checkbox"/> Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.<input type="checkbox"/> Obtain necessary equipment and forms from Logistics.<input type="checkbox"/> Secure the area against unauthorized access. Mark the gates with signs.<input type="checkbox"/> Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.<input type="checkbox"/> Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.<input type="checkbox"/> Set up the Release Gate some distance from the Request Gate. |
| Operational Duties | <p>Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:</p> <ul style="list-style-type: none"><input type="checkbox"/> Refer all requests for information to the Public Information officer. Do not spread rumors!<input type="checkbox"/> If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to the district Administration Center to register as a volunteer. |
| Procedures | <ul style="list-style-type: none"><input type="checkbox"/> The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.<input type="checkbox"/> The staff member verifies the identification, compares it to the Emergency Card on file, and verifies that the requester is listed on the card.<input type="checkbox"/> After the adult is verified, the staff member then instructs the requester to proceed to the Release Gate.<input type="checkbox"/> If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.<input type="checkbox"/> The runner takes the form(s) to the designated classroom. |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card for future reference.

Procedures (Continued)

If the student is with the class:

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

If the student is not with the class:

- ☐ The teacher makes the appropriate notation on the Student Release Form:
- ☐ "Absent" if the student was never in school that day.
- ☐ "First-Aid" if the student is in the Medical Treatment area.
- ☐ "Missing" if the student was in school but now cannot be located.
- ☐ The runner takes the Student Release Form to the Command Post.
- ☐ The Command Post verifies the student's location if known and directs the runner accordingly.
- ☐ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification.
- ☐ The parent should be notified of the missing student's status and escorted to a crisis counselor.
- ☐ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
- ☐ If the student was marked absent, the parent will be notified by a staff member.

Closing Down

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

Equipment/ Supplies

- ☐ Job description clipboards
 - ☐ Pens, stapler and container of Emergency Cards
 - ☐ Signs to mark Request Gate and Release Gate
 - ☐ Signs for alphabetical grouping to organize the parents (A-F, etc.)
 - ☐ Empty file boxes to use as out boxes
 - ☐ Student Release Form (copies for every student)
-

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX C STUDENT ACCOUNTING FORM

| | |
|------------------------|--------------|
| Room No: | Date: |
| Enrolled per register: | Reported by: |
| Not in school today: | Received by: |
| Present now: | |

Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

| Name | Location | Problem |
|------|----------|---------|
|------|----------|---------|

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Students on playground needing more first aid than you can handle:

| Name | Location | Problem |
|------|----------|---------|
|------|----------|---------|

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| | | |

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX D
STUDENT RELEASE FORM

(To be taken by Runner)

Student's
Name: _____

Teacher: _____ Grade: _____

Requested

By: _____

To be filled in by Request Gate staff

Proof of I.D: _____ Name on Emergency Card Yes _____ NO _____
(If the child's emergency contacts cannot be reached through every means of communication available, then the Incident Commander can make the decision to release the child to an adult who is not on the child's emergency contact list as long as the child recognizes that adult as a relative, neighbor, friend's parents, childcare staff or a school staff member.)

Gate Staff Signature and date/time:

Student's Status

To be filled in by teacher

☐ Sent with Runner

☐ Absent

☐ First Aid

☐ Missing

REMARKS:

Teacher's signature and date/time:

To be filled in by Requester at Release Gate

Requester's Signature:

Destination:

Date: _____

Time: _____

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

APPENDIX E SECURITY/SAFETY

Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.

Check identification of all non-uniformed personnel who arrive to assist.

Secure a holding area for arriving students and staff away from waiting family members.

Set up an adult report area for parents/guardians to sign-in and to check identification.

Set up a student release area where students will be escorted to meet their parent/guardian and sign out.

Set up a mental health area and direct staff to escort the parent/guardian of any injured, missing, or deceased student to an area away from other parents, so that the school staff can provide notification in private.

Set up a media staging area and notify the district PIO of the location.

Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.

Only release students to authorized persons after checking proof of identity and signing a student release form.

Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

All Hazards Emergency Operations Functional Annex K

REVERSE EVACUATION

PURPOSE

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

RESPONSIBILITIES

School Incident Commander/Principal

- A. Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building's public address system, megaphone, loud warning device, 2-way radio, telephones or runners to gather students and staff inside.
- B. Notify the Central Administration of the situation.
- C. Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- D. Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- E. Close and lock all exterior doors and windows.
- F. Maintain contact with District central office and public safety officials to consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD or SHELTER-IN-PLACE.

Teachers/Staff

- A. Immediately move students back to classrooms or safe areas using the closest entry.
- B. No students or staff should be outside the building.
- C. Close and lock all exterior doors and windows.
- D. If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- E. Teachers will take attendance and account for all students and report any missing students to the School Incident Commander/Principal.
- F. Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- G. Monitor the main entries until the "All Clear" is given.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations Functional Annex L

SAMPLE PARENT LETTER

Each year the district will send a letter to parents and staff explaining the steps the District and schools will take in the event of a major incident.

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have prepared to respond effectively to such situations. In fact, our schools are built to meet stringent construction standards and may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at this school.

Auburn School District has a detailed Emergency Operations Plan which has been formulated to respond to a major catastrophe. Your cooperation is necessary in any emergency. In addition, information regarding day-to-day school operations will be available by calling the Office. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses or at a designated location off site. Parents should become familiar with the School Student release Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives.

Because local telephone service may be disrupted, also list an out-of-state contact on the emergency card, as calls may still be made out of the area while incoming calls are affected. The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

“Shelter-in-Place” signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency.

Students arriving at school during a Shelter-in-Place drill or event should report a previously designated area off campus because school will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

In the event of a serious incident in or near the school, the school will be placed in lockdown. “Lockdown” signs will be placed on the doors during a drill or emergency.

Students arriving at school during a Lockdown drill or event should report to a previously designated area off campus because school will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Superintendent

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations Functional Annex M

SECURITY

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AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

PURPOSE

The purpose of the Security Annex is to outline the district's security standards for all employees, students, and visitors. Security procedures for Auburn School District will provide an integrated and holistic approach to managing the safety and security.

ACCESS TO BUILDINGS

To keep the district's schools safe the following access policies have been implemented.

A. Employee Access

- a. Employees may access district buildings seven days a week, 24 hours a day.
- b. Employees must wear district-issued credentials at all times when accessing any school district facility.

B. Normal Hours

- a. Normal hours for schools will be 30 minutes before school starts and 30 minutes after school ends.
- b. Normal hours for support buildings will be 7:00 a.m. to 5:00 p.m. but may vary based upon the function of the departments.
- c. During normal days/hours employees can enter through the closest door.

C. Outside of Normal Hours/Days

- a. Staff accessing a site after normal hours are responsible for unlocking, opening and relocking the gate. Gates are not to be left unlocked while a staff member is in the building.
- b. Entering a building outside of normal hours employees will
 - i. Enter through the door with the intrusion alarm panel
 - ii. Sign in on the sign in sheet
 - iii. Check the Intrusion Alarm System Status
 - 1. If disarmed the scanner will be green, staff can enter the building
 - 2. If armed the scanner will be red, staff will scan their Access Card or Key FOB to disarm
- c. Leaving a building outside of normal business hours employees will
 - i. Exit through the door with the intrusion alarm panel
 - ii. Sign out on the sign in sheet
 - iii. Check the sign in sheet to determine if you are the last person to leave the building.
 - 1. If you are not the last person to leave, simply exit the building ensuring the door is closed securely.
 - 2. If you are the last person to leave the building, arm the Intrusion Alarm System by scanning your Access Card or Key FOB.
 - a. Confirm the system is armed—scanner is red—prior to leaving.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

D. Student Access

- a. Schools will analyze and limit the number of entrances for students at arrival.
- b. A building must have a staff person at each unlocked entrance to monitor and welcome as students arrive.
- c. After class starts, students are to enter through the main entrance and check in following the school's process.

E. Visitor Access (a person who is not a building staff member)

- a. A standard sign in sheet will be used by all buildings in the district.
- b. Visitors will be required to check in and sign in at the main office during the school day by identifying their full name, time of check-in, purpose of visiting and time of check out.

F. Facility Use Events

- a. Events wanting to be held at any District facility must complete a facility use application and provide required documents listed in the process.
 - i. Facility Use Applications must be completed and submitted to the building requesting to be used for initial approval.
 - ii. Facility Use Applications are then sent to the office of Athletics and Activities for approval.
 - iii. Finally, Facility Use Applications are reviewed and approved by the superintendent overseeing risk management for the district.
- b. Access to buildings during facility use events will generally require unlocked exterior doors.
- c. Supervision for school- or district-related events will be provided by school employee(s) wearing district-issued ID badge.
- d. Supervision for non-district-related events will be provided by a designated representative from the group using the facility.
- e. There may be alternate access points for visitors for school events.

During a period of emergency or when necessary, the Superintendent or designee may change access policy as needed.

IDENTIFYING BUILDING OCCUPANTS

Every adult in a building should be easily identifiable. In the event of a serious incident in the building, police and fire/rescue need to be able to identify occupants they encounter.

A. Staff

- a. All staff members when in a working capacity are required to wear a district-issued ID badge at all times including when working event supervision or other activities.
- b. ID badges will include a school/district logo, photograph, full name and "staff" designation.
- c. ID badges are provided by Human Resources at the district office, or the principal can arrange for school specific ID badges consistent with district standard.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- d. ID badges will be collected by Human Resources if an employee is separated from the district for whatever reason.
 - e. ID badges not returned by employees, who are separated from district employment, may have their final payroll check withheld until the ID is returned.
- B. District staff visiting another building**
- a. District staff visiting another building must wear their district-issued ID badge
 - b. District staff visiting another district building must sign in and out
- C. Visitors**
- a. All visitors will enter through the main office entrance.
 - b. All visitors will check in and sign in at the main office.
 - c. Visitors entering the secured part of the building may be required to provide picture ID and have authorization of the office staff to enter the building.
 - d. Visitors must wear a visitor badge which will be bright orange and be assigned a number, coded to a specific building, and noted on the visitor sign in sheet.
 - e. Visitor badges will be returned before leaving the building even if they are returning later the same day.
- D. Volunteers**
- a. All volunteers will check in and sign in at the main office.
 - b. Volunteers must wear a volunteer badge which will be bright yellow and be assigned a number, coded to a specific building, and noted on the sign in sheet.

ACCESS CONTROL PROCEDURES

Safe schools require that all facilities control access by locking outside doors and maintaining strict control of keys and access cards. Auburn School District has implemented the following procedures to ensure that all schools are secured from unauthorized entry.

A. Exterior Locks

- a. Once school starts, all exterior doors will remain closed and locked during normal school hours.
- b. Wherever possible, the main exterior entrance will allow access to an interior vestibule or monitored area acting as an access control space that requires check in and screening prior to continuation into the building.
- c. The main entry doors will be locked at the start of school and unlocked at the end of the school day.
- d. Schools with vestibules will keep the main entrance door unlocked and the vestibule entrance door into the main office locked.
- e. The main entrance door will have the ability to lock/unlock remotely.
- f. The entrance door from the vestibule into the main office will have the ability to lock/unlock remotely.
- g. If a site has secured perimeter fencing, an exterior door may be unlocked. (example: students eating lunches in courtyards)
- h. If an exterior door is open or unlocked during school hours the door must be monitored by an adult.

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- i. It is every employee's responsibility to ensure doors are properly closed and locked.

B. Interior Locks

- a. During normal hours:
 - i. Staff will open and unlock their own interior workspaces when they report for work.
 - ii. Interior doors remain locked even when propped open.
 - iii. If an interior door is open, the door must be able to be easily and quickly closed and locked.
 - iv. Interior office areas or staff work areas remain unlocked.
- b. Outside of normal hours:
 - i. Staff members, upon departure, will close and lock their work area, which includes classrooms and office areas.
 - ii. Doors will remain locked until the next workday, with the exception of custodial staff, for required work purposes.
 - iii. Custodial staff will unlock the door while performing their duty and then re-lock and close the door upon departure.

C. Electronic Access

- a. Electronic Access cards or fobs will be programmed for specific employees for specific access points.
- b. Maintain a log of all personnel Electronic Access cards and fobs.

D. Assignment of Keys, Access Cards or FOBs

- a. At the beginning of each school year an administrator will assign keys to staff for their individual classroom, lockable space (desk and file cabinet), and any other specified areas of the building as necessary (ie. staff restrooms, workroom, etc).
- b. Staff will sign the key checkout form to acknowledge receipt and responsibility of having district keys.
- c. Every building will maintain this inventory of keys each year and maintain a copy of the key inventory for a period of six years.
- d. At the end of each school year the principal will collect the keys of all less than 12-month and non-returning employees.
- e. If it is necessary for a staff member to access the building during a prolonged period of time during the summer (ie. summer school, moving classrooms) keys can be checked out to staff for the time needed to complete the task.
- f. At any time, an employee is separated from the district employment; all keys and electronic access cards or fobs will be turned into the principal or director of Human Resources.
- g. If an employee does not return the assigned keys, the final payroll check will be withheld until the keys are returned to the designated personnel.
- h. The Maintenance and Operations Department will maintain a log of all personnel with master and grand master keys.
- i. Master keys may be readily available for emergency personnel such as police or fire.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- j. Administrators in schools or support buildings will need to identify a process for accessing portable classrooms while ensuring access standards are followed.
- E. Security of Keys and Access Cards**
 - a. Building keys and access cards must not be left unattended or unsecured including being left in a vehicle.
 - b. ID badges should not be attached to district keys or access cards.
 - c. Keys and access cards are never to be loaned out to non-district personnel or given to students.
 - d. Keys and access cards are only to be duplicated by the Maintenance Department.
 - e. Lost or stolen keys and access cards are to be reported to the administrator who oversees the General Maintenance Department in Maintenance & Operations immediately.
 - i. A Lost Key Report form must be completed as soon as a key is reported lost or missing and submitted to the Executive Director of Maintenance & Operations.
 - f. Keys and access cards from less than 12-month employees and those that will not be used over the summer must be turned in and then redistributed in the fall to returning employees.

CAMPUS SAFETY

Staff, students and visitors should feel safe when they are attending school, work, activities or events at any Auburn School District facility. The district has implemented the following actions to improve overall campus safety.

A. Lighting

- a. Lighting systems will be programmed to a building.
- b. Parking lots and pathways will have motion-sensored lights which will activate when dark.
- c. Playsheds will have manual lighting.
- d. Exterior lighting will turn on 15 minutes prior to the first custodian arrival and 15 minutes after the last custodian departs.
- e. Portable classrooms will have motion-activated light at the entry door.
- f. For events, a building use form will be submitted to adjust the lighting standard as needed.

B. Security Cameras

- a. Video surveillance cameras and recording equipment on school grounds or property is governed by Auburn School District Policy 6550 and Procedure 6550P.
- b. Video cameras on school buses are governed by Auburn School District Policy 6608 and Procedure 6608P.
- c. Secure and confidential video data including live video may be accessed by the Auburn Police Department only if a Data Sharing Agreement is in place.
- d. A district standard will be established for every building regarding the type of camera(s) and installation location of cameras in district buildings.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

C. Intrusion Alarm System

- a. All buildings will be equipped with an interior intrusion alarm system with motion sensors following the district standard.
- b. Installation of additional intrusion alarm systems will be considered on a case-by-case basis by the District Technology Review (DTR) Committee.

D. Lockdown Button

- a. Every building will have a lockdown button that will electronically lock the main entrances of the building.
- b. Additional entrances may have lockdown capability.
- c. Lockdown procedures are outlined in the Lockdown Procedures Functional Annex.

E. Grounds

- a. Generally, all trees and foliage will be maintained so supervision personnel can easily view the area without needing to look around trees or shrubs/bushes.
- b. Bushes along pathways are to be a maximum 4 feet tall.
- c. Trees and bushes should be maintained in a manner that minimizes impact on lighting or security cameras.
- d. Trees and bushes should be maintained in a manner that minimizes hiding places by anybody or allow a person to have a hiding place to illegally access a school district building.

F. Site Security

- a. Fencing will be between school district property and neighboring properties with specifications according to code.
- b. Fencing will be installed to contain the campus and include portables and will be six (6) foot tall.
- c. Gates on campus fencing will be locked while school is in session.
- d. Fencing will consider traffic flow of individual buildings.
- e. Vehicle gates will be installed in all parking lots.

G. Parking Lots – the principal is responsible for the parking lot traffic plan with the assistance of operational staff and possibly the local police department.

- a. Bus areas
 - i. Bus areas will be separated from vehicle pick up areas.
- b. Parent drop off and pick up of students
 - i. Vehicles pick up and drop off areas should not be mixed with bus traffic.
- c. Staff supervision
 - i. Safety clothing – all staff working outside supervision will wear a traffic safety vest.
 - ii. Traffic direction – staff will only provide vehicle direction in the parking lot of schools, not the roadway.
- d. Equipment and signs
 - i. Portable signs, traffic cones, and hand-held signs may be used to provide clear direction to vehicle traffic.
- e. Staff Parking Area

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- i. Generally, staff will have a designated parking area, if available. The purpose of a designated staff parking area is to provide available parking during the school day working hours that is supervised by school security or custodial staff for safety and security.
- f. Student Parking Area – if applicable
 - i. Students will have a designated student parking area.
 - ii. The purpose of a student parking area is to provide supervision of the student areas during the school day.
- g. Visitor
 - i. Number of spaces.
 - 1. Each school and operating building will have visitor parking ample enough of regular business hours anticipated visitors. Generally, there should be no less than 5 spaces per elementary building, 10 spaces per middle school and 10 spaces per high school.
 - ii. Location.
 - 1. Visitor parking areas will be located in a direct walking line to the main entrance door or visitor entrance. This provides the visitor with a direct walkway to the visitor entrance door and provides the staff member the ability to notice if a person is outside of normal areas of business.
- h. Handicapped
 - i. Handicapped parking will be located as close to a handicapped accessible door as is practicable.
 - ii. Number of handicapped spaces will be in accordance with Washington State laws.

All Hazards Emergency Operations Functional Annex N

SHELTER-IN-PLACE

Sheltering provides refuge for students, staff, and public within a school building during an emergency involving a hazardous material spill. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- ☐ Identify safe areas in each school building.
- ☐ Principal/Incident Commander warns students and staff to assemble in safe areas or in the assigned classrooms. Bring all persons inside the building(s).
- ☐ The building Administrator contacts the Executive Director of Maintenance & Operations to request the heating, ventilating, and air conditioning (HVAC) system be placed in Shelter-in-Place mode.
- ☐ Teachers take class roster.
- ☐ Close all exterior doors and windows.
- ☐ Turn off any ventilation leading outdoors as appropriate.
- ☐ Seal doors, windows, and vents with plastic sheets and duct tape as appropriate.
- ☐ Cover up food not in containers or put it in the refrigerator.
- ☐ If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- ☐ Teachers should account for all students after arriving in a safe area.
- ☐ All persons must remain in safe areas until notified by Principal/Incident Commander or emergency responders.
- ☐ Account for all employees and visitors in the building.

All Hazards Emergency Operations Functional Annex O

SPECIAL NEEDS POPULATION PROCEDURES

Purpose: The cumulative effects of trauma and other environmental stimuli have compelled school administrators to identify and implement methods for assisting students who are unable to function and learn in traditional ways and/or settings.

Scope: The procedures for the Special Needs Population Annex provides appropriate accommodations for these students.

- A. In most cases, additional safeguards have been established regarding roles, responsibilities, and procedures for students with physical, sensory, cognitive, emotional, and health disabilities.
- B. All school nurses and staff members assigned to assist students with special needs are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex. This annex provides for the safety of students with:
 - C. Limited English proficiency
 - D. Blindness or visual disabilities
 - E. Cognitive or emotional disabilities
 - F. Deafness or hearing loss
 - G. Mobility/physical disabilities (permanent and temporary)
 - H. Medically fragile health (including asthma and severe allergies)

Responsibilities: Designated school staff/faculty, in conjunction with the principal, will take the following actions:

- A. Identify the staff and students with special needs and the type of assistance they will require in an incident.
- B. Review all paths of travel and potential obstacles.
- C. Create a usable circulation path to allow students with visual and/or mobility needs to travel unassisted to an exit.
- D. Determine the primary and secondary paths of exit to be used during incidents.
- E. Assign appropriate staff members to students that require assistance and provide the necessary training.
- F. Install appropriate signage and visual alarms.
- G. Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms, and cafeterias.

Specialized procedures: The following procedures will be followed by staff designated to assist students with special needs during an incident.

- A. Staff will receive training and equipment based upon the specific needs of the

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

student(s).

- B. Students with Limited English Proficiency will be assigned staff members for assistance.
- C. Students/staff who are blind or have visual disabilities will be assigned a staff member to assist them during an incident when appropriate.
 - a. All assigned staff members will receive training in how to be a sighted guide, how to use specialized equipment, and where additional supplies are located to assist students/staff who have visual disabilities.
 - b. Note: If a visually disabled student/staff member has a service animal, it may become confused, panicked, frightened, or disoriented during an incident.
 - c. Keep the animal confined or securely leashed or harnessed.
- D. Students with cognitive or emotional disabilities will be assigned a staff member to assist during an incident (if deemed necessary). Specific procedures include:
 - a. Quickly describe the situation and how to involve him or her during an incident.
 - b. Let the student know what is happening and keep him/her reassured.
 - c. Remain with the student until directed otherwise by the school administrator or emergency response personnel.
- E. Students who are deaf or have hearing loss will be assigned a staff member to assist during an incident. Procedures include:
 - a. Create a pre-printed message such as "I may need help. I am hearing impaired." For deaf or hearing-impaired students to display.
 - b. Communicate with a notepad and pen, with simple and concise speech, or with sign language.
- F. Students with physical/mobility disabilities will need staff assistance during an incident.
 - a. Provide a 'sling' or 'sled' for students with physical/mobility disabilities to exit the building from a second or third floor with the assistance of others.

Alternative/enhanced communication strategies: All staff members will be made aware of the following alternative/enhanced communication.

- A. Strategies that may be useful for communicating with all students in an incident include:
 - a. Pantomime is used in everyday life. Staff can use their hands to describe the size, roundness, or placement of an object.
 - b. Facial expressions are often all that are needed to project a feeling or thought to a deaf student.
 - c. Speech reading is the ability to read lips.
 - d. Eye contact and lighting are essential for deaf students or those with hearing loss to read lips successfully.
 - e. Written communications can be used for short conversations with deaf or hearing-impaired students.
- B. Interpreting is a very effective mode of communication for students who do not speak English or students who use American Sign Language.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations Functional Annex P

THREAT ASSESSMENT

Auburn School District is committed to protecting life and property, providing safe, secure schools and workplace, and not tolerating bullying or any actions of discrimination directed against students or employees because of their race, religion or gender.

Key to meeting this commitment is a robust policy of threat assessment to mitigate inappropriate actions before they can escalate.

All action involving threat assessments of students will be maintained by the district in a confidential file. Distribution of the file will be controlled by the Family Educational Rights and Privacy Act (FERPA), Appendix B.

Auburn School District is committed to the laws of the State of Washington on Threat Assessment, Appendix A.

The District Threat Policy Statement will be reviewed bi-annually by the District School Board, Appendix C.

Notification of Threats of Violence and Harm will follow the guidance outlined in Appendix D.

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WHAT IS A THREAT?

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic -- for example, motioning with one's hands as though shooting at another person.

LEVELS OF RISK

Transient

A threat which poses a minimal risk to the victim and public safety.

1. Threat is vague and indirect.
2. Information contained within the threat is inconsistent, implausible or lacks detail.
3. Threat lacks realism.
4. Content of the threat suggests the person is unlikely to carry it out.

Substantive Serious

A threat which could be carried out, although it may not appear entirely realistic.

1. Threat is more direct and more concrete than a low-level threat.
2. Wording in the threat suggests that the person making the threat has given some thought to how the act will be carried out.
3. There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
4. There is no strong indication that the person making the threat has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility -- an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
5. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"

Substantive Very Serious

A threat that appears to pose an imminent and serious danger to the safety of others.

- 1) Threat is direct, specific and plausible.
- 2) Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the person making the threat has acquired or practiced with a weapon or has had the victim under surveillance.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

- 3) Example: "At eight o'clock tomorrow morning, I intend to shoot the principal. That's when he is in the office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school." This threat is direct, specific as to the victim, motivation, weapon, place, and time, and indicates that the person making the threat knows his target's schedule and has prepared to act on the threat.

RATIONALE FOR THREAT ASSESSMENT

Although school homicides are rare, the threat of a homicide cannot be dismissed and must be carefully distinguished from more commonplace, less serious threats. Prevention efforts must be informed by an assessment of the factors that precede homicides and how would-be perpetrators can be identified before the shooting starts.

Both the FBI and the Secret Service conducted studies of school shootings and found that these students were often victims of bullying who had become angry and depressed, and were influenced by a variety of social, familial, and psychological factors.

Unfortunately, these studies concluded that, because these characteristics can be found in so many students, it is not possible to develop a profile or checklist that could be used to pinpoint the small number of truly violent students among them. As a result, both the FBI and Secret Service cautioned schools against a *profiling* approach.

Nevertheless, the FBI and Secret Service did point out that almost all of these students communicated their intentions to attack through threats and warnings to their peers.

Had these threats been reported to authorities and investigated, the shootings might have been prevented. In fact, the FBI identified a number of potential school shootings that were prevented because students reported a threat to authorities that was investigated and determined to be serious.

Based on these observations, the FBI and Secret Service both recommended that schools adopt a *threat assessment* approach to prevent targeted acts of violence.

The Auburn School District has adopted the Salem-Kaiser Cascade model of threat assessment. This model will provide the guidelines and procedures for the district's threat assessment process.

WHAT IS THREAT ASSESSMENT?

A threat assessment is conducted when a person (or persons) threatens to commit a violent act or engages in behavior that appears to threaten what is termed "targeted violence."

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Threat assessment is a process of evaluating the threat, and the circumstances surrounding the threat, to uncover any facts or evidence that indicate the threat is likely to be carried out.

Student threat assessment can be distinguished from profiling in part because the investigation is triggered by some form of student threat behavior rather than some combination of demographic and personal characteristics of the student.

Further, threat assessment is ultimately concerned with whether a student *poses* a threat, not whether he or she has *made* a threat. Any student can make a threat, but relatively few will engage in the planning and preparation necessary to carry out the threat.

Threat assessment attempts to identify students who pose a threat, which means that they have the intent and means to carry out the threat. Moreover, threat assessment goes beyond the determination that a student poses a threat to include efforts to prevent the threat from being carried out.

SCHOOL THREAT ASSESSMENT TEAM

The team will be led by the principal, a school counselor, the student's teacher, and a school resource officer or campus safety officer. (The team composition can be adapted to meet the staffing patterns for different schools and may include other disciplines as well.) The team will follow a seven-step decision tree. The initial stages of a threat assessment may be typically handled by the team leader (principal) and many cases can be readily resolved. In more complex or ambiguous cases, the team leader brings in additional team members.

DISTRICT THREAT ASSESSMENT TEAM

The team will be led by the Director of Safety and Security and the Assistant Director of Family Engagement and Student Success, a mental health representative, psychologist, student special services, law enforcement, and legal. (The team will also include the School Threat Assessment Team.) The district threat assessment team will act as the Level 2 Threat Assessment Team.

THE SEVEN STEPS OF THREAT ASSESSMENT ARE:

1. **Step one**, the principal interviews the student who made the threat, filling out the Threat Assessment Team-Incident Report Form (Appendix F, page 202). The principal also interviews the recipient of the threat and any witnesses. The principal is not concerned simply with what the student said or did, but the context in which the threat was made and what the student intended by making the threat. The Form will be maintained in the student's records and what action was taken.
2. **Step two**, the principal decides whether the threat is clearly *transient* or *substantive*.

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- A. If the threat is *transient* the principal will go to step three. A *transient* threat is readily identified as expressions of anger or frustration (or perhaps inappropriate attempts at humor) that dissipate quickly when the student reflects on the meaning of what he or she has said.
 - B. If the threat is *substantive* the principal requests activation of the District Threat Assessment Team and goes to step four skipping step three. *Substantive* threats are *serious* in the sense that they pose a continuing risk or danger to others. *Substantive* threats represent a sustained intent to harm someone beyond the immediate incident. If there is doubt whether a threat is transient or substantive, the threat is regarded as *substantive*. One way to identify a threat as *substantive* is to look for certain characteristics derived from the FBI report that suggest that the threat is likely to be *serious*. These are:
 - a. The threat includes plausible details, such as a specific victim, time, place, and method of assault.
 - b. The threat has been repeated over time or communicated to multiple persons.
 - c. The threat is reported as a plan, or planning has taken place.
 - d. The student has accomplices or has attempted to recruit accomplices.
 - e. The student has invited an audience of peers to watch the threatened event; and
 - f. There is physical evidence of intent to carry out the threat, such as a weapon or bomb materials.
3. **Step three**, the principal addresses a *transient* threat.
 - A. A *transient* threat can be resolved quickly at step three without engaging the full Threat Assessment Team in a comprehensive threat assessment.
 - B. The principal may require the student to apologize or explain to those affected by threat or take other action to make amends for the student's behavior.
 - C. The principal may also respond with a reprimand or other disciplinary consequence if the behavior was disruptive or violated the school's discipline code.
 - D. If a transient threat was sparked by an argument or conflict, the principal can involve other team members in helping to address or resolve the problem.
4. **Step four**, the *substantive* threat is determined to be *serious* or *very serious*. At this step the District Threat Assessment Team is activated.
 - A. The distinction between *serious* and *very serious* threats is based on the intended severity of injury.
 - B. A *serious* threat is a threat to assault, strike, or beat up someone.
 - C. A *very serious* threat is a threat to kill, sexually assault, or severely injure someone. A threat involving the use of a weapon is generally considered a threat to severely injure someone.
5. **Step five** a *serious substantive* threat, the team takes actions to protect potential victims. Protective actions depend on the circumstances of the threat, as well as how

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soon and where the threat might be carried out. Immediate protective actions include:

- A. Cautioning the student about the consequences of carrying out the threat.
- B. Take immediate precautions to protect potential victims, including notifying the intended victim and victim's parents. (Maintain a Notification Log, Appendix G, page 203) (Provide a Notification Letter to Parent/Guardian, Appendix H, page 207)
- C. Notify the student's parents.
- D. Consider contacting law enforcement.
- E. Refer the student for counseling, dispute mediation, or other appropriate intervention.
- F. Discipline the student as appropriate to the severity and chronicity of the situation.

6. **Step six** the team addresses the *very serious substantive* threats that require the most extensive action by the team skipping step five.

- A. The team takes immediate action to assure that the threat is not carried out.
- B. The student should be suspended from school, pending a complete assessment of the threat and determination of the most appropriate school placement.
- C. Take immediate precautions to protect potential victims, including notifying the victim and victim's parents. (Maintain a Notification Log, Appendix G, page 190) (Prepare a Notification Letter to Parent/Guardian, Appendix H, page 192)
- D. Consult with law enforcement.
- E. Notify the student's parents.
- F. Begin a mental health and safety evaluation of the student. Include:
 - a. Teacher/Staff Questionnaire, Appendix I, page 193.
 - b. Student Threat Assessment Mental Health and Safety Evaluation Parent/Guardian Interview, Appendix J, page 194.
 - c. Threat Assessment Mental Health/Safety Template (Prepared by the Threat Assessment Team, Appendix K, page 196.
- G. Discipline the student as appropriate.

7. **Step seven**, the team integrates findings from the safety evaluation into a written safety plan. (Appendix L, page 203)

- A. The safety plan is designed both to protect potential victims and to address the student's educational needs.
- B. The district decides whether the student can return to school or should be placed in an alternative setting.
- C. If the student is permitted to return to school, the plan describes the conditions that must be met and the procedures in place to monitor the student when he or she returns.

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APPENDIX A

STATE LAW ON THREAT ASSESSMENT

[RCW 9A.04.110](#) Definition of "Threat"

[RCW 9A.46](#) Harassment

[RCW 28A.320.128](#) Notice and disclosure policies -- Threats of violence -- Student conduct -- Immunity for good faith notice -- Penalty.

[RCW 13.04.155](#) Notification to school principal of conviction, adjudication, or diversion agreement -- Provision of information to teachers and other personnel -- Confidentiality.

[RCW 28A.225.330](#) Enrolling students from other districts -- Requests for information and permanent records -- Withheld transcripts, effect -- Immunity from liability -- Notification to teachers and security personnel -- Rules.

[RCW 13.40.215](#) Juveniles found to have committed violent or sex offense or stalking -- Notification of discharge, parole, leave, release, transfer, or escape -- To whom given -- School attendance -- Definitions.

[RCW 9.41.280](#) Possessing dangerous weapons on school facilities -- Penalty -- Exceptions.

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APPENDIX B FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

U. S. Department of Education: FERPA Notification Perspective

Attached is a response from FERPA officials at the Dept. of Education regarding potential conflicts with the notification provisions of RCW 28A.320.128:

From our brief review, it appears that the law, on its face, does not conflict with FERPA, although school officials could misinterpret the provisions. For instance:

1. (a) Procedures for providing notice of threats of violence or harm . . . This could be done without violating FERPA if school officials are careful to strictly construe the provision in FERPA allowing disclosures “in connection with a health or safety emergency” under section 99.31(a)(10) and section 99.36. That is, in order for the disclosure of personally identifiable information from a student’s education records to take place under these provisions, the threat of violence or harm must be just that - an actual physical threat against another student or employee. The disclosure should be made only to appropriate officials “if knowledge of the information is necessary to protect the health or safety of the student or other individuals.” In other words, appropriate law enforcement officials, as well as the targeted student and his parents or the targeted employee. We are not talking about minor altercations but, rather, serious threats made against a student or employee.
2. (b) Procedures for disclosing information . . . to classroom teachers, school staff, and school security . . . This could be done under FERPA if the school FERPA notification has a broad enough criterion for who the school district considers to be a “school official” and criteria for what it considers to be a “legitimate educational interest.” There is a model notification on our Website (under the “Technical assistance” link) that provides such broad criteria which schools might want to incorporate.

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APPENDIX C

THREAT POLICY STATEMENT (School Board Policy 4314)

Notification of Threats of Violence or Harm

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.

The district will address threats of violence or harm in a manner consistent with the district's safety policies and comprehensive safe school plans.

Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies including law enforcement and mental health services. District staff shall work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat shall be communicated by the principal to teachers and staff, including security personnel.

State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

The superintendent is directed to develop and implement procedures consistent with this policy.

| | | |
|-------------------|-------------------|--|
| Cross References: | Board Policy 3207 | Prohibition of Harassment, Intimidation and Bullying |
| | Board Policy 3240 | Student Conduct |
| | Board Policy 3241 | Classroom Management, Corrective Actions or |

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| | | |
|-----------------------|------------------------------------|---|
| | Board Policy 5281 | Punishment |
| | Board Policy 6513 | Disciplinary Action or Discharge |
| | | Workplace Violence Prevention |
| Legal References: | RCW 28A.320.128 | Notice and disclosure policies--Threats of violence--student conduct--Immunity for good faith notice--Penalty |
| | WAC 392-400 | Pupils |
| | 20 U.S.C. § 1232g | Family Educational Rights and Privacy Act |
| | 34 C.F.R. Part 99 | FERPA Regulations |
| Management Resources: | <i>Policy News</i> , February 2010 | Family Education Rights and Privacy Act Revisions |
| | <i>Policy News</i> , February 2003 | Threats Policy Due in September |

Adoption Date: 08.25.03

Revised Dates: 09.26.05; 03.28.11

APPENDIX D

NOTIFICATION OF THREATS OF VIOLENCE OR HARM (School Board Policy 4314P)

Staff, students, volunteers, and others involved in school activities have the responsibility to report any threats of violence or harm to designated school officials. Based on the significance and credibility of the threat, it shall be reported to law enforcement. Staff shall involve in-district multidisciplinary professionals in evaluating the threat and the needs of the person making the threat. Consultation with or referrals to community-based professionals and services are encouraged where appropriate.

Under the Family Educational Rights and Privacy Act, the district may only release student records with parent or adult student permission or in a health or safety emergency. For that reason, the district will identify students who have made threats of violence or harm when notifying the subjects of the threats under the following conditions:

- A. The parent or adult student has given permission to disclose the student's identity or other information to the subject of the student's threat.
- B. The identity of the student and the details of the threat are being disclosed to relevant district staff who have been determined to have legitimate educational interest in the information.
- C. The identity of the student or the details of the threat are being released because the release of the information is necessary to protect the health or safety of the student or other individuals. In making this determination, school officials shall use their best judgment, and may take into account the "totality of the circumstances" pertaining to the safety or health of a student or other individuals.
- D. The district is responding to a court order or subpoena. The district must make a reasonable effort to notify the parents of the student or adult student of the subpoena in advance of complying so that the family can seek protective action unless the court order or subpoena expressly forbids such notification.

Relevant information about the threat that does not improperly identify a student shall be provided to the subject of the threat and the subject shall be advised that, if law enforcement has been involved in the matter, the law enforcement agency may have more information that can be shared with the subject.

To promote the safety of all concerned, the principal shall determine if classroom teachers, school staff, school security, and others working with the student(s) involved in the threat circumstance, should be notified. Subject to the confidentiality provisions cited above, principals shall consider all available information when determining the extent of information to

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be shared, including prior disciplinary records, official juvenile court records, and documented history of violence of the person who made the threat.

When considering the appropriate discipline for a student who has made a threat of violence or harm, the student's prior disciplinary records shall be taken into account. Emergency expulsion shall be considered, based on the credibility and significance of the threat. Discipline shall only be imposed on students with disabilities consistent with policy and the legal requirements for special education.

If the threat by a student was significant and credible enough to warrant expulsion, the student may only be readmitted to the district through the readmission application process provided for in district policy. The readmission application process shall include meeting district readmission criteria established at the time of expulsion and should include completion of an assessment by an appropriate professional, with a report to the district, when the district determines such an assessment is necessary.

Discipline against district staff for making threats of violence or harm shall be consistent with district policy and procedure regarding staff discipline, and any relevant collective bargaining requirements.

Adoption Date: 03.28.11

APPENDIX E

THE STEPS IN THE THREAT ASSESSMENT PROCESS

Threat reported to principal:

| | |
|--|---|
| Step 1. Evaluate threats. <ol style="list-style-type: none"> 1. Obtain a specific account of the threat by interviewing the student who made the threat, the recipient of the threat, and other witnesses. 2. Write down the exact content of the threat and statements made by each party. 3. Consider the circumstances in which the threat was made and the student's intentions. | |
| Step 2. Decide whether the threat is clearly transient or substantive. <ol style="list-style-type: none"> 1. Consider criteria for transient versus substantive threats. 2. Consider the student's age, credibility, and previous discipline history. | |
| <i>Threat is clearly transient.</i> | <i>Threat is substantive, Or the actual threat is not clear.</i> |
| Step 3. Respond to transient threats. Typical responses may include reprimand, parental notification, or other disciplinary action. The student may be required to make amends and attend mediation or counseling. | Step 4. Decide whether the substantive threat is serious or very serious. <ol style="list-style-type: none"> 1. A <i>serious</i> threat might involve a threat to assault someone ("I'm gonna beat that kid up"). 2. A <i>very serious</i> threat involves use of a weapon or is a threat to kill, rape, or inflict severe injury. |
| Step 4. The substantive threat is serious or very serious. | |
| <i>Threat is serious</i> | <i>Threat is very serious</i> |
| Step 5. Respond to serious substantive threats. <ol style="list-style-type: none"> 1. Take immediate precautions to protect potential victims, including notifying the intended victim and victim's parents. 2. Notify the student's parents. 3. Consider contacting law enforcement. 4. Refer the student for counseling, dispute mediation, or other appropriate intervention. 5. Discipline the student as appropriate to the severity and chronicity of the situation. | Step 6. Conduct safety evaluation. <ol style="list-style-type: none"> 1. Take immediate precautions to protect potential victims, including notifying the victim and victim's parents. 2. Consult with law enforcement. 3. Notify the student's parents. 4. Begin a mental health evaluation of the student. 5. Discipline the student as appropriate. Step 7. Implement a safety plan. <ul style="list-style-type: none"> • Complete a written plan. • Maintain contact with the student. • Revise plan as needed. |

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APPENDIX F

THREAT ASSESSMENT TEAM – INCIDENT REPORT FORM

To be filled out at Step 1

Complete one form per student involved in the incident classified as a threat of harm. That student may be the only student mentioned by name in this documentation. A copy of this report is placed in that student's permanent record file.

School: _____ District: _____

Person Completing Report: _____ Position: _____

Completion Date of Report Form: _____

Date of threat: _____ Time of threat: _____ A.M. / P.M.

Place threat occurred: _____

Threat took place (Check all that apply.):

_____ Before school, on school grounds

_____ During school

_____ After school, on school grounds

_____ At a school-sponsored event:

_____ During non-school hours

_____ Outside of school:

Description of threat: (Include any factors leading up to the threat.)

Describe how the situation was secured:

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Was it necessary to call 911? ☐ YES ☐ No

Was the principal notified? ☐ YES ☐ No

Was it necessary to notify law enforcement? ☐ YES ☐ No

If yes, who was notified? _____

If notified, describe response in detail:

Date of Threat Assessment Team Meeting: _____

Participants Involved in the Threat Assessment Team Meeting:

Name

Position

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Transient _____ Substantive Serious _____ Substantive Very Serious _____

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Conclusions made at threat assessment team meeting:

Recommendations made a threat assessment team meeting:

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APPENDIX G NOTIFICATION LOG Step 5 and Step 6

(Use as documentation for notification to Parents/legal guardians
of threatened or victimized students - See District Policy.)

☐ An interpreter was used for non-English communication

☐ Attached Copy of District Incident Report

School: _____ Student Name: _____ Student #: _____

Date /Time of Incident: _____ Name of Administrator completing this Form: _____

| | | |
|---|----------------------|----------------------|
| Parent/Guardian Name: _____ | Home #: _____ | Work #: _____ |
| Parent/Guardian Name: _____ | Home #: _____ | Work #: _____ |
| **#1 Emergency Name: _____ | Home #: _____ | Work #: _____ |
| **#2 Emergency Name: _____ | Home #: _____ | Work #: _____ |
| **NO INFORMATION REGARDING INCIDENT SHOULD BE GIVEN TO THE EMERGENCY CONTACT PERSON – ONLY PARENT/GUARDIAN. | | |

DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

| Name | Number Used | Attempted Date and Time | Message Left |
|------|-------------|-------------------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

NOTIFICATION CHECKLIST

- ☐ Described incident to parent/guardian – parent/guardian’s comments (attach additional sheet if necessary):

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- ☐ Informed the parent/guardian that the District or School Threat Assessment Team, law enforcement, and other agencies as necessary are investigating the validity of this threat.
- ☐ Described to parent/guardian any immediate safety measures that have been taken - parent/guardian's comments (attach additional comment sheet if necessary): _____

- ☐ Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days as required by the Revised Code of Washington Statutes.
- ☐ Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the School Resource Officer for the Law Enforcement portion of the investigation (provided officers contact information.)
- ☐ Notified parent/guardian of meeting scheduled on _____ to develop a plan to protect their student(s) from harm. (date)

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APPENDIX H NOTIFICATION LETTER

(Use as written communication to legal guardians
of threatened or victimized students - See District Policy.)
Step 6 and Step 7

****Certified mail is recommended****

DATE

ADDRESS OF PARENT / GUARDIAN

Dear Parent/Guardian:

This letter is a follow-up to our phone conversation of (date of phone call). To further ensure the safety of all our students, the Revised Code of Washington Statutes requires written notification to the parent of a student who may be at risk for potential harm.

This matter has been referred to the (police agency). The contact officer will be the School Resource Officer (name of officer) who may be reached at (phone number) for information regarding the law enforcement investigation.

The validity of this threat will be investigated by a multidisciplinary team, which will include law enforcement, school administration and guidance counseling, as well, other disciplines and community agencies as needed. This team is currently assessing risk and implementing safety measures for your student. If you have any further questions, I am the contact person for this team, and you may call me at the above number.

Sincerely,

[Insert Principal/Administrator Name]

[Insert Title]

APPENDIX I

STUDENT THREAT ASSESSMENT MENTAL HEALTH AND SAFETY EVALUATION

Teacher / Staff Questionnaire - Step 6

1. Directions for Case Manager (Administrator):

Contact the teacher / staff and describe the threat, dangerous situation or aggressive action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other students and/or staff. Request that teacher / staff complete this questionnaire as thoroughly as possible. **The numbers in parentheses at the end of each question refer to the corresponding Step 6 questions that are to be addressed in accordance with the information collected in this questionnaire.**

This questionnaire is only to be completed as a supplement to the Step Assessment Protocol if a teacher or staff does not attend the Step 6 Assessment. The Step 6 process is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this questionnaire while being mindful of supervision, intervention and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of aggression.

Student's Name: _____ **Date:** _____

Administrator / Case Manager Name: _____

Teacher / Staff Name: _____

2. Directions to teacher/staff: Please address the following questions regarding the student noted above and return to administration:

1. Do you have concerns about disruptive behavior or potential aggression?
2. Has the student communicated any threats, ideas of aggression, or wishes / intentions to harm anyone, animal or object (at school, at home, in the community, or himself / herself)?
3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons?
4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, and Internet usage)? Does the student justify the use of aggression to solve problems?

APPENDIX J

STUDENT THREAT ASSESSMENT MENTAL HEALTH AND SAFETY EVALUATION

Parent/Guardian Interview

Step 1: Directions for Case Manager:

This interview is only to be conducted by a school counselor or administrator as a supplement to Step 7 Screening Protocol (by phone or in person) if a parent/guardian does not attend the step 7 Screening. Address the following questions through an interview or conversation with open-ended inquiry. Do NOT ask the parent/guardian to read and complete the questions by themselves.

Although a parent/guardian can provide crucial information regarding a situation, do not delay the step 7 Screening if the parent is not available, is unwilling, or if the Site Team determines that the parent should not be included at this time.

The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this interview while being mindful of supervision, intervention and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator / Case Manager's Name: _____

Parent / Guardian's Name: _____

Person conducting the Interview: _____

Contact the parent / guardian and describe the threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

Step 2: Ask the following questions through conversation or direct inquiry.

1. Does the parent / guardian (or other family / community members) have concerns about behavior, potential violence, or issues: specific to the incident?
2. Has the student communicated any threats, ideas of violence, or wishes / intentions to harm anyone (at school, at home, in the community, or himself / herself)?
3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature or Internet usage)? Does the student justify the use of violence to solve problems?

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4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend / boyfriend, justice, bullying, revenge, etc.)?
5. Are there certain situations that agitate the student or his / her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes?
6. What is the student's self-perception? (Leader, follower, victim, outcast, etc.)
7. Are there drug / alcohol issues with the student, family, or friends?
8. Is the student involved with the Juvenile Department, Police, SCF, Mental Health, or other agencies? Is communication with these agencies possible?
9. What are student's positive activities, interests, relationships, (Scouting, church, sports, clubs, recreation, pets, family, friends, and community)?
10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions?
11. Are there any other concerns not addressed by these interview questions?
12. What's the parent's relationship with the student? Difficult, neutral, or positive relationship with this student?

APPENDIX K
THREAT ASSESSMENT MENTAL HEALTH/SAFETY TEMPLATE

This document should be used to develop a picture of the student from input from records, parents and staff. This should not limit other sources of information that may be invaluable in assessing the student. This will be a team effort for Step 7.

Date: _____ Person Reporting Threat: _____

Date of Threat: _____ Time: _____

Intended Targets/Victims: _____

Exact wording and nature of the threat:

Student's Name: _____

Administrator / Case Manager Name: _____

School: _____ District: _____

A: Four-Pronged Assessment. Check those traits and behaviors that the team believes apply to the student.

Prong One - Personality Traits and Behavior (check all that apply)

- ☐ **Leakage--** Intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can be subtle threats, boasts, innuendos, predictions, or ultimatums. They may be spoken or conveyed in stories, diary entries, essays, poems, letters, songs, drawings, doodles, tattoos, or videos (maybe a rap song on a CD). Asking other students to help them prepare for a violent act, maybe even through deception (asking a friend to hold ammunition for them because they are going hunting.) See examples attached.
- ☐ **Low tolerance for frustration--** The student is easily bruised, insulted, angered, and hurt by real or perceived injustices done to him by others and has great difficulty tolerating frustration.

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- ❑ **Poor Coping Skills--** The student consistently shows little if any ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation. His or her response is typically inappropriate, exaggerated, immature, or disproportionate.
- ❑ **Lack of Resiliency--** The student lacks resiliency and is unable to bounce back even when some time has elapsed since a frustrating or disappointing experience, a setback, or put down.
- ❑ **Failed Love Relationship--** The student may feel rejected or humiliated after the end of a love relationship and cannot accept or come to terms with the rejection.
- ❑ **"Injustice Collector"--** The student nurses resentment over real or perceived injustices. No matter how much time has passed, the "injustice collector" will not forget or forgive those wrongs or the people he or she believes are responsible. The student may keep a hit list with the names of the people he feels have wronged him.
- ❑ **Signs of Depression--** The student shows features of depression such as lethargy, physical fatigue, a morose or dark outlook on life, a sense of malaise, and a loss of interest in activities that he once enjoyed. May show unpredictable and uncontrolled outbursts of anger, a generalized and excessive hatred toward everyone else, and feelings of hopelessness about the future. Restlessness, inattention, sleep and eating disorders, markedly diminished interest in about everything that previously occupied and interested him.
- ❑ **Narcissism--** The student is self-centered, lacks insight into other's needs and/or feelings, and blames others for failures and disappointments. The narcissistic student may embrace the role of victim to elicit sympathy and to feel temporarily superior to others. He or she displays signs of paranoia and assumes an attitude of self-importance or grandiosity that masks feelings of unworthiness (Malmquist 1996). A narcissistic student may be either very thin-skinned or very thick skinned in responding to criticism.
- ❑ **Alienation--** The student consistently behaves as though he feels different or estranged from others. This sense of separateness is more than just being a loner. It can involve feelings of isolation, sadness, and loneliness, not belonging, and not fitting in.
- ❑ **Dehumanizes Others--** The student consistently fails to see others as fellow humans. He characteristically views other people as "nonpersons" or objects to be thwarted. This attitude may appear in the student's writings and artwork, in interactions with others, or in comments during conversation.
- ❑ **Lack of Empathy--** The student shows an inability to understand the feelings of others and appears unconcerned about anyone else's feelings. When others show emotion, the student may ridicule them as weak or stupid.
- ❑ **Exaggerated Sense of Entitlement--** The student constantly expects special treatment and consideration and reacts negatively if he doesn't get the treatment he feels entitled to.

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- ❑ **Attitude of Superiority--** The student has a sense of being superior and presents himself as smarter, more creative, more talented, more experienced, and more worldly than others.
- ❑ **Exaggerated or Pathological Need for Attention--** The student shows an exaggerated, even pathological, need for attention, whether positive or negative, no matter what the circumstances.
- ❑ **Externalizes Blame--** The student consistently refuses to take responsibility for his or her own actions and typically faults other people, events or situations for any failings or shortcomings. In placing blame, the student frequently seems impervious to rational argument and common sense.
- ❑ **Masks Low Self-esteem--** Though he may display an arrogant, self-glorifying attitude, the student's conduct often appears to veil an underlying low self-esteem. He avoids high visibility or involvement in school activities, and other students may consider him a nonentity.
- ❑ **Anger Management Problems--** Rather than expressing anger in appropriate ways and in appropriate circumstances, the student consistently tends to burst out in temper tantrums or melodramatic displays, or to brood in sulky, seething silence. The anger may be noticeably out of proportion to the cause or may be redirected toward people who had nothing to do with the original incident. His anger may come in unpredictable and uncontrollable outbursts, and may be accompanied by expressions of unfounded prejudice, dislike, or even hatred toward individuals or groups.
- ❑ **Intolerance--** The student often expresses racial or religious prejudice or intolerant attitudes toward minorities or displays slogans or symbols of intolerance in such things as tattoos, jewelry, clothing, bumper stickers, or book covers.
- ❑ **Inappropriate Humor--** The student's humor is consistently inappropriate. Jokes or humorous comments tend to be macabre, insulting, belittling, or mean.
- ❑ **Seeks to Manipulate Others--** The student consistently attempts to con and manipulate others and win their trust so they will rationalize any signs of aberrant or threatening behavior.
- ❑ **Lack of Trust--** The student is untrusting and chronically suspicious of others' motives and intentions. This lack of trust may approach a clinically paranoid state. He may express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict, and that if something bothers him, he has to settle it in his own way.
- ❑ **Closed Social Group--** The student appears introverted, with acquaintances rather than friends, or associates only with a single small group that seems to exclude everyone else. Students who threaten or carry out violent acts are not necessarily loners in the classic sense, and the composition and qualities of peer groups can be important pieces of information in assessing the danger that a threat will be acted on.

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- ❑ **Change of Behavior--** The student's behavior changes dramatically. His academic performance may decline, or he may show a reckless disregard for school rules, schedules, dress codes, and other regulations.
- ❑ **Rigid and Opinionated--** The student appears rigid, judgmental and cynical, and voices strong opinions on subjects about which he or she has little knowledge. He disregards facts, logic, and reasoning that might challenge these opinions.
- ❑ **Unusual Interest in Sensational Violence--** The student demonstrates an unusual interest in school shootings and other heavily publicized acts of violence. He may declare his admiration for those who committed the acts or may criticize them for "incompetence" or failing to kill enough people. He may explicitly express a desire to carry out a similar act in his own school, possibly as an act of "justice."
- ❑ **Fascination with Violence-Filled Entertainment--** The student demonstrates an unusual fascination with movies, TV shows, computer games, music videos or printed material that focus intensively on themes of violence, hatred, control, power, death, and destruction. He may incessantly watch one movie or read and reread one book with violent content, perhaps involving school violence. Themes of hatred, violence, weapons, and mass destruction recur in virtually all his activities, hobbies, and pastimes. The student spends inordinate amounts of time playing video games with violent themes and seems more interested in the violent images than in the game itself. On the Internet, the student regularly searches for web sites involving violence, weapons, and other disturbing subjects. There is evidence the student has downloaded and kept material from these sites.
- ❑ **Negative Role Models--** The student may be drawn to negative, inappropriate role models such as Hitler, Satan, or others associated with violence and destruction.
- ❑ **Behavior Appears Relevant to Carrying Out a Threat--** The student appears to be increasingly occupied in activities that could be related to carrying out a threat—for example, spending unusual amounts of time practicing with firearms or on various violent websites. The time spent in these activities has noticeably begun to exclude normal everyday pursuits such as homework, attending classes, going to work, and spending time with friends.

PRONG TWO: Family Dynamics

- ❑ **Turbulent Parent-Child Relationship--** The student's relationship with his parents is particularly difficult or turbulent. This difficulty or turbulence can be uniquely evident following a variety of factors, including recent or multiple moves, loss of a parent, addition of a stepparent, etc. He expresses contempt for his parents and dismisses or rejects their role in his life. There is evidence of violence occurring within the student's home.
- ❑ **Acceptance of Pathological Behavior--** Parents do not react to behavior that most parents would find very disturbing or abnormal. They appear unable to recognize or acknowledge problems in their children and respond quite defensively to any real or perceived criticism of their child. If contacted by school officials or staff about the child's troubling behavior, the parents appear

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unconcerned, minimize the problem, or reject the reports altogether even if the child's misconduct is obvious and significant.

- ❑ **Access to Weapons--** The family keeps guns or other weapons or explosive materials in the home, accessible to the student. More importantly, weapons are treated carelessly, without normal safety precautions; for example, guns are not locked away and are left loaded. Parents or a significant role model may handle weapons casually or recklessly and in doing so may convey to children that a weapon can be a useful and normal means of intimidating someone else or settling a dispute.
- ❑ **Lack of Intimacy--** The family appears to lack intimacy and closeness. The family has moved frequently and/or recently.
- ❑ **Student "Rules the Roost"--** The parents set few or no limits on the child's conduct, and regularly give in to his demands. The student insists on an inordinate degree of privacy, and parents have little information about his activities, school life, friends, or other relationships. The parents seem intimidated by their child. They may fear he will attack them physically if they confront or frustrate him, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis. Traditional family roles are reversed: for example, the child acts as if he were the authority figure, while parents act as if they were the children.
- ❑ **No Limits or Monitoring of TV and Internet--** Parents do not supervise, limit or monitor the student's television watching or his use of the Internet. The student may have a TV in his own room or is otherwise free without any limits to spend as much time as he likes watching violent or otherwise inappropriate shows. The student spends a great deal of time watching television rather than in activities with family or friends. Similarly, parents do not monitor computer use or Internet access. The student may know much more about computers than the parents do, and the computer may be considered off limits to the parents while the student is secretive about his computer use, which may involve violent games or Internet research on violence, weapons, or other disturbing subjects.

PRONG THREE: School Dynamics (student's perspective)

- ❑ **Student's Attachment to School--** Student appears to be "detached" from school, including other students, teachers, and school activities.
- ❑ **Tolerance for Disrespectful Behavior--** The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities seem oblivious to it, seldom or never intervening or doing so only selectively. Students frequently act in the roles of bully, victim, or bystander (sometimes, the same student plays different roles in different circumstances). The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.
- ❑ **Inequitable Discipline--** The use of discipline is inequitably applied - or has the perception of being inequitably applied by students and/or staff.

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- ❑ **Inflexible Culture**--The school's culture -- official and unofficial patterns of behavior, values, and relationships among students, teachers, staff, and administrators -- is static, unyielding, and insensitive to changes in society and the changing needs of newer students and staff.
- ❑ **Pecking Order Among Students**-- Certain groups of students are officially or unofficially given more prestige and respect than others. Both school officials and the student body treat those in the high-prestige groups as though they are more important or more valuable to the school than other students.
- ❑ **Code of Silence**-- A "code of silence" prevails among students. Few feel they can safely tell teachers or administrators if they are concerned about another student's behavior or attitudes. Little trust exists between students and staff.
- ❑ **Unsupervised Computer Access**-- Access to computers and the Internet is unsupervised and unmonitored. Students are able to use the school's computers to play violent computer games or to explore inappropriate websites such as those that promote violent hate groups or give instructions for bomb making.

PRONG FOUR: Social Dynamics

- ❑ **Media, Entertainment, and Technology**-- The student has easy and unmonitored access to movies, television shows, computer games, and Internet sites with themes and images of extreme violence. Peer Groups the student is intensely and exclusively involved with a group who share a fascination with violence or extremist beliefs. The group excludes others who do not share its interests or ideas. As a result, the student spends little or no time with anyone who thinks differently and is shielded from the "reality check" that might come from hearing other views or perceptions.
- ❑ **Drugs and Alcohol**-- Knowledge of a student's use of drugs and alcohol and his attitude toward these substances can be important. Any changes in his behavior involving these substances can also be important.
- ❑ **Outside Interests**-- A student's interests outside of school are important to note, as they can mitigate the school's concern when evaluating a threat or increase the level of concern.
- ❑ **The Copycat Effect**-- School shootings and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere. Copycat behavior is very common, in fact. Anecdotal evidence strongly indicates that threats increase in schools nationwide after a shooting has occurred anywhere in the United States. Students, teachers, school administrators and law enforcement officials should be more vigilant in noting disturbing student behavior in the days and weeks or even several months following a heavily publicized incident elsewhere in the country.

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ADDITIONAL INFORMATION NEEDED

| INFORMATION NEEDED | PERSON RESPONSIBLE |
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APPENDIX L

PLAN TO PROTECT TARGETED OR VICTIMIZED STUDENT (STEP 7)

Student Name: _____ Today's Date: _____

DOB: _____ Student #: _____ School _____

Date(s) of Incident: _____

| | |
|-----------------|--|
| INCIDENT | Attached is a copy of the District Threat Assessment Team-Incident Report dated _____. The following is the plan to protect (Student's name) _____ from harm. |
| SAFETY CONCERNS | The safety issues of concern are: |
| SUPPORT PLAN | <p>After meeting with: Administration CDS/Counselor School Resource Officer *</p> <p>* Guardian/Parent * Security Special Education * School Threat Assessment Team * Other _____ the following will be implemented:</p> <p>* Law Enforcement has been notified.</p> <p>* The parent/guardian of the above student was notified of this incident on, _____ and a follow-up letter was sent to the parent/guardian on _____. (date)</p> <p>* Further assessment will be pursued through the student threat assessment team.</p> <p>The student will aid in his/her own protection by:</p> <p>The student will receive the following support from the school:</p> <p>The student will receive the following support from the community:</p> <p>The student will receive the following support from home:</p> <p>The student will receive the following support from law enforcement:</p> |

Administrator, Plan Supervisor, Date:
(Will maintain responsibility until reassigned or modified)

CDS/Counselor, Date:

Liaison Officer, Date:

Parent/Guardian, Date:

All Hazards Emergency Operations Threat-or-Hazard Specific Annexes

INFORMATION AND TABLE OF CONTENTS

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional Annex need not be repeated in a Hazard-Specific Annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state and local regulations or mandates that often apply to specific hazards. If there is a Functional Annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a “during” course of action for a fire hazard involves evacuation, and there is an Evacuation Annex, the Fire Annex would indicate “see Evacuation Annex” in the “during” course of action section rather than repeat the evacuation courses of action in the Fire Annex.

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All Hazards Emergency Operations Threat-or-Hazard Specific Annex A

ACTIVE SHOOTER

PURPOSE

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff.

Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene. Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and crime scene processing and most likely an evacuation directed by law enforcement.

RESPONSIBILITIES

A. Notification

- a. The call to 9-1-1 may come from a number of sources in an active shooter incident. This could include teachers, students, or district staff. The following information should be given to law enforcement:
 - Caller's name
 - Exact location of the school
 - Nature of the emergency. Number and description of intruders (if known)
 - Type of weapon(s) (if known)
 - Area of the school where last seen
 - Caller may remain on the line to provide updates

B. School Incident Commander/Principal

- a. Actions taken by the school, and whether there are on-site security or law enforcement officers. Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems:
 - Including communications
 - Staff and students' locations
 - Detailed floor plans and other important information and documents
 - Items, and supplies that are prepared and readily available for use during the incident.
- b. If the incident is occurring at the administration office, designate an alternate command post.
- c. Direct office staff to maintain contact with teachers reporting pertinent emergency information via communications available.
- d. Notify the District office and request activation of the communications plan for

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

media and parent notification protocols. See Functional Annex B “Communications”

- e. Direct staff and students outside the building to move immediately to the predetermined assembly area(s) and be prepared to evacuate to an off-site relocation center.
- f. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- g. Ensure that any buses en-route to the school are redirected to a designated relocation site.

C. Teachers and Staff

Initiate RUN, HIDE, FIGHT procedures if necessary.

- a. If you are the first to note indication of an armed intruder, immediately CALL 911 [9-911], then notify the School Incident Commander/Principal and initiate RUN, HIDE, FIGHT procedures.
- b. Gather information about your classroom’s immediate situation.
- c. Account for all students or other individuals sheltered in your room.
- d. Be prepared to:
 - i. **RUN:** Assess your ability to EVACUATE the building.
 - ii. **HIDE:** If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
 - iii. **FIGHT:** If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep students safe.

OTHER PROCEDURES

After the active shooter/intruder(s) has been subdued, the School Incident Commander/Principal in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex B

AIRCRAFT ACCIDENT

- A. Ensure the safety of students and staff first.
- B. Duck and Cover. Wait for directions from the Principal/Administrator or Designee.
- C. Call 911 [9-911].
- D. Incident Commander assembles Disaster Team Members.
- E. Activate Emergency Response Teams which will:
 - If necessary, evacuate away from direction smoke is blowing (upwind to a safe location).
 - If the building is not affected, but the crash is visible from school/facility, keep children/staff/members in school in a Secure and Teach. Draw curtains or blinds on windows.
 - Take control of all site activities until the arrival of responding emergency units.
 - Continue to maintain safety and supervision of children/staff.
 - Determine if children/staff:
 - Will be relocated to an alternate site.
 - Or return to their homes.
 - For the following day, determine if:
 - School will be open as usual.
 - School will be relocated to an alternate site.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex C

BOMB THREAT

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff, students, and school property in the event of a bomb threat.

- A. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.
- B. Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene.
- C. The school is a crime scene and will require a thorough search and processing.

RESPONSIBILITIES

- A. Staff Who Receives a Message That a Bomb Has Been Placed in School will:
 - a. Immediately hold up the 911 prompt to a staff member in proximity indicating a bomb threat is being made. Staff member should call 9-1-1
 - b. Make a record of the exact wording of the threat.
 - c. Ask in a clear and calm voice:
 - i. Where the bomb is located;
 - ii. What does it look like;
 - iii. What materials are in the bomb (type of bomb);
 - iv. How is it activated;
 - v. When will the bomb explode;
 - vi. Who is calling, name and address;
 - vii. Did you place the bomb?
 - viii. Why are you doing this?
 - d. If the threat is made by phone, listen closely to the caller's voice and speech patterns and to noises in the background.
 - i. Make a record of that information.
 - e. If the threat is made by phone and the caller hangs up,
 - i. Immediately dial 69 [or the appropriate number to trace the call].
 - f. Notify the Principal or designee and call 911 [9-911]. If not already notified.
- B. School Incident Commander/Principal
 - a. Notify law enforcement, fire and emergency services by calling 9-911 if not already done, notify the District office.

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- b. Evacuate building immediately; Do Not Re-enter until authorized. Students and staff must be evacuated to a safe distance outside of the school building.
- c. Notify the district office 253.931.4914/4920
- d. Meet and brief emergency responder agencies.
- e. Do not use two-way radios. Cell phones are okay to use.
- f. If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item.
- g. DO NOT ACTIVATE THE FIRE ALARM. Determine if further response should await arrival of law enforcement and other emergency services. See subsection D. below.
- h. Arrange for a person who found a suspicious item to talk with law enforcement officials.
- i. District/school activates communications plans to inform parents, media, and community of the incident as determined in consultation with law enforcement.
- j. In the event of inclement weather, determine the need to move staff and students to a secondary site or consult with the district office whether to cancel school.

C. Teachers and Staff

- a. Check classrooms, offices and work areas for suspicious items and report any findings to the School Incident Commander/Principal.
- b. If a suspicious item is found-DO NOT TOUCH IT.
- c. Secure the area where the item is located.
- d. Account for students and be prepared to EVACUATE.
- e. EVACUATE using standard procedures and exit routes to the assembly area.
- f. Open classroom windows and leave classroom doors open when exiting.
- g. Take roll after being EVACUATED.
- h. Be prepared to report the names of any missing persons to school administration.
- i. Keep students together at the assembly area until given further instructions.
- j. Be prepared to go to off-site relocation if ordered.
- k. If given the "All Clear" signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement, Fire & Emergency Agencies

- a. Once emergency responders are on scene, decisions must be made to:
- b. EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item.
- c. DO NOT ACTIVATE THE FIRE ALARM.
- d. Speak to staff who received the threat and obtain information.
- e. Search the building.

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- f. If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- g. If a suspicious item is located, order an EVACUATION, if that has not already occurred.
- h. No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- i. After consulting with the Superintendent and School Incident Commander / Principal determine if staff and students should be relocated to an alternative safe site.
- j. If danger is over, notify staff and students of the termination of the emergency and to resume normal operations.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex D

BUS INCIDENT/ACCIDENT

PURPOSE

Each bus includes a first-aid kit, fire extinguisher, flashlight and batteries and emergency warning devices (reflective devices, such as triangles and vests). The purposes of these procedures are to:

- A. Provide a standardized approach in the management of school bus accidents.
- B. Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

RESPONSIBILITIES

Bus Driver

Call transportation and/or appropriate school personnel by radio and/or other if needed.

Give exact location of accident, along with information about severity, injuries, hazards, and resources needed.

- A. Set the parking brake, turn off the ignition switch, and activate hazard lights.
- B. Remain calm and reassure students and/or other passengers.
- C. Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation.
- D. Use or deploy warning devices as appropriate.
- E. Determine if evacuation of the bus is warranted.
- F. All passengers should remain in the bus unless fire or other hazardous conditions exist requiring evacuation and/or relocation to a safer location.
- G. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- H. Provide first-aid as needed.
- I. Complete a seating chart of passengers.
- J. Regularly update school or emergency personnel on situation and conditions.
- K. If students/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to bus garage or appropriate school personnel.
- L. Protect the passengers and vehicle from further accidents and injuries.
- M. Protect the scene from traffic and people so that evidence is not destroyed.
- N. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- O. Cooperate with directions of emergency responders. Complete an incident report after the incident is resolved.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

District/ School Incident Commander

- A. Initiate Accident Log Procedures.
- B. Dispatch appropriate transportation and other staff as needed to the accident location.
- C. Assess the level of support or resources needed from first responders and make it available.
- D. Alert Central Administration.
- E. Obtain names of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with media or others, as appropriate.
- F. Ensure that special health or medical information is provided to appropriate medical providers.
- G. Instruct designated staff to accompany injured students to hospital, if needed.
- H. Determine if FAMILY REUNIFICATION procedures should be activated. Determine if MENTAL HEALTH AND HEALING procedures are needed.

OTHER PROCEDURES OF GENERAL OPERATIONS

- A. Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival.
- B. A district representative (Director, Supervisor, shop personnel, Superintendent, principal or other designated person with decision-making authority) will be dispatched to the Accident scene (distance and time permitting)
- C. Communication with parents and childcare providers is critical since a late school bus creates anxiety.
- D. The Incident Commander/Principal/Executive Director in charge of the incident will decide when the school can begin individual parental notification.
- E. All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals.
- F. If it has been determined by emergency response authorities at the scene that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort will be made to avoid unnecessary transportation of the children to area hospitals.
- G. The form utilized will list the names of all children that have been evaluated by EMS personnel, have been found to lack mechanism of injury, signs of injury, AND have no complaints of injury.
- H. If needed, a driver and school bus not involved in the accident will be dispatched to the scene to continue the student transportation.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex E

EARTHQUAKE

In the event of an earthquake:

A. Initiate the **DROP, COVER AND HOLD** procedure:

- Classroom - drop, get under or beside desks or tables, and face away from windows, cover eyes by leaning face into arm.
- Gyms – Drop position, covering head, and cover eyes by leaning face into arms face away from windows, cover eyes by leaning face into arm.
- Hallways – drop position close to walls, away from glass areas, cover head with hands, and cover eyes by leaning face into arm.
- Playground, drop position, covering head, cover eyes by leaning face into arm. Stay away from electrical lines and building exterior walls.
- Remain calm. Reassure students and colleagues.

B. When the ground stops shaking: **EVACUATE THE BUILDING!**

- Evacuate building
- Teachers take an emergency backpack with class roster, gradebook and First-aid kit when exiting.
- Injured staff/children – Staff members will escort children to the assembly area. If you have injured students who are not mobile or cannot be transported due to injuries, make injured staff/student(s) as comfortable as possible; protect staff/student(s) from falling debris with tables, etc. Report injured staff/student(s) location to emergency responders or Incident Commander immediately.
- Leave the door unlocked.
- At assembly area complete Teacher Evacuation Report
- Activate the Incident Command Post in a portable or outdoors in the predetermined area away from the damaged facility.
- In the event of a severe earthquake, be prepared to remain at the school site for up to 72 hours.

No one may re-enter building(s). The Incident Commander/Principal will decide to conduct search and rescue operations, or entry will not be allowed until the building is declared safe by trained staff followed up by a structural engineer.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex F

EXPLOSION

PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

Any staff, student or visitor discovering an explosion will activate the fire alarm, report the explosion to the principal and call 911 [9-911] for emergency services. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter the building(s) until it is declared safe by the Fire Department.

RESPONSIBILITIES

A. Incident Commander/Principal:

- Call 911 [9-911] to confirm the alarm, identify the school's name and location, provide exact location of the explosion, if any staff or students are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- **Activate an EVACUATION.**
 - Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes depending on accessibility to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
 - Notify the district Central Administration and institute the Communications Plan.
 - Designate staff to take the visitor log, student sign-out sheet and the critical incident response documents, information, supplies to the designated school command post.
 - Designate staff to obtain student roll from teachers and identify any missing students.
 - If safe and appropriate to do so, direct designated staff to shut off utilities.
 - Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with Superintendent or Incident Commander, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an

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off-site evacuation to designated primary relocation center. If relocation occurs, activate the FAMILY REUNIFICATION PLAN.

- If relocation is not necessary, provide information on plans to return to the building and resume normal operations. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.

B. Teachers

- Take the emergency backpack, including the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Fill out the Teacher Evacuation Report. Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in a safe area until the “All Clear” signal has been issued.
- Be prepared to move students if an off-site relocation is ordered.
- Be prepared to move the students if the situation warrants it.
- No one may re-enter the building(s) until it is declared safe by the Fire Department.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex G

FIRE

PURPOSE

The Auburn School District has a policy and procedures governing emergency response drills including fire drills and conducts fire drills as required by law.

- A. Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the principal, or call 911 [9-911] if conditions require and/or injured need medical assistance. If we are pulling the fire alarm, 9-1-1 will be activated.
- B. Staff, students, and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- C. No one may re-enter building(s) until it is declared safe by the fire department.
- D. Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

RESPONSIBILITIES

Incident Commander/Principal

- Call or direct staff to call 911 [9-911] to confirm the alarm is active, identify the school's name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION or pull the "Fire Alarm" handle.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris or fire location to the assembly areas.
- Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire. Notify the District office and institute the District Communications Plan.
- Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.
- Upon consultation with Incident Commander, Superintendent, Fire Department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plans to return to the building and

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resume normal operations.

- Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear”.
- Notify staff of the status of the emergency if they can return to the building and when normal operations can resume.

Teachers

- Take the emergency backpack including the class roster and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Complete Teacher Evacuation Report and take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in a safe area until the “All Clear” signal has been issued.
- No one may re-enter the building(s) until it is declared safe by the Fire Department.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex H

FLOOD

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The King County Office of Emergency Management, the National Weather Service, NOAA and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the district and community via radio, television, Internet, warning apps, email and telephone. In the event of a flood, the district and school Incident Commander will activate the district and appropriate school EOP.

The school district and appropriate school(s) will activate their public address system or warning systems to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure.

If there is a loss of power, a phone tree, compressed air horn or megaphone as well as two-way radios will serve as backup alerting/communication devices.

RESPONSIBILITIES

Principal/School Incident Commander

- Review circumstances and conditions and determine appropriate procedures to be activated. Contact the District office for advice and activation of the school flood evacuation protocol.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 911 [9-911] to notify local law enforcement, fire and emergency services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
- Delegate a search team to ensure that all students have been located and/or evacuated.
- Take attendance before leaving.
- Activate internal and external communications plans.
- Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if students will be evacuated to a safer location by means of buses, or by walking.
- Remain in communication with the Incident Commander, Superintendent and District

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office of the status and action taken.

- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Activate FAMILY REUNIFICATION procedures.
- Implement additional procedures as instructed by the emergency Incident Commander or District EOC with jurisdiction over the scene. Designate staff to take appropriate action to safeguard school property.
- Determine if school will be closed or remain open.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Document all actions taken.

Teachers and Staff

- Execute evacuation procedures when instructed by the Principal or Incident Commander.
- Take the emergency backpack with the class roster and any other supplies and/or resources relevant to the incident. Take attendance before leaving the classroom.
- Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Remain with students throughout the evacuation process.
- Upon arrival at the assembly site, take attendance.
- Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

Bus Drivers

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- Bring students to designated reunification areas.
- If caught in an unavoidable situation, seek higher ground immediately.
- If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use mobile and/or two-way radios to communicate with Transportation, the Principal/School Incident and/or Emergency Incident Commander.
- Document all actions taken.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex I

GAS LEAK

If a strong natural gas or sewer gas odor has been detected in the building:

- Evacuate students and staff to the designated area.
- Follow the normal fire drill route. Follow alternate route if the normal route is too dangerous.
- Teachers take the emergency backpack and class roster.
- Incident Commander/Principal notifies police and fire (9-911) and District office.
- Teachers take roll after being evacuated.
- Incident Commander/Principal may move students to alternate sites if weather is inclement or the building is damaged.
- No one may re-enter the building(s) until fire or police and maintenance personnel declare the entire building(s) safe.
- Incident Commander/Principal notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Incident Commander notifies police and fire department by calling 911 [9-911]. Incident Commander/Principal will call Maintenance and Operations at 253-931-4955 and inform them of a gas leak outside the building.
- Incident Commander/Principal determines whether to evacuate.
- Incident Commander/Principal may move students to alternate sites if weather is inclement or the building is damaged. Primary alternate site is the school play field.
- No one may re-enter the building(s) until fire or police personnel declare the entire building(s) safe.
- Incident Commander/Principal notifies students and staff of termination of emergency. Resume normal operations.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex J

HAZARDOUS MATERIAL EVENT

PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around the district. Chemical accidents may originate inside or outside the building. Examples include toxic leaks or spills caused by tank truck or railroad accidents; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

SPECIFIC SCHOOL INFORMATION

- A. Each school should maintain a current list of chemicals and products used on the premises in a designated location (i.e., flammable products must be stored in an approved flammable storage cabinet).
- B. The school's maintenance team, custodian or designated staff inspects stored chemicals monthly.
- C. Schools should be aware of the conditions or businesses in the surrounding community that could subject the school to a chemical or hazardous materials spill.
- D. The School Incident Commander/Principal will determine if and when there is a need to activate the Incident Command Post and Procedures for either an external chemical event or an internal chemical accident or spill.

RESPONSIBILITIES

Procedures for an External Chemical or Hazardous Spill

- A. The principal will determine the need to activate the school EOP and designate a School Incident Commander until a qualified hazmat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident.
- B. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.
- C. If the chemical spill is external, the following steps will be taken by the school.

School Incident Commander/Principal

- A. Call 911 [9-911] and notify local law enforcement and emergency responders.
- B. Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- C. Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.

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- D. Take appropriate action to safeguard school property.
- E. Notify the District office/Superintendent of the status and actions taken and keep them updated of any changes.
- F. Activate the internal and external Communications Plan.
- G. Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- H. If it is determined that conditions warrant an EVACUATION; the Incident Commander will coordinate with the District office, if at all possible, prior to initiating a building evacuation. He/she will issue instructions for relocating to a safer location by means of walking, buses and cars.
- I. Notify relocation centers and determine an alternate relocation center if necessary.
- J. Coordinate with the District office to disseminate information about the incident and follow-up actions such as where students/school has relocated and institute FAMILY REUNIFICATION procedures, if needed.
- K. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.
- L. Determine whether school will be closed or remain open.
- M. Implement additional procedures as instructed by the school and/or emergency Incident Commander.
- N. Document all actions taken.

Teachers and Staff

- A. Move students away from the immediate vicinity of danger.
- B. Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- C. Execute SHELTER-IN-PLACE when instructed by the Incident Commander.
- D. Remain with students throughout the incident. Report any missing or injured students to the Incident Commander.
- E. Remain in a safe area until the "All Clear" signal has been issued.
- F. In the event of building damage, evacuate students to safer areas of the building or from the building.
- G. If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued.
- H. Document all actions taken.

PROCEDURES FOR AN INTERNAL CHEMICAL OR HAZARDOUS SPILL

- A. The principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified hazmat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident.
- B. Once an emergency Incident Commander arrives, it is critical to follow the instructions

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of, and cooperate with, that Incident Commander.

C. If the chemical spill is internal, the following steps will be taken by the school.

a. Person Discovering the Spill

- i. Alert others in the immediate area and leave the area.
- ii. Close windows and doors and restrict access to the affected area.
- iii. Notify the Principal/teacher/safety officer or call 911 [9-911], if appropriate.
- iv. Do not attempt to clean the spill.
- v. Seek first-aid if contact with a spill occurs.

b. Incident Commander/Principal Actions

- i. Notify the local fire department and local/state departments of public health.
- ii. Provide the following information:
- iii. School name and address, including nearest cross street(s).
- iv. Location of the spill and/or materials released; name of substance, if known.
- v. Characteristics of spill (color, smell, visible gases).
- vi. Injuries, if any.
- vii. Determine what procedures should be activated, such as EVACUATION.
- viii. Notify local law enforcement of intent to evacuate.
- ix. Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- x. Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- xi. Notify the Principal, Superintendent/Central Administration EOP of the status and actions taken and keep them updated of any changes.
- xii. Activate internal and external communications plans.
- xiii. Issue instruction if students will be evacuated to a safer location by means of walking, buses and cars.
- xiv. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal the threat has passed.
- xv. Address clean-up needs and actions with appropriate fire, safety and/or emergency services personnel.
- xvi. Determine whether school will be closed or remain open.
- xvii. Document all actions taken.

c. Teachers and Staff

- i. Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in the danger

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- zone.
- ii. Report location and type (if known) of the hazardous material to Principal/Incident Commander.
- iii. Execute EVACUATION and relocation procedures when instructed by the Principal/Incident Commander unless there is a natural or propane gas leak or odor.
- iv. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Principal/Incident Commander.
- v. Take class roster and any other supplies or resources relevant to supporting the evacuation/incident.
- vi. Students are not to be left unattended at any time during EVACUATION.
- vii. Fill out the Teacher Evacuation Report, upon arrival at the evacuation site take attendance.
- viii. Notify Incident Commander or designee of any missing or injured students.
- ix. Remain with students throughout the incident.
- x. Do not return to the building until emergency response personnel have determined it is safe and issued an "All Clear" signal.
- xi. Document all actions taken.

All Hazards Emergency Operations Threat-or-Hazard Specific Annex K

INTRUDER/ARMED INTRUDER/HOSTAGE

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event an unknown person (intruder) is found on school grounds or in the school building and in the event of a hostage situation. Law enforcement must be contacted, and it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

RESPONSIBILITIES

Staff Action for an Intruder

- A. All staff should be trained to take action when an unauthorized person enters school property.
- B. Communicate the presence of the intruder. If you are able, safely conduct the following:
 - a. Deny access
 - b. Cause separation
 - c. Communicate
 - d. Surveil
 - e. Lockdown
 - f. Don't engage

Staff in a hostage situation

- A. If school personnel or students are taken hostage:
 - a. Follow instructions of the hostage taker.
 - b. Calm students if they are present.
 - c. Do not become confrontational

Principal/School Incident Commander

Call 911 [9-911] immediately.

- A. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb).
- B. Announce LOCKDOWN or other procedure if conditions warrant.
- C. Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas. Isolate the area and try to determine if weapons are involved, if possible.
- D. Redirect any buses en-route to the school to an alternate location.

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- E. Notify the district officer and activate communications plan.
- F. Give control of the scene to the police.

Teachers and Staff

- A. Teachers and staff will implement LOCKDOWN or other-directed procedures upon hearing the alert.
- B. If outside, move to designated assembly areas and wait for further instructions.
- C. Everyone should remain in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

OTHER PROCEDURES

(These may be activated depending on conditions)

Active Shooter

Evacuation

Family Reunification

Medical Emergency

Mental Health and Healing

All Hazards Emergency Operations Threat-or-Hazard Specific Annex L

PANDEMIC

SITUATION

A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population.

When a pandemic influenza virus emerges, its global spread is considered inevitable. Its spread can be delayed through measures such as border closures and travel restrictions, but it cannot be stopped. Because the strain of the virus emerges so rapidly, it is highly unlikely that a vaccine will be available for a pandemic flu outbreak.

Any city or school will be severely affected by a pandemic. It is estimated that 20% to 30% of the staff and students are likely to be directly affected by the disease, and additional staff are likely to need to stay home to care for sick family members. At the height of the pandemic, up to 40% of the workforce may be unavailable. In addition, the delivery of such basic commodities as fuel, groceries, etc. is likely to be severely disrupted.

Auburn School District will implement actions to deal with the pandemic and its effects. These actions will focus on two primary areas:

- A. Protecting the health of employees, students, and their families.
- B. Ensuring their ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to their operations.

There are four essential steps that employees, students, and their families can take to reduce the spread of the disease:

- A. Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
- B. Wash your hands frequently with warm water. Use alcohol-based hand sanitizers when soap and warm water are unavailable.
- C. Stay home when you are sick or have a fever.
- D. Increase your social distance (avoid crowds and mass gatherings).
- E. Where approved cloth or layered face mask.

Components in the following pages are from, in part, the Pandemic Influenza Continuity Template provided by FEMA.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INTRODUCTION

Organizations across the Nation perform essential functions and services that may be adversely affected in the event of a natural or man-made disaster. In such events, organizations should have continuity plans to assist in the continuance of their essential functions. Continuing to perform essential functions and provide essential services is vital to an organization's ability to remain a viable entity during times of increased threats from all hazards, manmade or natural. Since the threat to an organization's continuity of operations is great during a pandemic outbreak; it is important for organizations, including the Auburn School District, to have a Pandemic Influenza Continuity of Operations plan (or annex) in place to ensure it can carry out its essential functions and services. While organizations may be forced to suspend some operations due to the severity of a pandemic outbreak, an effective Continuity of Operations Plan can assist an organization in its efforts to remain operational, as well as strengthen the ability to resume operations.

PURPOSE

This plan/annex provides guidance to the Auburn School District and may serve as the plan for maintaining essential functions and services during an influenza pandemic. This guidance/annex neither replaces nor supersedes any current, approved [insert organization name] continuity plan; rather it supplements it, bridging the gap between the traditional, all-hazards continuity planning and the specialized continuity planning required for a pandemic by addressing additional considerations, challenges, and elements specific to the dynamic nature of a pandemic. This guidance/annex stresses that essential functions can be maintained during a pandemic outbreak through mitigation strategies, such as social distancing, increased hygiene, the vaccination of employees and their families, and similar approaches. Influenza may not, in itself, require a traditional continuity response, such as partial or full relocation of the organization's essential functions, although this response may be concurrently necessary due to other circumstances.

CONCEPT OF OPERATIONS

The Auburn School District will monitor the severity of the pandemic and establish continuity activation triggers to address the unique nature of the pandemic threat. The Pandemic Influenza Continuity Plan will be implemented as needed to support the continued performance of essential functions. This plan is to be read in conjunction with the Auburn School District Continuity of Operations (COOP) Plan, as appropriate. It supplements the COOP plan by addressing considerations and elements specific to pandemic events and emerging infectious diseases.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

CONTINUITY PLANNING

All organization personnel are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by ASD Public Information Officer. Guidance and instructions on established infection control measures such as social distancing, personal protective equipment and telework policies are provided by Cabinet to assist in limiting the spread of influenza at the primary and alternate worksite.

Within the workplace, social distancing measures could take the form of: modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines); establishing flexible work hours or worksite, (e.g., telecommuting); promoting social distancing between employees and customers to maintain three-feet spatial separation between individuals; and implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent contact is important to keep employees informed about developments in the organization's response, impacts on the workforce, and to reassure employees that the organization is continuing to function as usual.

PANDEMIC PLANNING ASSUMPTIONS

- Susceptibility to the pandemic influenza virus will be universal.
- Efficient and sustained person-to-person transmission signals an imminent pandemic.
- The clinical disease attack rate will likely be 30 percent or higher in the overall population during the pandemic. Among working adults, an average of 20 percent will become ill during a community outbreak.
- Some persons will become infected but not develop clinically significant symptoms. Asymptomatic or minimally symptomatic individuals can transmit infection and develop immunity to subsequent infection.
- Rates of serious illness, hospitalization, and deaths will depend on the virulence of the pandemic virus and differ by an order of magnitude between more and less severe scenarios. Risk groups for severe and fatal infection cannot be predicted with certainty but are likely to include infants, the elderly, pregnant women, and persons with chronic or immunosuppressive medical conditions.
- Rates of absenteeism will depend on the severity of the pandemic. In a severe pandemic, absenteeism attributable to illness, the need to care for ill family members and fear of infection may reach 40 percent during the peak weeks of a community outbreak, with lower rates of absenteeism during the weeks before and after the peak.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Certain public health measures (closing organizations, quarantining household contacts of infected individuals, “snow days”) are likely to increase rates of absenteeism.

- Multiple waves (periods during which community outbreaks occur across the country) of illness could occur with each wave lasting two-three months. Historically, the largest waves have occurred in the fall and winter, but the seasonality of a pandemic cannot be predicted with certainty.

ORGANIZATIONAL ASSUMPTIONS

- Organizations will be provided with guidance and/or direction by Federal, State, local and/or Tribal governments regarding current influenza pandemic status in its area.
- Organizations will have actionable plans and procedures to assist in the ability to remain operational during a pandemic. Plans and procedures may include social distancing protocols, personal protection equipment (PPE), and temporary suspension of some nonessential activities.
- Auburn School District will review its continuity communications programs to ensure they are fully capable of supporting pandemic and other related emergencies, and give full consideration to supporting social distancing operations, including telework and other virtual office options.
- Auburn School District controlled buildings will be accessible, but right of entry may be limited.
- During a COOP event, Auburn School District may make its alternate facilities available for staff to implement social distancing protocols.
- Essential functions, operations, and support requirements will continue to be people dependent. However, human interactions may be remote or virtual, resulting in the employment of appropriate teleworking and other approved social distancing protocols.
- Travel restrictions, such as limitations on mass transit, implemented at the Federal, State, tribal, territorial, and local levels may affect the ability of some staff to report to work.
- Additional funding will be budgeted for the acquisition of additional equipment required for a possible surge in teleworking capabilities.

PANDEMIC COORDINATORS AND PANDEMIC RESPONSE TEAMS

The Auburn School District’s executive leadership team (Cabinet) will oversee the pandemic response and anticipate the impacts of a pandemic on the district to assist with developing strategies to manage the effects of an influenza outbreak.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

ESSENTIAL FUNCTIONS

Given the expected duration and potential multiple waves of pandemic outbreaks, organizations must review the process involved in carrying out essential functions and services in order to develop plans that mitigate the effects of the pandemic while simultaneously allowing the continuation of operations which support essential functions. Auburn School District has identified essential functions and services needed to sustain its mission and operations during a pandemic.

ORDERS OF SUCCESSION

Since influenza pandemic may affect regions of the United States differently in terms of timing, severity, and duration, Auburn School District has identified orders of succession that are at least three deep per position while considering dispersing successors to various geographically separated locations, as appropriate.

CONTINUITY FACILITIES

The traditional use of continuity facilities to maintain essential functions and services may not be a viable option during a pandemic. Rather, safe work practices, which include social distancing and transmission interventions, reduce the likelihood of contacts with other people that could lead to disease transmission. Auburn School District has developed preventative practices such as social distancing procedures, hygiene etiquette, and cancellation of organizations non-essential activities to reduce the spread of the pandemic. Plans have also been established to relocate to an alternate facility, if applicable.

CONTINUITY COMMUNICATIONS

According to the National Strategy Implementation Guidance, workplace risk can be minimized through implementation of systems and technologies that facilitate communication without person-to-person contact. Auburn School District has identified communication systems needed to perform essential functions.

ESSENTIAL RECORDS MANAGEMENT

Auburn School District shall identify, protect, and ensure the ready availability of electronic and hardcopy documents, references, records, and information systems needed to support essential functions during a pandemic outbreak. The Auburn School District has identified systems, databases, and files that are needed to ensure essential functions remain operational.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

HUMAN RESOURCES

Although a pandemic influenza outbreak may not directly affect the physical infrastructure of an organization, a pandemic will ultimately threaten all operations by its impact on an organization's human resources. The health threat to personnel is the primary threat to maintaining essential functions and services during a pandemic outbreak. The Auburn School District has established plans to protect the entire employee population and their families, with additional guidance for key personnel, ERG members, and other essential personnel, should a pandemic influenza outbreak occur.

TRAINING AND EXERCISES

Training and exercising are essential to assessing, demonstrating, and improving an organization's ability to maintain its essential functions and services. The organization conducts training and exercises to ensure sustainable social distancing techniques, to assess the impacts of reduced staff on the performance of essential functions, and to familiarize personnel with their responsibilities. The organization has identified resources and trained continuity personnel needed to perform essential functions.

RECONSTITUTION

Reconstitution is the process whereby an organization has regained the capability and physical resources necessary to return to normal (pre-disaster) operations. The objective during reconstitution is to effectively manage, control, and, with safety in mind, expedite the return to normal operations. The Auburn School District has developed reconstitution plans and procedures, in conjunction with local public health authorities, to ensure facilities/buildings are safe to return. The organization's reconstitution plan should consider the possibility that not all employees may be able to return to work at the time of reconstitution and that it may be necessary to hire temporary or permanent workers in order to complete the reconstitution process.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

EXECUTION OF PLAN

Concept of Operations (Tasks)

| | |
|--|---|
| <p>Superintendent/Cabinet</p> | <p>Prior to Phase 5 of the pandemic alert period, make policy decisions regarding the following areas:</p> <ul style="list-style-type: none"> A. Increased use of telecommuting and/or paid administrative leave by staff. B. Liberalized use of Family and Medical Leave Act (FMLA) time by employees to encourage them to stay away from the workplace when feeling sick. C. All school departments <ul style="list-style-type: none"> <input type="checkbox"/> Determine which functions of the department are critical and conduct adequate cross-training of employees in these functions to ensure that critical tasks can be accomplished when a large percentage of the workforce is unavailable. <input type="checkbox"/> Identify supplies and services essential to continued operations and, when necessary, identify backup means of ensuring them. <input type="checkbox"/> Consider the procurement of supplies to prevent the spread of disease in the workplace – surgical masks, hand sanitizer bottles, etc. |
| <p>At Phase 5 of the pandemic alert period:</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Mandate or encourage increased use of telecommuting (pending School Board and/or Cabinet direction). <input type="checkbox"/> Encourage employees to stay home when they feel sick. Send employees home if they appear to be sick or have a fever. <input type="checkbox"/> Consider implementing policies that limit face-to-face contact among students and staff as well as between staff and the public. |
| <p>At Phase 6 of the pandemic alert period:</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Curtail fewer essential services as required when the school workforce and students are reduced by the effects of the pandemic. <input type="checkbox"/> Implement backup means of maintaining the educational process and ensuring essential supplies and services. <input type="checkbox"/> In coordination with the Washington State Department of Health, Seattle-King County Health Department, CDC, |

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| | |
|--|--|
| | OSPI and the City of Auburn, determine if schools should be closed. |
| Public Office Information | <input type="checkbox"/> At phase 3 of the pandemic alert period, initiate an education campaign for the staff, students and families, emphasizing: <ul style="list-style-type: none"> ○ Steps they can take to prevent the spread of disease. ○ The need to develop family disaster plans and kits that will enable them to sustain themselves if essential public services (food, water, sanitation, etc.) are lost for several days at a time. The education campaign will be coordinated with the education campaigns of the City of Auburn and King County. |
| At Phase 5 of the pandemic alert period and during the pandemic period (Phase 6): | <input type="checkbox"/> Intensify the education campaign for the public, emphasizing the same items as during phase 3. In addition, alert the public to potential changes in services provided by the school as a result of personnel shortages caused by the pandemic. <input type="checkbox"/> Assist the School Board and Cabinet in the dissemination of policy guidance regarding special steps to be taken by school personnel in response to the pandemic. |

Pandemic Flu Plan Support references:

- A. The U.S. Department of Health and Human Services has a pandemic influenza plan and planning guidelines for state and local governments, individuals, businesses, and schools. This information can be accessed at www.PandemicFlu.gov.
- B. Information on Washington State's Pandemic Flu plans and other information can be found at www.pandemicflu.gov/plan/states/washington.html .

APPENDIX 1: WORLD HEALTH ORGANIZATION PHASES

(Source: FEMA, Pandemic Influenza Continuity Template)

The World Health Organizations (WHO) developed an alert system to help inform the world about the seriousness of a pandemic. The alert system has six phases, with Phase 1 having the lowest risk of human cases and Phase 6 posing the greatest risk of pandemic. Organizations are encouraged to monitor the WHO phases and establish continuity “triggers” as deemed appropriate.

The phases are applicable globally and provide a framework to aid countries in pandemic preparedness and response planning. The use of a six-phased approach has been retained. However, the pandemic phases have been re-defined (Table 1). In addition, the time after the first pandemic wave has been elaborated into post peak and post pandemic periods.

Table 1: World Health Organization Pandemic Influenza Phases

| | |
|-----------------------------|--|
| Phase 1 | No animal influenza virus circulating among animals has been reported to cause infection in humans. |
| Phase 2 | An animal influenza virus circulating in domesticated or wild animals is known to have caused infection in humans and is therefore considered a specific potential pandemic threat. |
| Phase 3 | An animal or human-animal influenza reassortant virus has caused sporadic cases or small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community-level outbreaks. |
| Phase 4 | Human-to-human transmission (H2H) of an animal or human-animal influenza reassortant virus able to sustain community-level outbreaks has been verified. |
| Phase 5 | The same identified virus has caused sustained community level outbreaks in two or more countries in one WHO region. |
| Phase 6 | In addition to the criteria defined in Phase 5, the same virus has caused sustained community level outbreaks in at least one other country in another WHO region. |
| Post-Peak Period | Levels of pandemic influenza in most countries with adequate surveillance have dropped below peak levels. |
| Possible New Wave | Level of pandemic influenza activity in most countries with adequate surveillance rising again. |
| Post-Pandemic Period | Levels of influenza activity have returned to the levels seen for seasonal influenza in most countries with adequate surveillance. |

The WHO phases of pandemic alert:

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Pandemic Influenza Continuity Template A1-2 In the 2009 revision of the phase descriptions, WHO has retained the use of a six-phased approach for easy incorporation of new recommendations and approaches into existing national preparedness and response plans. The grouping and description of pandemic phases have been revised to make them easier to understand, more precise, and based upon observable phenomena. Phases 1–3 correlate with preparedness, including capacity development and response planning activities, while Phases 4–6 clearly signal the need for response and mitigation efforts. Furthermore, periods after the first pandemic wave are elaborated to facilitate post pandemic recovery activities.

In nature, influenza viruses circulate continuously among animals, especially birds. Even though such viruses might theoretically develop into pandemic viruses, in Phase 1 no viruses circulating among animals have been reported to cause infections in humans.

In Phase 2 an animal influenza virus circulating among domesticated or wild animals is known to have caused infection in humans, and is therefore considered a potential pandemic threat.

In Phase 3, an animal or human-animal influenza reassortant virus has caused sporadic cases or small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community-level outbreaks. Limited human-to-human transmission may occur under some circumstances, for example, when there is close contact between an infected person and an unprotected caregiver. However, limited transmission under such restricted circumstances does not indicate that the virus has gained the level of transmissibility among humans necessary to cause a pandemic.

Phase 4 is characterized by verified human-to-human transmission of an animal or human-animal influenza reassortant virus able to cause “community-level outbreaks.” The ability to cause sustained disease outbreaks in a community marks a significant upwards shift in the risk for a pandemic. Any country that suspects or has verified such an event should urgently consult with WHO so that the situation can be jointly assessed and a decision made by the affected country if implementation of a rapid pandemic containment operation is warranted. Phase 4 indicates a significant increase in risk of a pandemic but does not necessarily mean that a pandemic is a foregone conclusion.

Phase 5 is characterized by human-to-human spread of the virus into at least two countries in one WHO region. While most countries will not be affected at this stage, the declaration of Phase 5 is a strong signal that a pandemic is imminent and that the time to finalize the organization, communication, and implementation of the planned mitigation measures is short.

Phase 6, the pandemic phase, is characterized by community level outbreaks in at least one other country in a different WHO region in addition to the criteria defined in Phase 5. Designation of this phase will indicate that a global pandemic is underway.

During the post-peak period, pandemic disease levels in most countries with adequate surveillance will have dropped below peak observed levels. The post-peak period signifies that

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pandemic activity appears to be decreasing; however, it is uncertain if additional waves will occur and countries will need to be prepared for a second wave.

Previous pandemics have been characterized by waves of activity spread over months. Once the level of disease activity drops, a critical communications task will be to balance this information with the possibility of another wave. Pandemic waves can be separated by months and an immediate “at-ease” signal may be premature.

In the post-pandemic period, influenza disease activity will have returned to levels normally seen for seasonal influenza. It is expected that the pandemic virus will behave as a seasonal influenza A virus. At this stage, it is important to maintain surveillance and update pandemic preparedness and response plans accordingly. An intensive phase of recovery and evaluation may be required.

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SERIOUS INJURY/DEATH

If incident occurred in school:

- ☐ Call 911 [9-911]
- ☐ Notify Principal/Administrator/Incident Commander.
- ☐ Notify the school nurse or health tech (if nurse is out) and CPR/first-aid certified persons in school building of medical emergencies (the school main office will maintain a list of CPR/first aid certified persons for that school).
- ☐ If possible, isolate affected student(s)/staff member(s).
- ☐ Activate the school crisis team as appropriate. Designate a staff person to accompany injured/ill people to the hospital.
- ☐ Principal/Incident Commander notifies parent(s) or guardian(s) of affected student(s).
- ☐ Direct witness(es) to school counselor. Contact parents if students are sent to a counselor.
- ☐ Determine method of notifying students, staff, and parents.
- ☐ Principal/Incident Commander notifies the District office.
- ☐ Refer media to Public Information Officer - Telephone Numbers (home, work, mobile)

If incident occurred outside of school:

- ☐ Activate school crisis team.
- ☐ Notify staff before normal operating hours.
- ☐ Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- ☐ Refer media to the Public Information Officer.

Post-crisis intervention:

- ☐ Meet with school counseling staff to determine level of intervention for staff and students.
- ☐ Designate rooms as private counseling areas.

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- ☐ Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- ☐ Debrief all students and staff.
- ☐ Assess stress levels of all students and staff.
- ☐ Allow for changes in normal routines or test schedules to address injury or death.

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PLAN FOR EMOTIONAL OR BEHAVIORAL DISTRESS – SUICIDE

SOCIAL-EMOTIONAL INTERVENTION PLAN

School strategies for social-emotional, mental health, substance prevention and violence prevention, can be represented using a tiered triangle. Much like a tiered model for instruction, most students benefit from Tier 1, universal strategies. Intended for all students, whether at risk or not, prevention activities easily integrate into school-wide and classroom daily life. Intervention activities, depending on the situation and level of risk, fall into Tier 2 or Tier 3.

Tier 1 - Universal Prevention

Tier 1 supports are often structured around a mix of several key components, including a prevention component focused on creating an overarching trauma-sensitive school environment that fosters students' safety and well-being. To generate such environments, schools provide classroom-based instruction focused on social-emotional skills as well as coping skills and building resilience. Additional Tier 1 components include work toward culturally responsive, positive school climates that establish clear behaviors and expectations among students.

Tier 2 - Targeted Supplemental Instruction and Intervention

Tier 2 interventions are typically provided for youth with identified areas of need and are implemented in groups. Tier 2 interventions are most often provided through the school counselor, though other key staff may also provide this group instruction and support.

Tier 3 - Intensive Intervention

Tier 3 supports are provided for individual youth (most frequently adolescents) with the highest levels of need. Tier 3 can include referrals to external professionals who can provide more intensive support services.

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POSTVENTION

Postvention is intervention conducted *after* an event occurs that impacts the school such as a loss, student suicide, or other crisis. Postvention activities engage all three levels of the intervention pyramid. Some actions target the entire staff and student body; while other activities focus on those more affected by the crisis. In an emergency, such as the loss of a classmate or friend, postvention will provide support, activities to reduce risk of further suicides, and promote healing.

TRAINING

The Auburn School District will provide the following opportunities related to the recognition, screening and referral of students expressing emotional or behavioral distress for staff through a number of strategies as outlined below:

SAFE SCHOOLS online courses as described below.

- ☐ *All certificated and classified employees will take the following course, or equivalent, in their orientation training when hired and then every three years thereafter:*
 - Child Abuse: Mandatory Reporting: Physical abuse or sexual misconduct by school employees—Duty to report
- ☐ *Following a rotation of two modules every year or no fewer than once every three years, trainings for school nurses, counselors, mental health therapists, school social workers, prevention and intervention specialists, and school administrators on recognition, initial screening, and response to emotional or behavioral distress in students, including:*
 - Student Drug & Alcohol Abuse
 - School Violence: Identifying & Addressing
 - Youth Suicide: Awareness, Prevention and Postvention (full course)
 - Self-Harm Awareness and Prevention
- ☐ All training listed above are considered optional for all other staff, except as required for licensure/certification. Other optional Safe Schools trainings all district staff are encouraged to take on recognition, initial screening, and response to emotional or behavioral distress in students include:
 - Bullying: Recognition and Response
 - Dating Violence: Identifying & Prevention
 - Making Schools Safe and Inclusive for LGBTQ Students
 - Child Abuse: Identification and Intervention (includes topics related to abuse and neglect, sexual abuse, emotional abuse)
 - Self-Injury and Cutting

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- CSAP 01 Introduction to the Child Sexual Abuse Pandemic
- CSAP 02 (a, b, or c, depending on level) - Grooming - Part 1

OTHER OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

- ☐ The Auburn School District, through distribution of this guide, will provide contact information for community resources to all staff, as noted on the final [RESOURCES](#) page of this plan.
- ☐ The Auburn School District will provide district-wide training for all district staff on social and emotional support minimally every two years.
- ☐ The Auburn School District will make available Youth Suicide Prevention Program training that complies with RCW every two years that satisfies the state certification/recertification requirements for some certificated staff (some ESA positions).
- ☐ Auburn School District leaders in the office of Family Engagement and Student Success and in the Department of Human Resources will provide annual training and professional development on the implementation of policies related to student emotional or behavioral distress to focus staff (school nurses, counselors, mental health therapists, school social workers, prevention and intervention specialists, and administrators, others as identified) as warranted in the policies.
- ☐ The Auburn School District will use the expertise of staff training in recognition, initial screening, and response to emotional or behavioral distress in students to:
 - Provide initial screenings and refer individual students for further services as needed.
 - Through annual distribution of this guide and updating the [RESOURCES](#) included on the final page, the District ensures key staff know what community resources are available.
 - Designated district staff will be annually trained to conduct Student Risk Assessments for students at risk for self-harm/suicide attempts.
 - Designated district staff will be annually trained to conduct Threat Assessments for verbal or written threats (separate from emotional or behavioral distress screening).
 - Continue to build social and emotional support at every school through direct professional development for building leaders, school counselors, and other key staff.

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RESPONSE TO WARNING SIGNS

Auburn School District will respond to suspicions, concerns, or warning signs of emotional or behavioral distress in students utilizing the following the expectations and processes that are articulated in the district's [procedure to implement ASD Policy 2145](#) Suicide Prevention and Intervention. Specific [resources](#) are also included at the end of this document. In summary:

- Whenever a staff member suspects or has knowledge of a student's distress he/she will take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview.
 - Staff may also notify a school nurse, counselor, school social worker, or psychologist – who will also notify building administrators of student's signs of emotional or behavioral distress.
- School counselors will conduct an initial basic interview and may proceed to conduct an informal screening of the student's mental state using motivational interviewing, the Suicide Risk Assessment, or other measure as deemed appropriate;
 - If warranted, a student risk assessment will be completed by the school counselor or other appropriate school staff member using the online system provided.
- If warranted, a school-based threat assessment will be conducted for verbal or written threats (separate from emotional and behavioral distress screening) led by a building administrator.
 - The threat assessment is also completed in an online module provided by the district.
 - The director for human resources and assistant director for prevention and intervention services will periodically monitor the district's use of the online threat and risk assessment modules, respectively, for the purpose of providing feedback and designing necessary ongoing professional development.
 - 9-1-1 will be called if there is an immediate crisis (extreme violence, imminent risk for suicide). A school administrator, counselor, or designee will contact community agencies or resources as appropriate.

COMMUNITY PARTNERSHIPS

Auburn School District counselors, psychologists, social workers, nurses, or prevention and intervention specialists will refer students to health, mental health, substance abuse, and social support services. A list of recommended agencies will be maintained on the district's Family Engagement and Student Success website and in the Student Success Resources site. Immediate links are included on the [RESOURCES](#) page at the end of this guide.

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COMMUNICATION

Auburn School District staff will communicate with students experiencing distress in a language they can understand through interpreter services and/or translation if readily available.

Auburn School District staff will notify parents/guardians of a student expressing emotional or behavioral distress under these circumstances:

- Any time a student experiences mental health distress parents are to be notified, consistent with the [procedure](#) to implement ASD policy 2145.
- Washington state law requires staff to obtain consent from students ages 13 or older to communicate with the student's parent/guardian about any mental health treatment services.

School district staff will also follow Child Protective Services reporting protocols as appropriate.

RESPONSE TO CRISIS

Auburn School District staff will respond to crisis where a student is in imminent danger to self or others by:

- Calling 9-1-1;
 - Contacting school resource officer, if circumstance warrants;
- Following school and/or student safety plan;
- Deploying the District Crisis Team (CT) to provide general support to staff and students; and
- School office or administrator informs the district office per emergency protocol.

SUPPORT

Auburn School District will provide support to students and staff after an incident of violence or youth suicide by:

- Deploying the District Crisis Team (CT) to provide general support to staff and students;
- Referrals to outside agencies for students as appropriate;
- Referrals to Employee Assistance and Worker's Compensation for staff as appropriate;
- Communications to staff, students, and families prepared with the support of the Executive Director of Communications;
- Deployment of substitute staff as appropriate; and
- For students or staff directly involved (either as the target of violence; as witnesses to a suicide or suicide attempt or incidence of violence; or as a survivor of a suicide attempt) individual support as appropriate.

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SEXUAL MISCONDUCT

Auburn School District staff will respond when allegations of sexual contact or abuse are made against a staff member, volunteer, or a parent, guardian, or family member of the student by:

- Reporting such abuse or misconduct to building administrator(s) and proper agencies;
- Building administrator(s) will be notified by staff when a report to proper law enforcement agency (CPS-Child Protective Services, police) has been made;
- Building administrator(s) will contact all parties involved in the complaint during the process of making a reasonable cause determination;
- Auburn School District will, at the first opportunity but in all cases within twenty-four hours of receiving a report alleging sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct.

DUTY TO REPORT

Auburn School District staff will report alleged abuse, sexual contact, or neglect of a child:

- At the first opportunity (immediate oral report by phone RCW 26.44.040), but no longer than 48 hours after notice of reasonable cause;
 - Contact information is provided for Child Protective Services (CPS) on the last page of this guide, including a link to the reporting form; and
 - Proper report documentation will be maintained in the school office and a copy will be sent to student special services.

RESOURCES FOR EMOTIONAL OR BEHAVIORAL DISTRESS-SUICIDE IN STUDENTS

The following resources are to be updated annually:

[Student Success Resources](#) (requires district log-in)

[List of Agencies with current agreements with the district for referral](#), as well as referral process

[Substance Abuse Prevention and Intervention Resources](#)

[Youth Suicide Prevention and Intervention Resources](#)

[Family Engagement and Student Success Resources](#) Main Page

[Mental Health Resources](#)

[Anti-Bullying Resources](#)

[Substance Abuse Prevention Resources](#)

[CPS Reporting](#)

[Reporting Child Abuse or Neglect](#)

[Protecting the Abused and Neglected Child: A guide for Recognizing and Reporting Child Abuse and Neglect](#)

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[Report of Suspected Child Abuse or Neglect](#) - Reporting Form

OSPI Resources

[Self-harm and Suicide Warning Signs](#)

[Warning Sign Guidance in School](#)

[WA Department of Health Warning Signs Guidance](#)

AUBURN SCHOOL DISTRICT CONTACTS:

Office of Family Engagement and Student Success

[Rhonda Larson](#), Assistant Superintendent for Family Engagement and Student Success

[Tami Petrina](#), Executive Director of Early Learning and Student Special Services

[Isaiah Johnson](#), Director of Equity, Family Engagement and Outreach

[Ashley Boyd](#), Assistant Director of Prevention and Intervention Services

[Robin Pratt](#), Coordinator for Native American Education Programs

[Tana Casad](#), Executive Assistant

Department Phone Number: 253-931-4712

Department of Human Resources

[Chris Callahan](#), Assistant Superintendent of Human Resources

[Jon Aarstad](#), Director of Human Resources

Department Phone Number: 253-931-4900

Safety and Security Department

[Dee Nelons](#), Director of Safety and Security

Department Phone Number: 253-887-2644

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VOLCANIC ACTIVITY

It is assumed that the district or school will be notified through the state and/or local emergency network of an impending volcanic ash emergency. The wind direction will be the biggest factor in the course of action to be taken by the school. The district Incident Commander will notify the school Incident Commander to the possible emergency by phone, two-way radio, or email. The following are some basic guidelines for school staff if an ash fallout alert is given.

- Activate Incident Command Team.
- Evaluate the information provided by the King County Office of Emergency Management or the District office.
- Incident Commander will instruct staff course of action.
- If instructed to do so; institute “Shelter in Place” procedures for the district/school.
- Reduce and/or restrict all physical activities.
- Take roll call to account for all children, staff, and volunteers.
- If ash is falling, caution those that need to leave the building to cover their mouths with dust/cloth masks, handkerchiefs, or some piece of clothing.
- Prepare to provide shelter for staff and students if transportation is restricted.
- Review your building list of children and employees with respiratory problems. These students and employees should be carefully monitored, and their health care needs met to every extent possible.
- Keep children calm.
- Prepare to shelter students for an undetermined amount of time.

LAHAR

See Functional Annex – Evacuations – page 74

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WEATHER

PURPOSE

The purpose of this annex is to have procedures in place when a severe weather watch or warning has been issued in the area near the school.

RESPONSIBILITIES

School Incident Commander/Principal

- A. When a severe weather watch has been issued.
 - Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
 - Bring all persons inside the building(s).
 - Be prepared to move students from mobile classrooms into the building. Close windows and blinds.
 - Review severe weather drill procedures and location of safe areas.
 - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
 - Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
 - Review “DROP, COVER and HOLD” procedures with students.
 - Assign support staff to monitor all entrances and weather conditions.
- B. When severe weather warning has been issued in an area near school or severe weather has been spotted near school.
 - Announce SHELTER-IN-PLACE alert signal.
 - Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
 - Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
 - Direct students and staff outside to REVERSE EVACUATE into the building.
 - If outside, students and staff should move to the nearest interior safe area.
 - If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
 - Relocate students and staff from any mobile classrooms into the main building.
 - Remain in a safe area until warning expires or until emergency personnel have issued an “All-Clear.”

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WEATHER ACTIONS

Developing Overnight

- A. If weather conditions cause the roads to become unsafe overnight, the district determines if school will be closed the following day.

Developing During the Day

- A. If the weather conditions during the day become such that school should dismiss early, the school closure decision will be made by the district.
- B. Dismissal information will be communicated to parents in time to implement dismissal procedures.

When to Shelter-in-Place

- A. If the weather conditions worsen to the point that children would be in danger on their way home, the district initiates a modified Shelter-In-Place plan.
- B. Rooms would not need to be sealed, but students should be sheltered in a safe location in the building.
- C. Be aware of the dangers of wind blowing trees over and blowing windows out.

Notification that an Emergency Exists

- A. The district will notify Principals/Administrators via the email alert system. All district employees and parents will be notified through the Flash Alert system and the broadcast phone alert system in accordance with the district communication plan.

Late School Starting Time

- A. Employees should make a reasonable effort to get to work on time.
- B. Employees are not encouraged to take unreasonable risks and supervisors have the authority to accommodate individual situations by revising work schedules and allowing make-up time.

Early Dismissal for Children

- A. Employees are expected to complete their regular workday unless conditions are such that staff safety is a major concern.
- B. In that case, supervisors have the authority to revise work schedules and to allow make-up time.

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CYBERSECURITY

PURPOSE

This annex establishes the policies and procedures under which the district will operate in the event of a cybersecurity incident by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery) regarding actual or potential cyber-related threats and attacks to the district.

SCOPE

This annex is meant to address district planning for cybersecurity incidents and applies to the whole district community and all district property.

GENERAL INFORMATION

Hazard Overview

Cybersecurity establishes the measures taken to protect a computer, computer network, or computer system against unauthorized use or access, otherwise known as a cyber incident. According to the Presidential Policy Directive (PPD) 41, a cyber incident is

“An event occurring on or conducted through a computer network that actually or imminently jeopardizes the integrity, confidentiality, or availability of computers, information or communications systems or networks, physical or virtual infrastructure controlled by computers or information systems, or information resident thereon.”

A cyber incident could affect building access, phone systems, security systems, learning management systems, human resources, payroll, student records, school nutrition services, visitor management systems, printing services, library services, staff information, and other systems that use a computer network.

District-Specific Hazard Risk

Auburn School District notes the level of risk concerning cybersecurity incidents using a Cybersecurity Risk Evaluation Tool.

Auburn School District identifies the following cyber incidents as a high priority. If needed, these hazards are addressed in an appendix to this annex.

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Data Breach

A data breach occurs when private, sensitive, or protected information is spilled or leaked from a safe setting into an unsecured one, where it is subsequently seen, copied, communicated, stolen, or used without authorization. Confidential information, like student records, is frequently the subject of data breaches because it might be improperly seen or used by someone who should not have access.

Denial of Service Attacks (DOS and DDoS)

A Denial of Service (DOS) attack occurs when hackers use false requests and traffic to overwhelm a system and shut it down. A Distributed Denial of Service (DDoS) attack is the same type of attack, except the hacker uses multiple breached devices at the same time.

Fraudulent Instruction

Fraudulent Instruction usually occurs as a targeted phone call or email that convinces an employee to alter the direct deposit information for a worker, or more seriously, for a district-funded building project.

Malware-based attacks (Ransomware, Trojans, etc.)

Malware refers to “malicious software” that is designed to disrupt or steal data from a computer, network, or server.

Man-in-the-Middle (MitM)

A Man-in-the-Middle attack (MitM) occurs when attackers intercept data or compromise your network to “eavesdrop” on you. These attacks are especially common when using public Wi-Fi networks, which can easily be hacked.

Password attacks

Password attacks are any cyberattack that uses brute force, guesswork, or deception to get you to divulge your passwords.

Phishing (spear phishing, whaling, etc.)

A phishing attack occurs when a cybercriminal sends you a fraudulent email, text (called “smishing”), or phone call (called “vishing”). These messages look like they are from someone official or a person or business whom you trust, such as your bank, the FBI, or a company like Microsoft, Apple, or Netflix.

Ransomware

Malevolent software that locks user access by encrypting data while extorting payment (a “ransom”) from the victim to de-encrypt and restore the files.

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Spoofing

Email messages sent from a fraudulent account masquerading as a legitimate and trusted source to gain access to a user's system or confidential information.

Spyware

Criminal malware on the hard drive is used to covertly monitor user activities.

Virus

A type of malware that when executed spreads from computer to computer by replicating its programming and infecting user programs and files to change the way they operate or to stop working altogether.

Zero-day exploits and attacks

Zero-day exploits are cybersecurity vulnerabilities that exist in software or networks without the manufacturer's knowledge.

Hazard Preparedness and Warning

Auburn School District has committed to being prepared for high-priority incidents as identified in the District-Specific Hazard Risk (section 2.2). The following are steps that the district will take to prepare for an incident.

Backup Data

Employ a backup solution that automatically and continuously backs up critical data and system configurations. Backup files are either stored in the cloud or if backed up to a local, portable drive, maintained off the network for secure storage. If the backups are stored off-site, but still on the network, they would still be susceptible to an attack.

The district recognizes that if backup files are stored in the same place where the primary files are stored, then there is a high probability that in an incident, both sets will be destroyed.

Multi-Factor Authentication (MFA)

Require Multi-Factor Authentication (MFA) for accessing systems whenever possible. MFA is required with privileged, administrative, and remote access users, and will eventually be required by all users.

Patch and Update Management

Replace unsupported operating systems, applications, and hardware. Test and deploy patches quickly.

Suspicious Activity

Watch for suspicious activity that asks a user to do something right away, offers something that sounds too good to be true, or requests personal information.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Inadvertent Loss to Environmental Factors

Servers and other critical network infrastructure are not in rooms subject to water leaks (overhead plumbing) or accidental sprinkler damage. Additionally, adequate air conditioning is maintained in rooms in which network equipment is used.

Cyber Incident Stakeholders Chart

Auburn School District has listed all stakeholders and decision-makers during a cyber incident.

**The list of individuals below is provided for informative reasons and does not indicate the order or necessity to be called for every situation.*

| Contact Role | Contact Name | Phone Number | Email |
|----------------------------|----------------------|----------------|--|
| Superintendent | Dr. Alan Spicciatti | | aspicciati@auburn.wednet.edu |
| Campus Principal(s) | | | |
| Cybersecurity Lead | Bjorn Renshai Janson | | brenshaijanson@auburn.wednet.edu |
| IT Director | Jennifer Clouser | | jclouser@auburn.wednet.edu |
| Legal Counsel | Curtis Leonard | | Curtis.Leonard@pacificallawgroup.com |
| Critical Vendor – Ednetics | Jake Curnett | | Jcurnett@ednetics.com |
| Critical Vendor – WSIPC | Jeff Simmons | | jsimons@wsipc.org |
| Critical Vendor – K20 NOC | | 1-888-934-5551 | noc@wa-k20.net |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Build a Cyber Incident Response Team and Define the Roles

Auburn School District has defined roles for the execution and management during a cyber incident.

| Role | Responsibilities | Contact Name | Email |
|-----------------------------------|--|---|--|
| Cyber Incident Response Team Lead | Manage incident operations Identify and apply resources | Bjorn Renshai Janson | brenshaijanson@auburn.wednet.edu |
| Team Administrator | Document incident Compile data Contact list Distribution Point of Contact for outside agencies | Jennifer Clouser | jclouser@auburn.wednet.edu |
| Team Lead Investigator | Coordinate response activities Technical aspects | Bjorn Renshai Janson | brenshaijanson@auburn.wednet.edu |
| First Responder | Investigation Reporting | Lawrence Boyd Tim Gifford Rick Fawver | lboyd@auburn.wednet.edu tgifford@auburn.wednet.edu rfawver@auburn.wednet.edu |
| Public Relations | Contact List All inbound and outbound communication | Vicki Alonzo | valonzo@auburn.wednet.edu |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

District Actions and Responsibilities Table

Responsible Role refers to a single responsible role associated with the district action. This individual will oversee the action's completion and any necessary general training. However, this individual may not be the same as the individual or individuals that perform the action.

| Prevention Phase Safeguard against consequences unique to a cybersecurity incident. | |
|---|---|
| District Actions | Responsible Roles (Position responsible for this action) |
| Designate a cybersecurity coordinator to serve as a liaison between the district and the agency in cybersecurity matters. | IT Director |
| Conduct annual training for the District Cybersecurity Coordinator. | Cybersecurity Lead |
| Conduct a risk assessment of cybersecurity threats and vulnerabilities. <ul style="list-style-type: none"> Identify the attractiveness of potential targets. Identify critical district processes and assets. | Cybersecurity Lead |
| Install host-based firewalls and endpoint security products. | Network Engineer |
| Configure network firewalls to block unauthorized IP addresses. | Cybersecurity Lead |
| Install antivirus software. | Cybersecurity Lead |
| Employ a backup solution that automatically and continuously backs up critical data and system configurations. | Systems Admin Engineer |
| Regularly test the restoration of data. | Systems Admin Engineer |
| Disable port forwarding (disable the ability to connect over the internet with other public or private computers). | Cybersecurity Lead |
| Prepare a contact list of roles for the execution and management (Section 3.2: Build a Cyber Incident Response Team and Define the Roles) during a cyber incident and disseminate it to relevant parties. | Cybersecurity Lead |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| Mitigation Phase Reduce the impact of a cybersecurity incident. | |
|---|---|
| District Actions | Responsible Roles (Position responsible for this action) |
| Conduct continuous scans on devices for additional vulnerabilities. | Cybersecurity Lead |
| Provide updates on all systems, including all internet connected devices (i.e., smartphones and tablets), whenever possible. Replace unsupported operating systems, applications, and hardware. Consider testing a small percentage of systems before patching all systems. | Systems Admin Engineer |
| Set antivirus and anti-malware solutions to automatically update and conduct regular scans. | Cybersecurity Lead |
| Separate student networks from other sensitive district networks where possible. | Network Engineer |
| Apply the Principle of Least Privilege (PoLP) to all systems and services so that users only have the access they need to perform their jobs. | Cybersecurity Lead |
| Require Multi-Factor Authentication (MFA) for accessing critical systems and consider using them for all systems. | Cybersecurity Lead |
| Enable the most secure authentication tools available, such as biometrics, security keys, or a unique one-time code through an app on the mobile device. | Cybersecurity Lead |
| Close or block network ports that are not in use to reduce the threat landscape of potential attacks. | Network Engineer |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| Preparedness Phase Regularly review district readiness for a cybersecurity incident. | |
|--|---|
| District Actions | Responsible Roles (Position responsible for this action) |
| Create an annual training plan for all employees and students. | Cybersecurity Lead |
| Train faculty, staff, and students on cybersecurity incidents annually. | Cybersecurity Lead |
| Conduct cybersecurity training for Board Members. | Cybersecurity Lead |
| Join an information sharing program. | Cybersecurity Lead |
| Document information flows by learning where data is located and how it is used for the district. | Cybersecurity Lead |
| Maintain hardware and software inventory. | Coordinator of Technical Support |
| Ensure proper audit logs are created and reviewed routinely for suspicious activity. | Cybersecurity Lead |
| Monitor privacy settings and information available on social networking sites. | Cybersecurity Lead |
| Test and update response plans by conducting tabletop exercises. | Cybersecurity Lead |
| Perform annual penetration testing and routine vulnerability assessments. | Cybersecurity Lead |
| Ensure all students and employees understand and sign a network use agreement that explicitly outlines bad behaviors and consequences. | IT Director |
| Develop business continuity plans, as part of your Continuity of Operations Plan (COOP), for each department with essential functions. | Director of Safety and Security |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Response Phase

District actions during a cybersecurity incident.

Refer to Section 5 - Document 1: Cyber Incident Response Plan when a cyber incident occurs. This plan is specific to cyber incidents and clarifies roles and responsibilities as well as provides guidance on key activities that must be performed. This plan must be carried out quickly so make sure to practice it before an actual incident occurs. This plan helps prevent data and monetary loss and to resume normal operations.

This plan is attached to the back of this annex due to the need to access the steps quickly and easily.

Recovery Phase

Return to normal district operations following a cybersecurity incident.

Refer to Section 5 - Document 1: Cyber Incident Response Plan for the recovery phase. The plan specifies steps to help resume normal operations.

Before a Cybersecurity Incident

Refer to Section 4 – Actions and Responsibilities for the Prevention, Mitigation, and Preparation Phases to prepare before a cybersecurity incident occurs.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| During a Cybersecurity Incident District actions during a cybersecurity incident. | |
|---|---|
| District Actions | Responsible Roles (Position responsible for this action) |
| Contact the IT director or team lead through established channels, as well as communication channels that do not use the ASD network (i.e., cell phones, Gmail, etc.). | Cybersecurity Lead |
| When possible, capture live system data (i.e., current network connections and open processes) prior to disconnecting a compromised machine from the network. | Cybersecurity Lead |
| Determine the appropriate power-down option. Consider disconnecting from the network rather than shutdown. Forensic data can be destroyed if the operating system (OS) executes a normal shutdown process. | Cybersecurity Lead |
| Block compromised systems from communicating with other devices or with attackers. | Cybersecurity Lead |
| Seek legal guidance before initiating communications. | Team Administrator |
| Contact a cyber insurance provider or broker if the district has an existing policy. | Team Administrator |
| Contact all critical software vendor(s). | Team Administrator |
| Contact the FBI, Law Enforcement, and Homeland Security, if needed. | Team Administrator |
| Consult with trained forensic investigators for advice and assistance prior to implementing any recovery or forensic efforts. | Cybersecurity Lead |
| Contact banks, credit card companies, and other financial accounts to report that someone may be using the district's identity. Holds may need to be placed on accounts that have been attacked. Unauthorized credit or charge accounts will need to be closed. | Team Administrator |
| Keep detailed notes of all observations, including dates and times, mitigation steps taken and not taken, device logging | Cybersecurity Lead |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | |
|---|--------------------|
| enabled or disabled, and machine names for suspected compromised equipment. More information is generally better than less information. | |
| Oversee and track containment and restoration activities, including actions taken, resource assignments, and notifications. | Cybersecurity Lead |
| Track incident expenses. | Team Administrator |
| Initiate Continuity of Operations Plan (COOP) and essential department continuity plans. | IT Director |

| After a Cybersecurity Incident Return to normal district operations following a cybersecurity incident. | |
|--|---|
| District Actions | Responsible Roles (Position responsible for this action) |
| Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities. | IT Director |
| Conduct a root cause analysis to pinpoint where a malicious incident took place. | Cybersecurity Lead |
| Communicate with internal and external stakeholders and manage public relations and reputation, including parents of students, if necessary. | Public Relations |
| Conduct continuous monitoring of networks after a breach for any abnormal activity and make sure intruders have been inhibited thoroughly. | Cybersecurity Lead |
| Work with affected system and service owners and managers to determine resources and sequencing needed to restore operations to a normal state. | Cybersecurity Lead |
| Based on priorities and estimated recovery timelines, repair, restore, rebuild, or replace systems that were taken offline or otherwise affected by the incident after they are cleared and released by investigators. | Cybersecurity Lead |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | |
|--|--------------------|
| Track restoration efforts and provide information to the emergency management team (EMT) regarding estimated and actual time to full restoration. | IT Director |
| After ensuring evidence has been preserved for legal and insurance purposes, and given the all-clear, eliminate all traces of the incident. | Cybersecurity Lead |
| Activate the damage assessment team. | IT Director |
| Track damages and expenses for reimbursement claims. | IT Director |
| Conduct an After-Action Review (AAR) to identify areas of improvement for the incident response plan. | Cybersecurity Lead |
| Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. | Cybersecurity Lead |
| Share lessons learned through appropriate channels. | Cybersecurity Lead |
| Districts must notify any individual whose sensitive personal information was, or is reasonably believed to have been, acquired by an unauthorized person no later than the 60th day after the date on which the breach was determined to occur. | IT Director |

Resources

6.1 Abbreviations and Acronyms

| | |
|------------|--|
| AAR | After-Action Review |
| CISA | Cybersecurity and Infrastructure Security Agency |
| COOP | Continuity of Operations Plan |
| DIR | Department of Information Resources |
| DDoS | Distributed Denial of Service |
| DOS | Denial of Service |
| EMT | Emergency Management Team |
| IAM | Identity and Access Management |
| Infosec | Information Security |
| IoC | Indication of Compromise |
| IT | Information Technology |
| K12 SIXK12 | Security Information eXchange |
| LEA | Local Education Agency |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | |
|---------|---|
| LOA | Letters of Agreement |
| MFA | Multifactor Authentication |
| MitM | Man-in-the-Middle |
| MOU | Memoranda of Understanding |
| MS-ISAC | Multi-State Information Sharing and Analysis Center |
| NIST | National Institute of Standards and Technology |
| Nmap | Network Mapper |
| OIG | Office of the Inspector General |
| OS | Operating System |
| PII | Personal Identifying Information |
| PoLP | Principle of Least Privilege |
| SSO | Single Sign-On |
| URL | Uniform Resource Locator |

Definitions

Antivirus Software: Responsible for scanning your files and looking for viruses. While it is often marketed as an antivirus, most antivirus software is anti-malware even though it's frequently promoted as antivirus (Ot, 2021).

Authentication: A security measure employed to confirm the identity of the person making a request or the message's originator when trying to authorize access to data or computer resources.

Brute Force Attack: A hacking method that uses trial and error to crack passwords, login credentials, and encryption keys.

Bug: An error, flaw, or fault in the design, development, or operation of computer software.

Cyberattack: Attempt to damage, disrupt, or gain unauthorized access to a computer, computer network, or computer system.

Cybersecurity: Measures taken to protect a computer, computer network, or computer system against unauthorized use or access.

Cyber Resilience: The capacity to foresee, endure, recover from, and adapt to unfavorable circumstances, stressors, attacks, or compromises on systems that use or enable cyber resources.

Domain Spoofing: The act of registering web domains like legitimate websites to trick individuals who mistyped URLs or click on similar-looking URLs.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Doxing: The act of compiling or publishing personal information about an individual on the internet, typically with malicious intent.

Endpoint: Physical devices that connect to a network system such as mobile devices, desktop computers, virtual machines, embedded devices, and servers.

Endpoint Security: Security to protect desktops, laptops, mobile phones, etc. from malicious, unwanted software.

End of Life Software: Out-of-date software and equipment that no longer receives patches, security updates, technical support, or bug fixes, making the user vulnerable to attacks.

Firewalls: Software program or hardware device that restricts communication between a private network or computer system and outside networks.

Information Security: Protection of information and information systems from unauthorized access and disruption.

Information Technology: Development, installation, and implementation of computer systems and applications.

Malicious Cyber Actor: A person, group, or entity that creates all or part of an incident with the aim to impact an individual's or organization's security.

Malware-based Attacks: Malware refers to "malicious software" that is designed to disrupt or steal data from a computer, network, or server.

Multifactor Authentication: Security technology that requires multiple methods of authentication from independent categories of credentials to verify a user's identity (such as a password and a code or fingerprint).

Patch: A software update that can be installed to correct an issue or fix security vulnerabilities.

Port Forwarding: Allows computers or services in private networks to connect over the internet with other public or private computers or services, sometimes called port mapping.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

Root Cause Analysis: Investigates the core issue that kicks off a chain of events that eventually results in the problem. It also looks for a solution in such a way that the problem is treated at the “root” or fundamental cause of the issue.

Resources

Cyber Insurance Information

WSRMP. (n.d.). About WSRMP. Risk Management Pool.
<https://wsrmp.com/about-wsrmp/>

Washington Schools Risk Management Pool (WSRMP) assists members in developing safe and effective school systems in which students achieve and succeed. Their work and results are recognized locally and nationally and provide inspiration and influence to other risk management pools, entities, and the state legislature. They provide safety and protection for school districts which allows them to focus on the priority work of educating and preparing students for the future.

Ritchie, J.N.& A. and Jayanti, S.F.-T., and A. (2021) What should your cyber insurance policy cover? Cyber Insurance, Federal Trade Commission. Available at:
<https://www.ftc.gov/business-guidance/small-businesses/cybersecurity/cyber-insurance>
(Accessed: 06 October 2023).

Explains why a cyber insurance policy is useful and what the policy should cover.

Cybersecurity Risk Assessment Tools

CISA. (n.d.). Guide to Getting Started with a Cybersecurity Risk Assessment. SAFECOM. Available at:
https://www.cisa.gov/sites/default/files/2024-01/22_1201_safecom_guide_to_cybersecurity_risk_assessment_508.pdf

This handbook was created by SAFECOM to help public safety communications system operators, owners, and managers comprehend the processes of a cyber risk assessment to increase operational and cyber resilience. This manual contains editable reference tables that can be used by districts to identify and record the

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

people and resources used at each stage of the assessment. Customization is encouraged.

Cybersecurity Plan Building Tools

CISA. (2023, January). Protecting our future: Cybersecurity for K-12: CISA. Protecting Our Future: Partnering to Safeguard K-12 Organizations from Cybersecurity Threats. <https://www.cisa.gov/protecting-our-future-cybersecurity-k-12>

Reports on cybersecurity risks facing elementary and secondary schools and provides recommendations that include cybersecurity guidelines designed to help schools face these risks. What i

Information Sharing Tools

Cybersecurity & Infrastructure Security Agency. (2023). Incident reporting system. CISA. <https://www.cisa.gov/forms/report>

Provides real-time analysis and incident reporting capabilities.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

INFORMATION AND TABLE OF CONTENTS

This section allows each site to tailor the plan to meet the specific needs of that site.

It also allows sensitive data such as phone numbers and student names to be separated from the master plan.

Although the District and law enforcement will maintain maps on building schematics for the entire district, the individual schools will only maintain that data for their school in this section. Annex G has a compliance checklist which must be prepared each school year. One copy of the checklist will be maintained in the school's plan and a second copy will be forwarded to the district office.

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All Hazards Emergency Operations School Site Specific Annex A

BUILDING/SCHOOL SIZE, LOCATION, POPULATION, AREA HAZARDS

State the size and location of your facility in acres and the number, general size, and use of each of the buildings:

State the number of students and employees normally on hand, and any scheduled daily differences in population:

Complete a hazard analysis of the school grounds, buildings, and surrounding community to identify any natural or human related hazards:

All Hazards Emergency Operations School Site Specific Annex B

COMMAND POST LOCATIONS

Designate primary and alternate on-site and off-site Command Post locations.

All Hazards Emergency Operations School Site Specific Annex C

EMERGENCY CONTACT NUMBERS

Insert the following pages in this section: (This section must be updated each school year)

Emergency phone numbers

Emergency First Responders director

Landline phones that work during power outages

PSE contact numbers

City of Auburn Water numbers

Covington Water

Lake Haven Water

Other important numbers

Emergency Administrative Phone List for your organization

Administrative Phone Tree for your organization

ASD directory

Inclement Weather Contacts (District Only)

Alphabetic by school contact numbers

Local points of contact following a disaster or emergency

* Determine the appropriate sequence required to dial 911 from your site's phone system.

All Hazards Emergency Operations School Site Specific Annex D

ICS ASSIGNMENTS AND LOCATIONS

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PURPOSE

Functional Annex I, Incident “Command Post Standard Operating Procedures” provides detailed information on the operation of the Incident Command Post. Included in that Annex are job descriptions and copies of the necessary forms to track all issues. Principals must be familiar with all aspects of that Annex. However, the limited staff and the fact that the district controls much of the operations and logistical support for any incident requires the school to understand how the ICP will function at the school level. This is particularly true for elementary schools.

RUNNING A SCHOOL OR BUILDING COMMAND POST

Staff Responsibilities Checklist:

Principal

- A. The principal may serve as the School Incident Commander or delegate that authority to a qualified individual.
- B. While the principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on policy-level activities and interfacing with other agencies and parents.
- C. The principal shall coordinate between the District Incident Commander and the School Incident Commander.

School Incident Commander

The School Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal/designee or other officials, identify resources required, and direct the on-scene incident management activities. The Incident Commander’s responsibilities include:

- A. Assuming overall direction of all incident management activities based on procedures outlined in the Comprehensive Emergency Plan.
- B. Taking steps deemed necessary to ensure the safety of students, staff, and other

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individuals.

- C. Determining whether to implement incident management protocols established in the Comprehensive Emergency Plan (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- D. Arranging for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- E. Working with and ensuring communication with emergency services personnel.
- F. Keeping the principal and other officials informed of the situation.
- G. Ensuring the proper transfer of command when/if a more qualified Incident Commander arrives on scene.

Teachers

- A. Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:
 - a. Supervising students under their charge.
 - b. Taking steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols established in the Comprehensive Emergency Plan.
 - c. Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the Comprehensive Emergency Plan.
 - d. Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.
 - e. Reporting missing students to the Incident Commander.
 - f. Executing assignments as directed by the Incident Commander.
 - g. Obtaining first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
 - h. Rendering first-aid if necessary. School staff will be trained and certified in First-Aid and CPR.

Incident Commander or Designee

- A. Verify information.
- B. Identify Command Post.
- C. Call 911; seal off high-risk area.
- D. Convene Incident Command Post team and implement ICP response procedures.
- E. Notify school(s) and staff (depending on emergency; students may be notified by teachers).
- F. Evacuate students and staff if necessary.
- G. Refer media to District ICP
- H. Notify community agencies (if necessary).
- I. Implement post-crisis procedures.
- J. Keep detailed notes of crisis events.

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K. Schools notify Central Office (Who notifies School if necessary)

All Staff

- A. Verify information.
- B. Lock classroom/office doors unless evacuation orders are issued.
- C. Warn students/staff, if advised.
- D. Account for all students/staff.
- E. Stay with students during an evacuation. Take a class roster.
- F. Refer media to the district communications/information officer.
- G. Keep detailed notes of crisis events.

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CURRENT SITE ASSIGNMENTS AND STAGING AREAS

Once ICS is activated on site locations and staging areas will be assigned. (See Annex D)

| On Site Locations and Staging Areas | | | |
|-------------------------------------|---------|-----------|-----------|
| | Primary | Alternate | Alternate |
| On Site Command Post | | | |
| Student Care | | | |
| First Aid | | | |
| Student Request | | | |
| Student Release | | | |
| Media Staging | | | |
| Law Enforcement Staging | | | |
| Fire Staging | | | |
| Public Works Staging | | | |
| Utilities Staging | | | |
| Student Relocation Center | | | |

Notes:

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

ICS ASSIGNMENTS

In this section insert organizations ICS assignments for current school year

| POSITION | 1st (Primary) | 2nd (Alt) | 3rd (Alt) |
|------------------------------|---------------------------------|-----------------------------|-----------------------------|
| Incident Commander | | | |
| Safety Officer | | | |
| Liaison Officer | | | |
| Public Information Officer | | | |
| Operations | | | |
| Site Facility Check/Security | | | |
| Search & Rescue | | | |
| Medical | | | |
| Student Care | | | |
| Student Release | | | |
| Planning/Intelligence | | | |
| Documentation | | | |
| Situation Analysis | | | |
| Logistics/Resource | | | |
| Supplies/Facilities | | | |
| Staffing | | | |
| Communications | | | |
| Finance/Administration | | | |
| Timekeeping | | | |
| Purchasing | | | |

Notes:

All Hazards Emergency Operations District/School Site Specific Annex E

NOTICE OF FIRST AID CARE

DATE: _____

SCHOOL: _____

Dear Parent:

_____ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site)

Transporting Agency: (if not presently on site)

Time: _____

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

PARENT'S SIGNATURE

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

All Hazards Emergency Operations District/School Site Specific Annex F

OFF CAMPUS EMERGENCIES

Develop procedures for off campus emergencies (field trip, bus, etc.)

All Hazards Emergency Operations District/School Site Specific Annex G**PLAN COMPLIANCE CHECKLIST**

Use this checklist to determine if your school's Incident Actions Plan complies with all requirements. The elements of the minimum requirements are listed below. Your portion of the district's plan must contain each listed element to be in compliance. This checklist can assist you in conducting your annual review. **Once completed, provide a copy to the Director of Safety and Security.** Retain original in your plan.

| Y | N | UNK | NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) COMPLIANCE |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Our school has adopted the Incident Command System (ICS) as the management system to be used to manage emergencies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All key personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses, IS 100, IS 200 and IS 700 |
| Y | N | UNK | SITUATION |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the size and location of your facility in acres and the number, general size, and use of each of the buildings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the number of students and employees normally on hand, and any scheduled daily differences in population |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete a hazard analysis of the school grounds, buildings, and surrounding community to identify any natural or human related hazards |
| Y | N | UNK | DIRECTION AND CONTROL |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Create an Incident Command System (ICS) for your school that will include a chain of command and alternates to implement and carry out the plan. At a minimum include the following: <ul style="list-style-type: none"> ● Incident Commander ● Public Information Officer ● Safety Officer ● Liaison Officer ● Operations Section |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Designate primary and alternate on-site and off-site Command Post locations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify persons, by title and agency, who will be notified during an emergency |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Describe the warning signals or commands that alert staff and students to emergency responses: <ul style="list-style-type: none"> ● Evacuation |

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| | | | <ul style="list-style-type: none"> • Reverse evacuation • Lockdown/Shelter in place • No Code Words |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Designate primary and alternate evacuation routes and assembly areas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Designate primary and alternate on and off-site relocation sites and other necessary sites (and how students/staff would be moved or transported) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Describe how disabled and/or non-English-speaking children will be provided for |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide a resource inventory of emergency items available - communication equipment, first aid, medical, firefighting equipment, lighting, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Post a Classroom Emergency Response Guide in each room or assembly area for student and staff |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | School should have a battery powered radio in case of power failure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop procedures for off campus emergencies (field trip, bus, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop student/parent reunification procedures |
| Y | N | UNK | PLAN DEVELOPMENT AND MAINTENANCE |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide an annual review of plan, attachments, responses, and needs. Update whenever necessary |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Conduct annual training of all staff regarding warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Annually review your Incident Command System with staff and train those who have assigned responsibilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Twice annually practice each of the listed emergency response drills with students and staff 1. Reverse evacuation 2. Lockdown or Shelter in place 3. Evacuation (one fire drill per year can count towards this requirement) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | One school employee will participate in multi-hazard crisis training annually |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overview of plan explained and distributed to parents |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A copy of the plan to be on file in the school office and operations |

I have reviewed the incident Action Plan for the school year _____.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

_____ (Insert schools name) is prepared for a serious incident and all personnel and updates are completed.

Printed Name of Principal _____

Signature of Principal _____

Date _____

All Hazards Emergency Operations District/School Site Specific Annex H

PRIMARY AND ALTERNATE SITES

Designate primary and alternate evacuation routes and assembly areas:

Designate primary and alternate on and off-site relocation sites and other necessary sites (and how students/staff would be moved or transported):

All Hazards Emergency Operations District/School Site Specific Annex I

SEARCH AND RESCUE TEAM LIST

SEARCH AND RESCUE (S & R) TEAM LEADER

| | | NAMES | | | | | | | |
|------------------------------------|---|-----------------------|------------------|---------------------------------|---------------------------------|----------------------------|------------------|---|--------------------------------------|
| | | R a d i o | K e y s | H a r d H a t | G o g g l e s | B u c k e t | V e s t | C l i p b o a r d | B a c k p a c k |
| S & R TEAM #1 NOTES: | 1 | | | | | | | | |
| | 2 | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| S & R TEAM #2 NOTES: | 1 | | | | | | | | |
| | 2 | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

- ☐ Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- ☐ Perform visual check of outfitted team leaving Incident Command Post (ICP); include radio check. Advise teams of known injuries.
- ☐ Remain at the Incident Command Post table.
- ☐ Be attentive to all S&R related communications.
- ☐ Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 201 would be recorded as "S/2 = RM 201" in box under team #3.
- ☐ Utilize manpower pool to aid S&R (i.e., request for backboard and carryout or request for rescue equipment).

All Hazards Emergency Operations District/School Site Specific Annex J

SITE REUNIFICATION PROCEDURES

Develop student/parent reunification procedures. See Reunification Annex for sample copy of parent's letter.

All Hazards Emergency Operations District/School Site Specific Annex K

SPECIAL NEEDS STUDENTS/STAFF

Describe how disabled and/or non-English-speaking children will be provided for:

(See Functional Annex P “Special Needs Population Procedures”)

All Hazards Emergency Operations District/School Site Specific Annex L

STAFF ROSTER WITH EMERGENCY NUMBERS

Attach a copy of the staff roster with emergency numbers.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations District/School Site Specific Annex M

STAFF SKILLS SURVEY AND INVENTORY

Name _____ Position _____

Room _____

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident. These will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO, WHERE APPROPRIATE.**

| | | | | | | | |
|--|--|--|---|--------------------------------|-----------------|---|---------------------|
| | First Aid (current card) yes/no | | CPR (current) yes/no | | Triage | | Firefighting |
| | Construction (electrical, plumbing, carpentry, etc.) | | | | Running/Jogging | | |
| | Emergency Planning | | | Emergency Management | | | Search & Rescue |
| | Law Enforcement | | Bi/Multilingual (What language(s)?) _____ | | | | |
| | Mechanical Ability | | | Structural Engineering | | Bus/Truck Driver (Class 1 or 2 license) yes/no | |
| | Shelter Management | | | Survival Training & Techniques | | | Food Preparation |
| | Ham Radio Operator | | | CB Radio | | | Journalism |
| | Camping | | | Waste Disposal | | | Recreational Leader |

DO YOU KEEP A PERSONAL EMERGENCY KIT? ☐ In your car? ☐ In your room?

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares) ☐ Yes ☐ No

DO YOU HAVE YOUR HOME AND FAMILY READY FOR AN EMERGENCY? ☐ Yes ☐ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? ☐ YES ☐ NO

PLEASE LIST EQUIPMENT AND MATERIALS.

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations District/School Site Specific Annex N

STUDENT ROSTER WITH PARENT PHONE NUMBERS

Attach a copy of student roster and parent phone numbers.

AUBURN SCHOOL DISTRICT ALL HAZARDS EMERGENCY OPERATIONS PLAN

All Hazards Emergency Operations District/School Site Specific Annex O

SITE SPECIFIC MAPS

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:

(Primary and Alternate evacuation route maps shall be placed in each room)

1. Resolution No. 1392 - Adopting the 2024-2030 Capital Facilities Plan

Recommendation: That the board adopt Resolution No. 1392.



Auburn School District No. 408

Capital Facilities Plan 2024 through 2030



Chinook Elementary School – 2023

*To be adopted by the Auburn School District Board of Directors in
June 2024.*



915 Fourth Street SE
Auburn, Washington 98002

(253) 931-4900

Board of Directors

Tracy Arnold
Valerie Gonzales
Arlista Holman
Sheilia McLaughlin
Laura Theimer

Dr. Alan Spicciati, Superintendent

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SECTION 1 – EXECUTIVE SUMMARY

Auburn School District (District) has prepared this six-year Capital Facilities Plan (Plan) in compliance with the requirements of Washington’s Growth Management Act and the ordinances adopted by the counties and cities served by the District. The District reviews and amends the Plan annually. All changes are made pursuant to the Growth Management Act and the local ordinances.

The Plan was prepared using data available in the spring of 2024 unless otherwise noted.

The Plan is consistent with prior long-term capital facilities plans adopted by the District. This Plan is not intended to be the sole plan for all the District’s needs. The District may prepare interim and periodic long-range Capital Facilities Plans consistent with this six-year Capital Facilities Plan.

The Plan will be submitted to jurisdictions located within the District’s service area along with a request to include the plan as an element in the jurisdictions’ Comprehensive Plans. King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific must adopt this Plan to enable the District to collect impact fees within their jurisdiction. In the past, the Cities of Algona and Pacific have not adopted a school impact fee ordinance or the District’s Capital Facilities Plans.

King County Code 21A allows school districts to assess impact fees on every dwelling unit in the District for which a fee schedule has been established. This Plan provides the data and calculations required by King County and the Cities to establish the District’s school impact fees for 2024. The District’s 2024 impact fee for Single-Family Residences is \$4,584. The 2024 impact fee for Multi-Family Residences is \$8,966.

The Plan establishes the District’s Standard of Service to determine the District’s current and future capacity. While the State Superintendent of Public Instruction establishes square footage guidelines for school capacity, those guidelines do not account for the local program needs of the District. The Growth Management Act and the school impact fee ordinance authorize the District to define its standard of service based on the District’s specific needs.

The District’s Standard of Service is based upon the District’s current student-teacher ratio and service model for special programs. The Standard of Service and District’s school inventory have been used to calculate the capacity of schools in the District. The District’s permanent capacity for the 2024-25 school year is 14,595 students. The number of students enrolled in the District as of October 1, 2023, is 17,239 students.

The following table summarizes changes that are incorporated in the District's 2024-2030 Capital Facilities Plan:

Table 1: 2024 Capital Facilities Plan Changes

| ITEM | 2023 CFP | 2024 CFP | COMMENTS |
|---|---------------|---------------|---|
| Classroom Capacity - Elem. Schools | 20.33 | 20.29 | Adjusted for Pre-Kindergarten classes |
| Debt Service Tax Rate | 1.84000 | 1.93178 | Per King County |
| District Average Assessed Value - SFR | \$573,704 | \$530,816 | Per King County |
| District Average Assessed Value - MFR | \$270,892 | \$232,969 | Per King County |
| District SF Capacity - Permanent | 14,230 | 14,595 | Updated calculation |
| District SF Capacity - Permanent + Portables | 17,074 | 17,541 | Updated calculation |
| District Impact Fee - SFR | \$5,615.82 | \$4,584.00 | Updated calculation |
| District Impact Fee - MFR | \$9,223.54 | \$8,966.00 | Updated calculation |
| Facility Cost - Middle School | \$143,000,000 | \$143,300,000 | Construction cost escalation |
| Facility Cost - Portable Classroom | \$250,000 | \$388,165 | Based on current portable classroom cost |
| Facility SF % - Permanent - Elementary | 96.16% | 97.73% | Adjusted for portable classroom relocations |
| Facility SF % - Permanent - Middle School | 92.45% | 91.28% | Adjusted for portable classroom relocations |
| Facility SF % - Permanent - High School | 95.96% | 94.87% | Adjusted for portable classroom relocations |
| Facility SF % - Portables - Elementary | 3.84% | 2.27% | Adjusted for portable classroom relocations |
| Facility SF % - Portables - Middle School | 7.55% | 8.72% | Adjusted for portable classroom relocations |
| Facility SF % - Portables - High School | 4.04% | 5.13% | Adjusted for portable classroom relocations |
| Genl. Obligation Bonds Interest Rate | 3.58% | 3.48% | Per Bond Buyer Index |
| OSPI Construction Cost Allowance | \$246.83 | \$375.00 | Per OSPI |
| OSPI Match % - District | 35.42% | 33.14% | Per OSPI |
| OSPI Match % - State | 64.58% | 66.86% | Per OSPI |
| Student Generation Rate - Elementary - SFR | 0.303 | 0.269 | Updated housing inventory |
| Student Generation Rate - Middle School - SFR | 0.133 | 0.107 | Updated housing inventory |
| Student Generation Rate - High School - SFR | 0.151 | 0.117 | Updated housing inventory |
| Student Generation Rate - Elementary - MFR | 0.440 | 0.482 | Updated housing inventory |
| Student Generation Rate - Middle School - MFR | 0.150 | 0.131 | Updated housing inventory |
| Student Generation Rate - High School - MFR | 0.172 | 0.146 | Updated housing inventory |

SECTION 2 – FACILITY INVENTORY

Auburn School District encompasses 62 square miles in King and Pierce Counties and serves the cities of Auburn, Algona, Pacific, as well as a portion of Unincorporated King County. The District owns 661 acres of property, operates 30 facilities, and utilizes 112 portable classrooms. The 30 facilities include 16 elementary schools, four middle schools, four high schools, and six support facilities. 108 portable classrooms are located at schools and four are located at the District's Administration Building and used for conferences, training, and office space.

The following map shows the District’s boundaries, school locations, major roads, and the Urban Growth Boundary.

Figure 1 – School District Map



The following table identifies the District's school facilities and facility data.

Table 2: School Facility Inventory

| FACILITY | ADDRESS | YEAR BUILT | MAJOR MOD. | SITE SIZE (ACRES) | GROSS SF | OSPI SF |
|-----------------------------|--|------------|-------------|-------------------|------------------|------------------|
| ELEMENTARY SCHOOLS | | | | | | |
| Alpac | 310 Milwaukee Blvd N, Pacific | 1972 | 1987 | 10.68 | 48,042 | 46,592 |
| Arthur Jacobsen | 29205 132 nd Ave SE, Auburn | 2007 | NA | 10.02 | 56,620 | 56,283 |
| Bowman Creek | 5701 Kersey Way SE, Auburn | 2020 | NA | 21.85 | 75,862 | 74,413 |
| Chinook | 3502 Auburn Way S, Auburn | 2022 | NA | 13.07 | 75,896 | 74,496 |
| Dick Scobee | 1031 14 th St NE, Auburn | 2020 | NA | 8.90 | 76,371 | 74,961 |
| Evergreen Heights | 5602 S 316 th St, Auburn | 1970 | 2014 / 2017 | 10.10 | 44,231 | 41,923 |
| Gildo Rey | 1005 37 th St SE, Auburn | 1969 | 1988 / 2012 | 10.05 | 49,123 | 47,697 |
| Hazelwood | 11815 SE 304 th St, Auburn | 1990 | NA | 13.08 | 54,906 | 53,482 |
| Ilalko | 301 Oravetz Place SE, Auburn | 1992 | NA | 14.22 | 54,734 | 53,310 |
| Lake View | 16401 SE 318 th St, Auburn | 1980 | NA | 16.48 | 54,054 | 52,252 |
| Lakeland Hills | 1020 Evergreen Way SE, Auburn | 2006 | NA | 12.00 | 54,876 | 53,454 |
| Lea Hill | 30908 124 th Ave SE, Auburn | 2022 | NA | 20.24 | 75,896 | 74,384 |
| Pioneer | 2301 M St SE, Auburn | 2021 | NA | 11.13 | 76,758 | 75,358 |
| Terminal Park | 1101 D St SE, Auburn | 2023 | NA | 6.09 | 77,443 | 75,793 |
| Washington | 20 E St NE, Auburn | 1972 | 1988 | 5.33 | 46,378 | 46,377 |
| Willow Crest | 13002 SE 304 th St, Auburn | 2021 | NA | 10.43 | 75,849 | 74,405 |
| TOTAL | | | | 193.67 | 997,039 | 975,180 |
| MIDDLE SCHOOLS | | | | | | |
| Cascade | 1015 24 th St NE, Auburn | 1967 | 1998 | 16.94 | 89,320 | 89,320 |
| Mt Baker | 620 37 th St SE, Auburn | 1994 | NA | 28.98 | 90,365 | 90,365 |
| Olympic | 839 21 st St SE, Auburn | 2019 | NA | 17.40 | 107,625 | 107,625 |
| Rainier | 30620 116 th Ave SE, Auburn | 1991 | NA | 25.54 | 91,321 | 91,321 |
| TOTAL | | | | 88.86 | 378,631 | 378,631 |
| HIGH SCHOOLS | | | | | | |
| Auburn High – Main Building | 711 E Main St, Auburn | 2015 | NA | 20.50 | 277,229 | 276,229 |
| Auburn High – TAP Building | 501 3 rd St NE, Auburn | 2009 | NA | 0.24 | 2,662 | 2,662 |
| Auburn Mountainview | 28900 124 th Ave SE, Auburn | 2005 | NA | 39.42 | 187,542 | 187,539 |
| Auburn Riverside | 501 Oravetz Rd, Auburn | 1995 | NA | 35.32 | 180,248 | 180,248 |
| West Auburn | 401 W Main St, Auburn | 1990 | NA | 5.26 | 30,295 | 30,295 |
| TOTAL | | | | 100.74 | 677,976 | 676,973 |
| GRAND TOTAL | | | | 383.27 | 2,053,646 | 2,030,784 |

The following table identifies the District's support facilities and facility data.

Table 3: Support Facility Inventory

| FACILITY | ADDRESS | YEAR BUILT | MAJOR MOD. | SITE SIZE (ACRES) | GROSS SF | OSPI SF |
|---------------------------|------------------------------------|------------|-------------|-------------------|----------------|---------|
| SUPPORT FACILITIES | | | | | | |
| Administration Building | 915 4 th St NE, Auburn | 1968 | 1987 / 2017 | 3.50 | 24,046 | NA |
| Administration Annex | 502 4 th St NE, Auburn | 1935 | 1989 | 0.34 | 6,557 | NA |
| Auburn Memorial Stadium | 405 4 th St NE, Auburn | 1978 | 1980 / 1997 | 6.60 | 17,055 | NA |
| Auburn Pool | 516 4 th St NE, Auburn | 1971 | 2011 | 0.74 | 14,390 | NA |
| Support Services | 1302 4 th St SW, Auburn | 1996 | NA | 5.50 | 41,184 | NA |
| Transportation Center | 615 15 th St SW, Auburn | 1997 | NA | 5.90 | 19,500 | NA |
| TOTALS | | | | 22.58 | 122,732 | |

The following table identifies the District's portable classrooms that are located at schools.

Table 4: School Portable Classroom Inventory

| FACILITY | SINGLE PORTABLE CLASSROOMS | DOUBLE PORTABLE CLASSROOMS | TOTAL PORTABLE CLASSROOMS |
|-----------------------------|----------------------------|----------------------------|---------------------------|
| ELEMENTARY SCHOOLS | | | |
| Alpac | 8 | 0 | 8 |
| Arthur Jacobsen | 0 | 0 | 0 |
| Bowman Creek | 0 | 0 | 0 |
| Chinook | 0 | 0 | 0 |
| Dick Scobee | 0 | 0 | 0 |
| Evergreen Heights | 4 | 0 | 4 |
| Gildo Rey | 2 | 0 | 2 |
| Hazelwood | 2 | 0 | 2 |
| Ilalko | 2 | 0 | 2 |
| Lake View | 0 | 0 | 0 |
| Lakeland Hills | 3 | 1 | 5 |
| Lea Hill | 0 | 0 | 0 |
| Pioneer | 0 | 0 | 0 |
| Terminal Park | 0 | 0 | 0 |
| Washington | 8 | 0 | 8 |
| Willow Crest | 0 | 0 | 0 |
| MIDDLE SCHOOLS | | | |
| Cascade | 8 | 0 | 8 |
| Mt. Baker | 6 | 3 | 12 |
| Olympic | 8 | 0 | 8 |
| Rainier | 9 | 1 | 11 |
| HIGH SCHOOLS | | | |
| Auburn High - Main Building | 8 | 0 | 8 |
| Auburn High - TAP Building | 0 | 0 | 0 |
| Auburn Mountainview | 10 | 1 | 12 |
| Auburn Riverside | 6 | 6 | 18 |
| West Auburn | 0 | 0 | 0 |
| TOTALS | 84 | 12 | 108 |

The following table identifies the District's inventory of undeveloped property.

Table 5: Undeveloped Property Inventory

| SITE NO. | LOCATION | YEAR ACQUIRED | SITE SIZE (ACRES) | BUILDING DEPT. JURISDICTION | URBAN GROWTH BOUNDARY |
|--------------|---|---------------|-------------------|-----------------------------|-----------------------|
| 23A | SE 318th St., Auburn | 1948 | 62.44 | King County | Outside |
| 25A | SE Lake Holm Road / 190th Ave. SE, Auburn | 1990 | 23.86 | King County | Outside |
| 25B | SE Lake Holm Road / 188th Ave. SE, Auburn | 2008 | 5.00 | King County | Outside |
| 33 | SE Lake Holm Road / 129th Way SE, Auburn | 2005 | 40.00 | King County | Outside |
| 34/39 | I St. NE/40th St. NE, Auburn | 2002 / 2022 | 72.28 | City of Auburn | Within |
| 35 | Sumner Tapps Hwy. E./ 62nd St. SE, Auburn | 2009 | 53.00 | City of Auburn | Within |
| TOTAL | | | 256.58 | | |

SECTION 3 – ENROLLMENT PROJECTIONS

The District's consultant, Davis Demographics, analyzed demographic data relevant to the District's facility planning efforts. The report created by Davis Demographics identifies trends occurring in the community, how these trends may affect future student populations, and assists in illustrating facility adjustments that may be necessary to accommodate student population.

Davis Demographics' ten-year forecast methodology combines historic student population counts, past and present demographic characteristics, and planned residential development to forecast future student populations. Additionally, Davis Demographics uses factors calculating incoming kindergarten classes based upon birth rates, additional students from new housing, the effects of student mobility, and a detailed review of planned residential development within the District.

Historical Enrollment

The following table shows the District's October 1 historical enrollment over the past 20-years. The data reveals an average overall growth of 1.46% during the past 10 years. This includes a 4% decrease in October 2020 enrollment due to the COVID pandemic.

Table 6: Historical Enrollment

| GRADE | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| TK | | | | | | | | | | | | | | | | | | | 127 | 135 |
| KDG | 892 | 955 | 940 | 995 | 998 | 1,032 | 1,010 | 1,029 | 1,098 | 1,170 | 1,232 | 1,198 | 1,237 | 1,261 | 1,271 | 1,291 | 1,038 | 1,227 | 1,341 | 1,205 |
| 1 | 960 | 963 | 1,012 | 995 | 1,014 | 1,033 | 1,066 | 1,068 | 1,089 | 1,188 | 1,219 | 1,279 | 1,210 | 1,276 | 1,290 | 1,314 | 1,236 | 1,185 | 1,304 | 1,305 |
| 2 | 992 | 963 | 1,001 | 1,019 | 1,024 | 998 | 1,016 | 1,097 | 1,083 | 1,124 | 1,196 | 1,289 | 1,300 | 1,251 | 1,311 | 1,295 | 1,243 | 1,249 | 1,241 | 1,320 |
| 3 | 918 | 1,002 | 1,031 | 997 | 1,048 | 993 | 1,013 | 996 | 1,111 | 1,125 | 1,136 | 1,232 | 1,317 | 1,328 | 1,275 | 1,320 | 1,243 | 1,264 | 1,324 | 1,265 |
| 4 | 1,016 | 939 | 1,049 | 1,057 | 1,045 | 1,073 | 1,024 | 1,022 | 1,038 | 1,123 | 1,156 | 1,170 | 1,237 | 1,328 | 1,378 | 1,316 | 1,257 | 1,255 | 1,322 | 1,356 |
| 5 | 956 | 1,065 | 998 | 1,077 | 1,070 | 1,030 | 1,079 | 1,017 | 1,070 | 1,075 | 1,122 | 1,172 | 1,199 | 1,269 | 1,345 | 1,361 | 1,294 | 1,251 | 1,296 | 1,349 |
| 6 | 1,020 | 1,004 | 1,061 | 1,008 | 1,096 | 1,040 | 1,041 | 1,063 | 1,041 | 1,076 | 1,059 | 1,116 | 1,152 | 1,207 | 1,275 | 1,337 | 1,306 | 1,233 | 1,227 | 1,276 |
| 7 | 1,124 | 1,028 | 1,014 | 1,057 | 1,034 | 1,125 | 1,060 | 1,032 | 1,086 | 1,072 | 1,091 | 1,099 | 1,132 | 1,194 | 1,232 | 1,295 | 1,319 | 1,304 | 1,267 | 1,230 |
| 8 | 1,130 | 1,137 | 1,069 | 1,033 | 1,076 | 1,031 | 1,112 | 1,046 | 1,018 | 1,116 | 1,088 | 1,136 | 1,108 | 1,183 | 1,213 | 1,236 | 1,264 | 1,312 | 1,315 | 1,277 |
| 9 | 1,459 | 1,379 | 1,372 | 1,337 | 1,257 | 1,245 | 1,221 | 1,273 | 1,200 | 1,159 | 1,275 | 1,229 | 1,261 | 1,257 | 1,372 | 1,399 | 1,351 | 1,386 | 1,455 | 1,453 |
| 10 | 1,260 | 1,383 | 1,400 | 1,367 | 1,341 | 1,277 | 1,238 | 1,168 | 1,278 | 1,229 | 1,169 | 1,316 | 1,248 | 1,300 | 1,313 | 1,410 | 1,376 | 1,387 | 1,416 | 1,507 |
| 11 | 1,019 | 1,153 | 1,294 | 1,305 | 1,304 | 1,269 | 1,212 | 1,177 | 1,116 | 1,187 | 1,169 | 1,111 | 1,248 | 1,188 | 1,198 | 1,218 | 1,174 | 1,299 | 1,300 | 1,309 |
| 12 | 833 | 989 | 1,068 | 1,176 | 1,259 | 1,319 | 1,251 | 1,220 | 1,231 | 1,186 | 1,218 | 1,175 | 1,104 | 1,266 | 1,126 | 1,113 | 1,090 | 1,248 | 1,251 | 1,252 |
| TOTALS | 13,579 | 13,960 | 14,309 | 14,423 | 14,566 | 14,465 | 14,343 | 14,208 | 14,459 | 14,830 | 15,130 | 15,522 | 15,753 | 16,308 | 16,599 | 16,905 | 16,191 | 16,600 | 17,186 | 17,239 |
| Change | | 381 | 349 | 114 | 143 | -101 | -122 | -135 | 251 | 371 | 300 | 392 | 231 | 555 | 291 | 306 | -714 | 409 | 459 | 53 |
| Percent Change | | 2.81% | 2.50% | 0.80% | 0.99% | -0.69% | -0.84% | -0.94% | 1.77% | 2.57% | 2.02% | 2.59% | 1.49% | 3.52% | 1.78% | 1.84% | -4.22% | 2.53% | 2.77% | 0.31% |
| Average Student Gain/Loss for Past 10 years | 228 | | | | | | | | | | | | | | | | | | | |
| Average Student Gain/Loss for Past 10 years | 1.46% | | | | | | | | | | | | | | | | | | | |

Projected Enrollment

Based upon the district-wide analysis conducted by Davis Demographics:

- The student population in the District is expected to increase slightly by 0.9% during the next five years and decrease slightly by 0.5% during the following five years.
- The birth rates in the District have fluctuated over the past ten years, but the overall trend is positive.
- An influx in students transitioning into 1st grade and 9th grade is expected. The District anticipates the largest decline in students transitioning into 11th and 12th grades. This is primarily due to students participating in the Running Start program.
- The enrollment projection includes 11 residential development projects with a total of 1,024 units during the next ten years.
- The K-5 resident student population is expected to increase to nearly 7,600 in 2026 and then decline slowly due to diminished housing development and larger kindergarten cohorts moving into middle school. Overall, the K-5 grade group is expected to decrease by 0.8% in the 5-year forecast and 1.4% in the ten-year horizon.
- The 6-8 Grade resident population within the District is expected to increase by 3.3% in the five-year forecast and 0.8% in the ten-year horizon.

- High school student population is expected to experience a slight increase of 1.6% in the five-year forecast while remaining flat with a small decrease of 0.1% towards the tail end of the ten-year horizon.

The following table identifies student enrollment projections for the next six years.

Table 7: Student Enrollment Projections

| GRADE | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| IN-DISTRICT STUDENTS | | | | | | |
| Pre-K | 130 | 130 | 130 | 130 | 130 | 130 |
| K | 1,129 | 1,165 | 1,213 | 1,188 | 1,180 | 1,180 |
| 1 | 1,213 | 1,190 | 1,230 | 1,267 | 1,240 | 1,230 |
| 2 | 1,268 | 1,227 | 1,208 | 1,235 | 1,270 | 1,242 |
| 3 | 1,296 | 1,302 | 1,266 | 1,232 | 1,258 | 1,292 |
| 4 | 1,245 | 1,322 | 1,336 | 1,282 | 1,247 | 1,272 |
| 5 | 1,321 | 1,262 | 1,342 | 1,343 | 1,289 | 1,252 |
| 6 | 1,272 | 1,288 | 1,237 | 1,299 | 1,299 | 1,245 |
| 7 | 1,266 | 1,291 | 1,308 | 1,243 | 1,306 | 1,306 |
| 8 | 1,216 | 1,274 | 1,304 | 1,305 | 1,240 | 1,301 |
| 9 | 1,287 | 1,253 | 1,316 | 1,340 | 1,339 | 1,271 |
| 10 | 1,368 | 1,318 | 1,290 | 1,344 | 1,367 | 1,364 |
| 11 | 1,301 | 1,290 | 1,243 | 1,208 | 1,260 | 1,279 |
| 12 | 1,169 | 1,275 | 1,270 | 1,215 | 1,179 | 1,231 |
| Subtotal | 16,479 | 16,587 | 16,695 | 16,629 | 16,605 | 16,596 |
| OUT-OF-DISTRICT STUDENTS | | | | | | |
| K-5 | 260 | 260 | 262 | 263 | 261 | 259 |
| 6-8 | 95 | 98 | 100 | 98 | 98 | 100 |
| 9-12 | 516 | 517 | 516 | 514 | 518 | 518 |
| Subtotal | 871 | 875 | 878 | 874 | 877 | 877 |
| TOTAL STUDENTS | | | | | | |
| PreK-5 | 7,861 | 7,858 | 7,988 | 7,939 | 7,876 | 7,857 |
| 6-8 | 3,848 | 3,951 | 3,950 | 3,945 | 3,943 | 3,953 |
| 9-12 | 5,641 | 5,653 | 5,636 | 5,620 | 5,663 | 5,663 |
| TOTAL | 17,350 | 17,462 | 17,574 | 17,503 | 17,482 | 17,473 |

SECTION 4 – STUDENT GENERATION RATES

King County Code 21A establishes a formula to determine school impact fees. Developers of residential properties must pay a school district the impact fee to help compensate the District for the impact of new housing units on school facilities. This King County code was substantially adopted by the Cities of Auburn, Black Diamond, and Kent.

This formula requires the District to establish a “Student Generation Rate”. This rate is the average number of students generated by a residential housing unit and is used to

estimate the number of students that will be added to the District by each new housing unit.

Two sets of data are used to calculate Student Generation Rates - current student enrollment and from recently constructed housing units in the District. This information associates each student with a housing unit. Two general housing categories are analyzed - single-family and multi-family.

The District also uses the Student Generation Rates to estimate anticipated student enrollment in the future. Development data is collected to determine the number of new residential units that may be built in the future. The Student Generation Rates applied to estimate the number of new students that the planned residential developments may yield.

Planned residential development data was obtained through discussions with city agencies, counties, and major developers within the District boundaries. Student population by residence includes all approved and tentative tract maps in addition to any planned or proposed development that may occur within the project timeframe. The planned residential development information is a snapshot of the District currently. The information may change and is updated annually.

The following table provides information about recent single-family residential developments in the District and associated Student Generation Rates.

Table 8: Single-Family Residential Development Summary

| SINGLE-FAMILY DEVELOPMENTS | OCCUPANCY DATE | UNITS | OCCUPIED UNITS | TO BE OCCUPIED | 2024 STUDENTS | | | | STUDENT GENERATION RATE | | | |
|----------------------------|----------------|------------|----------------|----------------|---------------|-----------|-----------|------------|-------------------------|--------------|--------------|--------------|
| | | | | | K-5 | 6-8 | 9-12 | Total | K-5 | 6-8 | 9-12 | Total |
| Bridges | 2021 | 380 | 380 | 0 | 96 | 32 | 45 | 173 | 0.253 | 0.084 | 0.118 | 0.455 |
| Forest Glen | 2021 | 30 | 30 | 0 | 23 | 13 | 6 | 42 | 0.767 | 0.433 | 0.200 | 1.400 |
| Greenvale | 2023 | 17 | 17 | 0 | 0 | 1 | 0 | 1 | 0.000 | 0.059 | 0.000 | 0.059 |
| Greenview Estates | 2023 | 17 | 17 | 0 | 3 | 2 | 3 | 8 | 0.176 | 0.118 | 0.176 | 0.471 |
| Hastings | 2020 | 10 | 10 | 0 | 5 | 1 | 1 | 7 | 0.500 | 0.100 | 0.100 | 0.700 |
| Lozier Ranch | | 18 | 7 | 11 | 1 | 0 | 0 | 1 | 0.143 | 0.000 | 0.000 | 0.143 |
| Palisades - Homes | | 16 | 15 | 1 | 5 | 2 | 3 | 10 | 0.333 | 0.133 | 0.200 | 0.667 |
| River Rock | | 14 | 7 | 7 | 0 | 0 | 0 | 0 | 0.000 | 0.000 | 0.000 | 0.000 |
| Seremounte | 2019 | 30 | 30 | 0 | 7 | 5 | 4 | 16 | 0.233 | 0.167 | 0.133 | 0.533 |
| Vasiliy | 2021 | 8 | 8 | 0 | 2 | 0 | 0 | 2 | 0.250 | 0.000 | 0.000 | 0.250 |
| Willow Place | 2021 | 11 | 11 | 0 | 1 | 1 | 0 | 2 | 0.091 | 0.091 | 0.000 | 0.182 |
| TOTALS | | 551 | 532 | 19 | 143 | 57 | 62 | 262 | 0.269 | 0.107 | 0.117 | 0.492 |

The following table provides information about recent multi-family residential developments in the District and associated Student Generation Rates.

Table 9: Multi-Family Residential Development Summary

| MULTI-FAMILY DEVELOPMENTS | OCCUPANCY DATE | UNITS | OCCUPIED UNITS | TO BE OCCUPIED | 2024 STUDENTS | | | | STUDENT GENERATION RATE | | | |
|---------------------------|----------------|------------|----------------|----------------|---------------|-----------|------------|------------|-------------------------|--------------|--------------|--------------|
| | | | | | K-5 | 6-8 | 9-12 | Total | K-5 | 6-8 | 9-12 | Total |
| Copper Gate Apts. | 2021 | 500 | 500 | 0 | 341 | 93 | 103 | 537 | 0.682 | 0.186 | 0.206 | 1.074 |
| The Verge Auburn | 2022 | 226 | 226 | 0 | 9 | 2 | 3 | 14 | 0.040 | 0.009 | 0.013 | 0.062 |
| TOTALS | | 726 | 726 | 0 | 350 | 95 | 106 | 551 | 0.482 | 0.131 | 0.146 | 0.759 |

SECTION 5 – STANDARD OF SERVICE

The School Impact Fee Ordinances adopted by King County and the Cities of Auburn, Black Diamond, and Kent require the District to establish a “Standard of Service” to be eligible to impose school impact fees. The Standard of Service must identify the school program year, class size by grade span, the types of facilities needed to serve its student population, and other Rates identified by the District including the requirements of students with special needs.

CURRENT ENROLLMENT

The District operates 16 elementary schools with pre-school to grade 5, four middle schools with grades 6 to 8, three comprehensive and one alternate education high school with grades 9 to 12. Student enrollments at these schools as of March 2024 are:

- Elementary Schools: 8,569 students
- Middle Schools: 3,656 students
- High Schools: 5,247 students
- Total Enrollment: 17,472 students

CLASS SIZE

Standard class sizes in the District are subject to state regulations, collective bargaining agreements, and student needs. Class sizes also vary based upon grade level and classroom type.

The District’s blended class size standards are as follows:

- Elementary Schools: 20.29 students per classroom
- Middle Schools: 28.02 students per classroom
- High Schools: 28.74 students per classroom
- Self-Contained Special Education: 12.00 students per classroom

PERMANENT CLASSROOMS

Permanent classrooms are located in permanent structures owned and operated by the District. The number of permanent classrooms in the District's 24 schools are:

- Elementary Schools: 507 classrooms
- Middle Schools: 151 classrooms
- High Schools: 221 classrooms
- Total: 879 classrooms

PORTABLE CLASSROOMS

Portable classrooms in the District are modular structures that can be relocated. The District uses portable classrooms when permanent facilities do not have adequate space to accommodate its students and staff. Portable classrooms are also used at the school district's Administration Building for training, conference, and office space. The number of portable classrooms in use and their locations are:

- Elementary Schools: 31 portables
- Middle Schools: 39 portables
- High Schools: 38 portables
- Support Facilities: 4 portables
- Total: 112 portables

TYPES OF CLASSROOMS

The types of classrooms in the District vary based upon grade level, instructional program, and student needs. Classroom types in the District are:

- General Classrooms: Spaces used for general instruction and do not have specialized features or equipment. These classrooms are present in elementary, middle, and high schools.
- Special Education Self-Contained Classrooms: Spaces used for self-contained instruction for students with disabilities. These classrooms are present in elementary, middle, and high schools.
- Specialty Classrooms: Instructional spaces that have unique features or equipment. These classrooms are present in middle and high schools and consist of teaching stations for art, automotive technology, band, business education, career center, choral, construction manufacturing, computer science, culinary arts, drafting, drama, fitness and conditioning, horticulture, kitchen science, marketing, metals, orchestra,

physical education, robotics, science, sports medicine, theater arts, and visual communications.

- Pull-Out Classrooms: Spaces where students receive specialized instruction for a portion of the school day and are comprised of elementary gymnasiums and music, and elementary, middle, and high school multi-lingual, resource, and Title/LAP classrooms. Pull-out classrooms do not contribute to a school's capacity because students visit these classrooms during the school day while excused from their general classrooms.

The standard number of students in a classroom varies based upon grade level and classroom type. Standard class sizes in the District are:

- Elementary General Classroom Pre-Kindergarten: 20 students per classroom.
- Elementary General Classrooms Kindergarten through Grade 3: 17 students per classroom.
- Elementary General Classrooms Grades 4 and 5: 27 students per classroom.
- Middle School General and Specialty Classrooms Grade 6: 27 students per classroom.
- Middle School General and Specialty Classrooms Grades 7 and 8: 28.53 students per classroom.
- High School General and Specialty Classrooms Grades 9 through 12: 28.74 students per classroom.
- Special Education Self-Contained Classrooms Pre-Kindergarten – Grade 12: 12 students per classroom.
- Pull-Out Classrooms Pre-Kindergarten through Grade 12: Class size varies depending on the grade level and type of instruction being provided.

CLASSROOM UTILIZATION

As noted above, the District has established standard student class sizes based upon grade level and classroom use. While the District works diligently to assign students to achieve full classroom capacity, it is not possible to always do so. Consequently, the District applies classroom utilization rates to address inefficiencies in assigning classes.

The utilization rates are:

- Elementary Schools: 100% utilization based on the ability to fully assign classes at classroom size standards.
- Middle and High Schools: 76.67% utilization based upon 92% utilization due to elective class sizes x 83% utilization due to classrooms used for planning periods.

SCHOOL CAPACITY

School capacity is determined by the number of teaching stations present at each school, type of teaching station, class size, teaching station capacity, and classroom utilization rate.

The following table identifies the capacity of each school in the District in permanent classrooms.

Table 10 – School Capacities

| SCHOOL NAME | GEN. CLRMS. | PRE-K CLRMS. | SPEC. ED. SELF-CONTAINED CLRMS. | PULL-OUT CLRMS. | SPECIALTY CLRMS. | TOTL CLRMS. | GEN. & SPECIALTY CLRM. CAPACITY | SPEC. ED. SELF-CONTAINED CLRM. CAPACITY | CLRM. UTILIZATION RATE | SCHOOL CAPACITY PERMANENT | SCHOOL CAPACITY PERMANENT + PORTABLES |
|--------------------------|-------------|--------------|---------------------------------|-----------------|------------------|-------------|---------------------------------|---|------------------------|---------------------------|---------------------------------------|
| ELEMENTRY SCHOOLS | | | | | | | | | | | |
| Alpac | 19 | 2 | 0 | 5 | 0 | 26 | 20.29 | 12.00 | 100.00% | 426 | 576 |
| Arthur Jacobsen | 20 | 1 | 2 | 5 | 0 | 28 | 20.29 | 12.00 | 100.00% | 450 | 450 |
| Bowman Creek | 32 | 1 | 1 | 5 | 0 | 39 | 20.29 | 12.00 | 100.00% | 682 | 682 |
| Chinook | 26 | 4 | 2 | 7 | 0 | 39 | 20.29 | 12.00 | 100.00% | 633 | 633 |
| Dick Scobee | 25 | 4 | 2 | 8 | 0 | 39 | 20.29 | 12.00 | 100.00% | 612 | 612 |
| Evergreen Heights | 16 | 1 | 1 | 4 | 0 | 22 | 20.29 | 12.00 | 100.00% | 357 | 457 |
| Gildo Rey | 17 | 3 | 1 | 4 | 0 | 25 | 20.29 | 12.00 | 100.00% | 418 | 443 |
| Hazelwood | 22 | 1 | 1 | 4 | 0 | 28 | 20.29 | 12.00 | 100.00% | 479 | 529 |
| Ilako | 20 | 1 | 2 | 5 | 0 | 28 | 20.29 | 12.00 | 100.00% | 450 | 450 |
| Lake View | 19 | 1 | 1 | 4 | 0 | 25 | 20.29 | 12.00 | 100.00% | 418 | 418 |
| Lakeland Hills | 21 | 1 | 1 | 5 | 0 | 28 | 20.29 | 12.00 | 100.00% | 458 | 533 |
| Lea Hill | 27 | 3 | 3 | 6 | 0 | 39 | 20.29 | 12.00 | 100.00% | 645 | 645 |
| Pioneer | 26 | 4 | 2 | 7 | 0 | 39 | 20.29 | 12.00 | 100.00% | 633 | 633 |
| Terminal Park | 27 | 4 | 2 | 6 | 0 | 39 | 20.29 | 12.00 | 100.00% | 653 | 653 |
| Washington | 12 | 3 | 2 | 7 | 0 | 24 | 20.29 | 12.00 | 100.00% | 328 | 578 |
| Willow Crest | 29 | 3 | 1 | 6 | 0 | 39 | 20.29 | 12.00 | 100.00% | 661 | 661 |
| TOTALS | 358 | 37 | 24 | 88 | 0 | 507 | | | | 8,303 | 8,953 |
| MIDDLE SCHOOLS | | | | | | | | | | | |
| Cascade | 14 | 0 | 1 | 8 | 17 | 40 | 28.02 | 12.00 | 76.67% | 675 | 899 |
| Mt Baker | 12 | 0 | 2 | 7 | 15 | 36 | 28.02 | 12.00 | 76.67% | 598 | 990 |
| Olympic | 12 | 0 | 2 | 9 | 17 | 40 | 28.02 | 12.00 | 76.67% | 641 | 865 |
| Rainier | 9 | 0 | 3 | 8 | 15 | 35 | 28.02 | 12.00 | 76.67% | 543 | 851 |
| TOTALS | 47 | 0 | 8 | 32 | 64 | 151 | | | | 2,458 | 3,606 |
| HIGH SCHOOLS | | | | | | | | | | | |
| Auburn High | 23 | 0 | 3 | 15 | 40 | 81 | 28.74 | 12.00 | 76.67% | 1,416 | 1,696 |
| Auburn High - TAP | 0 | 0 | 3 | 0 | 0 | 3 | 28.74 | 12.00 | 76.67% | 28 | 28 |
| Auburn Mountainview | 17 | 0 | 4 | 11 | 30 | 62 | 28.74 | 12.00 | 76.67% | 1,072 | 1,408 |
| Auburn Riverside | 21 | 0 | 2 | 10 | 29 | 62 | 28.74 | 12.00 | 76.67% | 1,120 | 1,624 |
| West Auburn | 8 | 0 | 0 | 4 | 1 | 13 | 28.74 | 12.00 | 76.67% | 198 | 226 |
| TOTALS | 69 | 0 | 12 | 40 | 100 | 221 | | | | 3,834 | 4,982 |
| GRAND TOTALS | 474 | 37 | 44 | 160 | 164 | 879 | | | | 14,595 | 17,541 |

SECTION 6 - CAPITAL CONSTRUCTION PLAN

Since 1975, the District has regularly performed an in-depth review of its existing facilities and long-term facility needs. The process includes the formation of community-wide citizens' committees to review facility needs and make recommendations for improvements, modernizations, and new facilities.

In 2015, a citizens' committee recommended the District build two new elementary schools, replace one middle and five elementary schools, and acquire property for three elementary schools. In November 2016, the voters approved by 62.38% a \$456,056,000 bond proposition to build and replace these schools. Capital Project reserve funds were used to acquire the elementary school property. The last project in this building program is under construction and will be completed in July 2024.

In 2023, the District completed a 10-year Facilities Master Plan. This plan identified the following facility needs:

- Complete improvements at 22 facilities to address aging equipment, air conditioning, energy conservation, major maintenance, and safety and security improvements within six years.
- Replace Alpac Elementary School within six years.
- Replace Cascade Middle School within six years.
- Build a new middle school within six years.
- Replace Evergreen Heights and Gildo Rey Elementary Schools within seven to 13 years.
- Replace the Administration Building and Administration Annex within seven to 13 years.
- Build a new high school in nine years if current enrollment projections remain accurate.
- Acquire new portable classrooms and relocate existing portable classrooms where needed to accommodate localized enrollment growth at individual schools.

A citizens' committee was convened in the fall of 2023 and recommended completion of the facility improvements, facility replacements, and new school construction identified in the 2023 Facilities Master Plan. The District Board of Directors is considering a November 2024 bond proposition to address facility needs recommended to be completed within six years. The District is eligible for state funding assistance for school replacement projects. The District is not eligible for state funding assistance for a new middle school project.

The new middle school, as part of the District's permanent and portable classroom solution, will provide new capacity to serve growth and is the basis for the District's impact

fees. The District also plans to purchase or relocate portable classrooms to accommodate growth at the middle and high school levels.

These District's six-year facility needs are summarized in the following table.

Table 11 : Six-Year Capital Construction Plan

| PROJECT | ADDED CAPACITY | FUND SOURCE | ESTIMATED COMPLETION | ESTIMATED COST (2024) | SIX-YEAR FINANCE PLAN | | | | | | |
|-------------------------------|----------------|-----------------|----------------------|-----------------------|-----------------------|---------------------|---------------------|----------------------|----------------------|--------------------|----------------------|
| | | | | | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | Total |
| New Middle School | 800 | Future Bond | Aug. 2027 | \$143,300,000 | \$1,433,000 | \$3,037,960 | \$64,404,752 | \$95,576,652 | \$1,706,726 | \$0 | \$166,159,090 |
| Alpac Elem. Replacement | 224 | Future Bond | Aug. 2028 | \$89,872,100 | \$0 | \$952,644 | \$1,797,443 | \$42,815,644 | \$63,538,415 | \$1,134,615 | \$110,238,761 |
| Cascade MS Replacement | 125 | Future Bond | Aug. 2028 | \$142,587,755 | \$0 | \$1,511,430 | \$3,204,232 | \$67,929,719 | \$100,807,703 | \$1,800,138 | \$175,253,222 |
| Improvements at 22 Facilities | 0 | Future Bond | Aug. 2029 | \$55,476,260 | \$0 | \$5,880,484 | \$15,583,281 | \$19,821,934 | \$17,509,375 | \$7,003,750 | \$65,798,824 |
| Portable Classrooms | 0 | Cap. Proj. Fund | Aug. 2024 | \$1,750,000 | \$1,750,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,750,000 |
| Property Acquisitions | 0 | Cap. Proj. Fund | NA | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTALS | | | | \$432,986,115 | \$3,183,000 | \$11,382,518 | \$84,989,708 | \$226,143,948 | \$183,562,219 | \$9,938,502 | \$519,199,896 |

SECTION 7 - IMPACT FEES

King County Code 21A allows school districts to assess impact fees on every dwelling unit in the District for which a fee schedule has been established. The fee schedule is based on the school impact fee formula set out in King County Ordinance 11621 Attachment A.

The following table identifies the data used by the District in calculating impact fees for 2024.

Table 12: Impact Fee Data

| IMPACT FEE ELEMENTS | SOURCE | SINGLE FAMILY | | | MULTI FAMILY | | |
|--|--------------------|---------------|---------------|-------------|--------------|---------------|-------------|
| | | Elementary | Middle School | High School | Elementary | Middle School | High School |
| Classroom Capacities | District Standards | 20.29 | 28.02 | 28.74 | 20.29 | 28.02 | 28.74 |
| Debt Service Tax Rate | King County | 1.93178 | 1.93178 | 1.93178 | 1.93178 | 1.93178 | 1.93178 |
| District Average Assessed Value | King County | \$530,816 | \$530,816 | \$530,816 | \$232,969 | \$232,969 | \$232,969 |
| District SF Capacity - Permanent | District Data | 997,039 | 378,631 | 677,976 | 997,039 | 378,631 | 677,976 |
| District SF Capacity - Portables | District Data | 23,200 | 36,160 | 36,640 | 23,200 | 36,160 | 36,640 |
| District SF Capacity - Permanent + Portables | District Data | 1,020,239 | 414,791 | 714,616 | 1,020,239 | 414,791 | 714,616 |
| District Impact Fees | CFP Calculation | \$4,584.00 | \$4,584.00 | \$4,584.00 | \$8,966.00 | \$8,966.00 | \$8,966.00 |
| Facility Cost - Middle School | District Data | \$0 | \$143,300,000 | \$0 | \$0 | \$143,300,000 | \$0 |
| Facility Cost - Portable Classroom | District Data | \$388,165 | \$388,165 | \$388,165 | \$388,165 | \$388,165 | \$388,165 |
| Facility SF % - Permanent Facilities | District Data | 97.73% | 91.28% | 94.87% | 97.73% | 91.28% | 94.87% |
| Facility SF % - Portable Facilities | District Data | 2.27% | 8.72% | 5.13% | 2.27% | 8.72% | 5.13% |
| Genl. Obligation Bonds Interest Rate | Bond Buyer Index | 3.48% | 3.48% | 3.48% | 3.48% | 3.48% | 3.48% |
| OSPI Construction Cost Allowance | OSPI | \$375.00 | \$375.00 | \$375.00 | \$375.00 | \$375.00 | \$375.00 |
| OSPI Match % - District | OSPI | 66.86% | 66.86% | 66.86% | 66.86% | 66.86% | 66.86% |
| OSPI Match % - State | OSPI | 33.14% | 33.14% | 33.14% | 33.14% | 33.14% | 33.14% |
| OSPI Square Footage Per Student | OSPI | 90 | 108 | 130 | 90 | 108 | 130 |
| School Capacities | District Standards | 650 | 800 | 1,500 | 650 | 800 | 1,500 |
| Site Acreage | District Standards | 12 | 24 | 36 | 12 | 24 | 36 |
| Site Cost per Acre | District Standards | \$2,023 | \$2,023 | \$2,023 | \$2,023 | \$2,023 | \$2,023 |
| Student Generation Rates | CFP Calculation | 0.269 | 0.107 | 0.117 | 0.482 | 0.131 | 0.146 |

The following table shows the District's impact fee calculation for single-family residences.

Table 13: Impact Fee Calculation – Single-Family Residences

| SCHOOL SITE ACQUISITION COST | | | | | | |
|--|-----------------------------|-----------------------|-------------------------|---------------------------|-------------------|-----------------|
| Grade Level | Site Acreage | Cost per Acre | School Capacity | Site Cost per Student | Student Gen. Rate | Cost per SFR |
| Elementary | 12 | \$0 | 650 | \$0 | 0.269 | \$0 |
| Middle | 24 | \$0 | 800 | \$0 | 0.107 | \$0 |
| High | 36 | \$0 | 1,500 | \$0 | 0.117 | \$0 |
| TOTAL | | | | | | \$0 |
| SCHOOL CONSTRUCTION COST | | | | | | |
| Grade Level | Facility Cost | Student Capacity | Percent Permanent SF | Facility Cost per Student | Student Gen. Rate | Cost per SFR |
| Elementary | \$0 | 650 | 0.9773 | \$0 | 0.269 | \$0 |
| Middle | \$143,300,000 | 800 | 0.9128 | \$163,505 | 0.107 | \$17,495 |
| High | \$0 | 1,500 | 0.9487 | \$0 | 0.117 | \$0 |
| TOTAL | | | | | | \$17,495 |
| PORTABLE CLASSROOM COST | | | | | | |
| Grade Level | Facility Cost | Student Capacity | Percent Portable SF | Facility Cost per Student | Student Gen. Rate | Cost per SFR |
| Elementary | \$0 | 20.29 | 0.0227 | \$0 | 0.269 | \$0.00 |
| Middle | \$388,165 | 28.02 | 0.0872 | \$1,208 | 0.107 | \$129.26 |
| High | \$388,165 | 28.74 | 0.0513 | \$693 | 0.117 | \$81.06 |
| TOTAL | | | | | | \$210.32 |
| STATE MATCH CREDIT | | | | | | |
| Grade Level | Construction Cost Allowance | OSPI SF Per Student | State Match % | State Match per Student | Student Gen. Rate | Cost per SFR |
| Elementary | \$375.00 | 90 | 0.6686 | \$0 | 0.269 | \$0 |
| Middle | \$375.00 | 108 | 0.6686 | \$0 | 0.107 | \$0 |
| High | \$375.00 | 130 | 0.6686 | \$0 | 0.117 | \$0 |
| TOTAL | | | | | | \$0 |
| TAX CREDIT | | | | | | |
| Category | Residential Assessed Value | Debt Service Tax Rate | G.O. Bond Interest Rate | Years Amortized | | Tax Credit |
| Single Family | \$530,816 | 1.93178 | 0.0348 | 10 | | \$8,537 |
| IMPACT FEE SUMMARY - SINGLE FAMILY RESIDENCE | | | | | | |
| Site Cost per Acre | Permanent Facility Cost | Portable Clrm. Cost | State Match Credit | Tax Credit | 50% Local Share | Impact Fee SFR |
| \$0 | \$17,495 | \$210 | \$0 | (\$8,537) | 0.500 | \$4,584 |

The following table shows the District's impact fee calculation for multi-family residences.

Table 14: Impact Fee Calculation – Multi-Family Residences

| SCHOOL SITE ACQUISITION COST | | | | | | |
|--|-----------------------------|-----------------------|-------------------------|---------------------------|-------------------|-----------------|
| Grade Level | Site Acreage | Cost per Acre | School Capacity | Site Cost per Student | Student Gen. Rate | Cost per SFR |
| Elementary | 12 | \$2,023 | 650 | \$0 | 0.482 | \$0 |
| Middle | 24 | \$2,023 | 800 | \$0 | 0.131 | \$0 |
| High | 36 | \$2,023 | 1,500 | \$0 | 0.146 | \$0 |
| TOTAL | | | | | | \$0 |
| SCHOOL CONSTRUCTION COST | | | | | | |
| Grade Level | Facility Cost | Student Capacity | Percent Permanent SF | Facility Cost per Student | Student Gen. Rate | Cost per SFR |
| Elementary | \$0 | 650 | 0.9773 | \$0 | 0.482 | \$0 |
| Middle | \$143,300,000 | 800 | 0.9128 | \$163,505 | 0.131 | \$21,419 |
| High | \$0 | 1,500 | 0.9487 | \$0 | 0.146 | \$0 |
| TOTAL | | | | | | \$21,419 |
| PORTABLE CLASSROOM COST | | | | | | |
| Grade Level | Facility Cost | Student Capacity | Percent Portable SF | Facility Cost per Student | Student Gen. Rate | Cost per SFR |
| Elementary | \$0 | 20.29 | 0.0227 | \$0 | 0.482 | \$0.00 |
| Middle | \$388,165 | 28.02 | 0.0872 | \$1,208 | 0.131 | \$158.25 |
| High | \$388,165 | 28.74 | 0.0513 | \$693 | 0.146 | \$101.16 |
| TOTAL | | | | | | \$259.41 |
| STATE MATCH CREDIT | | | | | | |
| Grade Level | Construction Cost Allowance | OSPI SF Per Student | State Match % | State Match per Student | Student Gen. Rate | Cost per SFR |
| Elementary | \$375.00 | 90 | 0.6686 | \$0 | 0.482 | \$0 |
| Middle | \$375.00 | 108 | 0.6686 | \$0 | 0.131 | \$0 |
| High | \$375.00 | 130 | 0.6686 | \$0 | 0.146 | \$0 |
| TOTAL | | | | | | \$0 |
| TAX CREDIT | | | | | | |
| Category | Residential Assessed Value | Debt Service Tax Rate | G.O. Bond Interest Rate | Years Amortized | | Tax Credit |
| Single Family | \$232,969 | 1.93178 | 0.0348 | 10 | | \$3,747 |
| IMPACT FEE SUMMARY - SINGLE FAMILY RESIDENCE | | | | | | |
| Site Cost per Acre | Permanent Facility Cost | Portable Clrm. Cost | State Match Credit | Tax Credit | 50% Local Share | Impact Fee MFR |
| \$0 | \$21,419 | \$259 | \$0 | (\$3,747) | 0.500 | \$8,966 |

SECTION 8 – CONCLUSIONS

Housing units continue to be built in the District and the student population continues to grow. The student population is projected to increase during the next five years but at a slower rate than in the past 10 years.

The District built two new elementary schools and replaced five elementary schools with larger facilities during the past four years. This increased elementary school capacity so that it fully accommodates current elementary students. However, the District continues to lack permanent classroom space to accommodate middle and high school students, including students from new growth. Consequently, 55 portable classrooms are being used to accommodate middle and high school students and are part of the District's capacity solution.

Because of a shortage of classrooms at middle and high schools, the District is considering placing a bond proposition on the ballot in November 2024 to build an additional middle school. The District is also monitoring annual enrollment levels and bonding capacity to determine when an additional high school should be built.

While new housing units continue to be built in the District, the rate is slowing. Consequently, the District's Student Generation Rates have decreased during the past year. This is the primary factor reducing the District's school impact fees for 2024. This is reflected in a reduction for single-family residences from \$5,615.82 to \$4,584.00 and a reduction for multi-family residences from \$9,223.54 to \$8,966.00.

Auburn School District's 2024-2030 Capital Facilities Plan, including its 2024 impact fee rates, will be submitted to King County and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific with a request the jurisdictions adopt the plan and include the plan as an element in their Comprehensive Plans.

**AUBURN SCHOOL DISTRICT NO. 408
RESOLUTION NO. 1392**

RESOLUTION TO ADOPT THE 2024-2030 CAPITAL FACILITIES PLAN

WHEREAS, Auburn School District No. 408 (the "District") desires to cooperate with King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific in implementing the Growth Management Act (GMA); and

WHEREAS, the District shall submit the District's 2024-2030 Capital Facilities Plan to King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific for adoption and incorporation into each jurisdiction's comprehensive plan; and

WHEREAS, the District has completed the State Environmental Policy Act (SEPA) process and issued a Determination of Non-Significance; and

WHEREAS, the GMA authorizes local jurisdictions to collect school impact fees from development in order to ensure that school facilities are available to serve new growth and development; and

WHEREAS, the District's projected student enrollment is expected to increase during the next six years; and

WHEREAS, the District will need to build new schools, acquire school sites, improve existing facilities, and develop additional capacity in order to serve the increasing student enrollment; and

WHEREAS, existing funding sources are not sufficient to fund the capital improvements needed to serve the District's projected enrollment.

NOW, THEREFORE, BE IT RESOLVED:

1. The Auburn School District No. 408 hereby adopts the District's 2024-2030 Capital Facilities Plan.
2. The District shall submit this Plan to King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific for adoption and incorporation into each jurisdiction's comprehensive plan.
3. The District will request the adoption of school impact fees for the District by King County, the City of Auburn, the City of Black Diamond, and the City of Kent.
4. The Board supports the development of GMA school impact fee programs by the Cities of Algona and Pacific.

ADOPTED by the Board of Directors of Auburn School District No. 408, King County, Washington, at an open public meeting thereof, notice of which was given as required by law, held this 10th day of June 2024, the following Directors being present and voting therefore.

ADOPTED this 10th day of June 2024.

BOARD OF DIRECTORS

AUBURN SCHOOL DISTRICT NO. 408

ATTEST:

Secretary to the Board

DIRECTORS

1. Second Reading of Policy

Jon Young, Assistant Superintendent of Human Resources, is available to answer questions from the board.

Policy 6600- Transportation is being presented to the board for second reading and adoption.

| | |
|-----------------|---|
| Recommendation: | That Policy 6600- Transportation be accepted for second reading and adoption. |
|-----------------|---|

2. Discussion

Transportation

The district may provide transportation to and from school for a student:

- A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
- B. Whose walking route to school is hazardous;
- C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking;
or
- D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

At the request of an eligible student, the district may allow the student to transport his or her infant on a school bus or other student transportation vehicle provided by the district. The infant must be transported in a rear-facing child restraint system as defined in the federal motor vehicle safety standards found in 49 C.F.R. § 572.213. If the district denies the student's request to transport his or her infant by school bus, the district must authorize other arrangements for individual transportation in accordance with RCW 28A.160.030. For purposes of this paragraph, "eligible student" means any student served by the transportation program of the district or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting his or her own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

Each year the superintendent or designee will present to the board the number of students who live within the minimum distance of their schools and for whom there appears sufficient justification for the district to provide transportation. In this report, the superintendent or designee will also provide the reasons why each of these students is transported.

The district's transportation program will comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent or designee is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

Routes and Schedules

The superintendent or designee will be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors **will** be considered in establishing bus routes:

- A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference **will** be given to that route more directly serving the largest number of students;
- B. Location of bus stops may be determined by such factors as student safety, economy and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe; **and**
- C. School schedules **will** be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The district **will** apply for state transportation apportionment funds and **will** maintain the records required to obtain such funding

Emergency Routes and Schedules

The district **will** develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's **or designee's** judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules **will** be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

Legal References:

RCW
28A.160.020 Authorization for
private school students to ride
buses — Conditions
RCW 28A.160.030 Authorizing
individual transportation or
other arrangements
Chapter 392-141
WAC Transportation — State
allocation for operations
Chapter 392-172A-02095
WAC Transportation (Special
Education)
RCW 28A.160.160 Student
transportation allocations—
Definitions
RCW 28A.160.240
Transportation of infants

Classification: Encouraged

Adoption Date: 01.12.98

Auburn School District

Revised Dates: 08.09.99; 07.11.11

INFORMATIONAL

June enrollment Reports have been included for your review.

ASD HEADCOUNT SUMMARY UPDATE (DRAFT)

DATE: June 3, 2024

| ELEMENTARY SCHOOLS | | | | | | | | | | | | | | | | | | | | | | ELEMNTARY SCHOOL TOTALS | | | |
|--------------------|------|------|-----|------|-----|-------|-----|---------------------------|-----|--------------|------|---------|------|---------|------|---------|------|---------|------|---------|------|-------------------------|------|--------------|--|
| | | ECE | | PEER | | ECEAP | | Transitional Kindergarten | | Kindergarten | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | | | | |
| | | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | | | | |
| ALPAC | REG | 1.0 | 13 | 1.0 | 15 | 2.0 | 37 | -- | -- | 4.0 | 74 | 4.0 | 90 | 4.0 | 93 | 4.0 | 101 | 4.0 | 97 | 4.0 | 98 | 28.0 | 618 | | |
| ARTHUR JACOBSEN | REG | 1.0 | 12 | 1.0 | 16 | -- | -- | -- | -- | 3.0 | 63 | 2.5 | 51 | 2.5 | 56 | 3.0 | 67 | 2.0 | 49 | 2.0 | 47 | 17.0 | 361 | | |
| BOWMAN CREEK | REG | 1.0 | 15 | 1.0 | 15 | -- | -- | -- | -- | 4.0 | 78 | 3.5 | 64 | 3.5 | 69 | 3.0 | 76 | 2.5 | 65 | 2.5 | 60 | 21.0 | 442 | | |
| CHINOOK | REG | 1.0 | 18 | 1.0 | 10 | 2.0 | 39 | 1.0 | 20 | 5.0 | 91 | 5.0 | 112 | 4.0 | 75 | 4.5 | 108 | 4.0 | 99 | 3.5 | 92 | 31.0 | 664 | | |
| DICK SCOBEE | REG | 1.0 | 16 | 1.0 | 15 | 2.0 | 31 | 1.0 | 20 | 4.0 | 99 | 4.0 | 94 | 4.5 | 110 | 3.5 | 99 | 4.0 | 100 | 4.0 | 99 | 29.0 | 683 | | |
| EVERGREEN HEIGHT | REG | 1.0 | 12 | 1.0 | 16 | -- | -- | -- | -- | 3.0 | 70 | 3.0 | 72 | 3.0 | 66 | 3.0 | 75 | 3.5 | 73 | 2.5 | 63 | 20.0 | 447 | | |
| GILDO REY | REG | 1.0 | 15 | 1.0 | 13 | 1.0 | 20 | 1.0 | 20 | 3.0 | 59 | 3.5 | 73 | 2.5 | 57 | 3.0 | 64 | 2.5 | 58 | 2.5 | 58 | 21.0 | 437 | | |
| HAZELWOOD | REG | 1.0 | 9 | 1.0 | 8 | -- | -- | -- | -- | 3.0 | 70 | 3.5 | 79 | 4.5 | 92 | 4.0 | 85 | 3.5 | 85 | 3.5 | 102 | 24.0 | 530 | | |
| ILALCO | REG | 1.0 | 14 | 1.0 | 16 | -- | -- | -- | -- | 3.5 | 69 | 3.5 | 77 | 4.0 | 74 | 3.0 | 76 | 3.0 | 67 | 3.0 | 78 | 22.0 | 471 | | |
| LAKE VIEW | REG | 1.0 | 17 | 1.0 | 11 | -- | -- | -- | -- | 3.0 | 63 | 3.0 | 72 | 3.0 | 69 | 3.0 | 70 | 2.5 | 60 | 3.5 | 97 | 20.0 | 459 | | |
| LAKELAND HILLS | REG | 1.0 | 8 | 1.0 | 16 | -- | -- | -- | -- | 3.5 | 79 | 3.5 | 80 | 5.0 | 112 | 3.0 | 77 | 4.0 | 100 | 3.0 | 86 | 24.0 | 558 | | |
| LEA HILL | REG | 2.0 | 27 | 2.0 | 29 | 1.0 | 20 | 1.0 | 20 | 4.0 | 97 | 5.0 | 107 | 4.0 | 73 | 4.0 | 89 | 3.5 | 92 | 3.5 | 92 | 30.0 | 646 | | |
| PIONEER | REG | 1.0 | 16 | 1.0 | 4 | 2.0 | 38 | 1.0 | 20 | 5.0 | 102 | 5.0 | 107 | 5.0 | 120 | 4.0 | 93 | 4.0 | 80 | 3.0 | 79 | 31.0 | 659 | | |
| TERMINAL PARK | REG | 1.0 | 13 | 1.0 | 4 | 2.0 | 36 | 1.0 | 19 | 4.0 | 78 | 3.0 | 69 | 4.0 | 85 | 3.0 | 56 | 3.0 | 81 | 3.0 | 73 | 27.0 | 564 | | |
| | STEP | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1.0 | 24 | 1.0 | 26 | | | | |
| WASHINGTON | REG | 1.0 | 11 | 1.0 | 10 | -- | -- | 1.0 | 19 | 4.0 | 64 | 4.0 | 74 | 4.0 | 89 | 3.0 | 63 | 4.0 | 87 | 3.0 | 74 | 25.0 | 491 | | |
| WILLOW CREST | REG | 1.0 | 13 | 1.0 | 16 | 1.0 | 19 | -- | -- | 3.0 | 74 | 4.0 | 91 | 4.0 | 87 | 3.5 | 82 | 3.5 | 81 | 4.0 | 97 | 28.0 | 627 | | |
| | STEP | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1.5 | 29 | 1.5 | 38 | | | | |
| TOTALS BY GRADE | | 17.0 | 229 | 17.0 | 214 | 13.0 | 240 | 7.0 | 138 | 59.0 | 1230 | 60.0 | 1312 | 61.5 | 1327 | 54.5 | 1281 | 56.0 | 1327 | 53.0 | 1359 | 398.0 | 8657 | ELEM TOTAL S | |

| AUBURN ONLINE (AO) | | | |
|--------------------|-------|-----|-----|
| | | Sec | No. |
| Grade 3 | REG | 1 | 15 |
| | SPED | | 1 |
| | Total | | 16 |
| Grade 4 | REG | 1 | 17 |
| | SPED | | 1 |
| | Total | | 18 |
| Grade 5 | REG | 1 | 11 |
| | SPED | | 3 |
| | Total | | 14 |
| AO ELEM TOTALS | | 3 | 48 |

| | | No. |
|--------------|-------|-----|
| Grade 6 | REG | 17 |
| | SPED | 5 |
| | Total | 22 |
| Grade 7 | REG | 27 |
| | SPED | 6 |
| | Total | 33 |
| Grade 8 | REG | 25 |
| | SPED | 0 |
| | Total | 25 |
| AO MS TOTALS | | 80 |

| | | No. |
|--------------|-------|-----|
| Grade 9 | REG | 18 |
| | SPED | 0 |
| | Total | 18 |
| Grade 10 | REG | 21 |
| | SPED | 6 |
| | Total | 27 |
| Grade 11 | REG | 13 |
| | SPED | 1 |
| | Total | 14 |
| Grade 12 | REG | 14 |
| | SPED | 1 |
| | Total | 15 |
| AO HS TOTALS | | 74 |

| AUBURN ONLINE TOTAL | No. |
|---------------------|-----|
| | 202 |

| FULL TIME RUNNING START (FTRS) | | | | | |
|--------------------------------|------|-------|-------|-------|-------|
| | GR 9 | GR 10 | GR 11 | GR 12 | Total |
| AHS | 0 | 0 | 26 | 49 | 75 |
| AMHS | 0 | 0 | 21 | 37 | 58 |
| ARHS | 0 | 0 | 33 | 52 | 85 |
| WAHS | 0 | 0 | 0 | 1 | 1 |
| TOTALS | 0 | 0 | 80 | 139 | |
| FTRS TOTAL | | | | | 219 |

| GRAD ALLIANCE/ALE | | | | |
|-----------------------|------|-------|-------|-------|
| | GR 9 | GR 10 | GR 11 | GR 12 |
| WAHS | 19 | 41 | 23 | 20 |
| GR ALLIANCE/ALE TOTAL | | | | 103 |

| OPEN DOORS | | | | |
|------------------|------|-------|-------|-------|
| | GR 9 | GR 10 | GR 11 | GR 12 |
| WAHS | 0 | 5 | 33 | 77 |
| OPEN DOORS TOTAL | | | | 115 |

| MIDDLE SCHOOLS | | Grade 6 | Grade 7 | Grade 8 | TOTALS |
|-----------------|-------|---------|---------|---------|----------|
| CASCADE | REG | 258 | 274 | 251 | 783 |
| | SPED | 36 | 24 | 31 | 91 |
| | total | 294 | 298 | 282 | 874 |
| OLYMPIC | REG | 305 | 283 | 270 | 858 |
| | SPED | 22 | 22 | 35 | 79 |
| | total | 327 | 305 | 305 | 937 |
| MT. BAKER | REG | 266 | 287 | 283 | 836 |
| | SPED | 34 | 27 | 22 | 83 |
| | total | 300 | 314 | 305 | 919 |
| RAINIER | REG | 284 | 256 | 312 | 852 |
| | SPED | 29 | 22 | 34 | 85 |
| | total | 313 | 278 | 346 | 937 |
| TOTALS BY GRADE | REG | 1113 | 1100 | 1116 | |
| | SPED | 121 | 95 | 122 | 3667 |
| | | 1234 | 1195 | 1238 | MS TOTAL |

| HIGH SCHOOLS | | Grade 9 | Grade 10 | Grade 11 | Grade 12 | TOTALS |
|-----------------------------------|-------|---------|----------|----------|----------|----------|
| AUBURN HIGH SCHOOL | REG | 468 | 446 | 351 | 312 | 1577 |
| | SPED | 40 | 48 | 33 | 71 | 192 |
| | total | 508 | 494 | 384 | 383 | 1769 |
| AUBURN MOUNTAINVIEW HIGH SCHOOL | REG | 390 | 369 | 343 | 277 | 1379 |
| | SPED | 25 | 32 | 26 | 33 | 116 |
| | total | 415 | 401 | 369 | 310 | 1495 |
| AUBURN RIVERSIDE HIGH SCHOOL | REG | 459 | 429 | 387 | 324 | 1599 |
| | SPED | 39 | 29 | 33 | 21 | 122 |
| | total | 498 | 458 | 420 | 345 | 1721 |
| WEST AUBURN HIGH SCHOOL | REG | 19 | 29 | 33 | 26 | 107 |
| | SPED | 8 | 11 | 5 | 6 | 30 |
| | total | 27 | 40 | 38 | 32 | 137 |
| WEST AUBURN ALE (ON-SITE PROGRAM) | REG | 4 | 17 | 16 | 17 | 54 |
| | SPED | 1 | 1 | 0 | 1 | 3 |
| | total | 5 | 18 | 16 | 18 | 57 |
| TOTALS BY GRADE | REG | 1340 | 1290 | 1130 | 956 | 4716 |
| | SPED | 113 | 121 | 97 | 132 | 463 |
| | | 1453 | 1411 | 1227 | 1088 | 5179 |
| | | | | | | HS TOTAL |

| HEADCOUNT SUMMARY | | | |
|-------------------|------------------|---------|------------|
| DISTRICT TOTALS | Projections 10/1 | Current | Difference |
| Preschool | ---- | 683 | ---- |
| TK-5 | 7,837 | 8,022 | 185 |
| 6-8 | 3,794 | 3,747 | -47 |
| 9-12 | 5,528 | 5,253 | -275 |
| TOTAL | 17,159 | 17,705 | -137 |

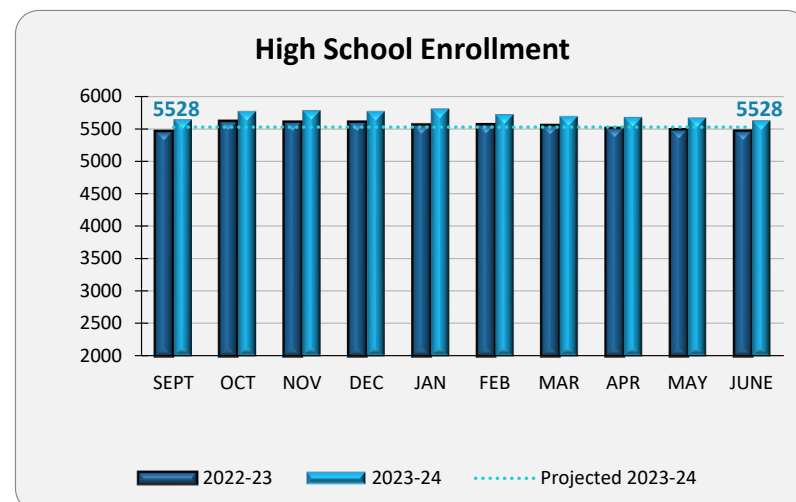
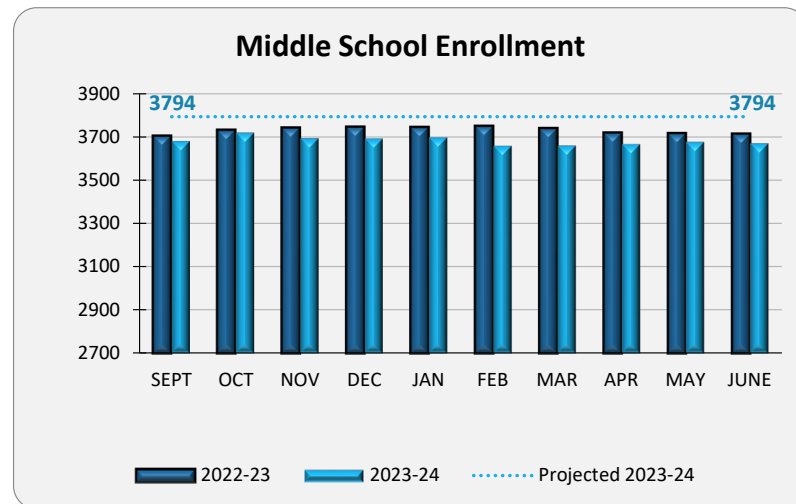
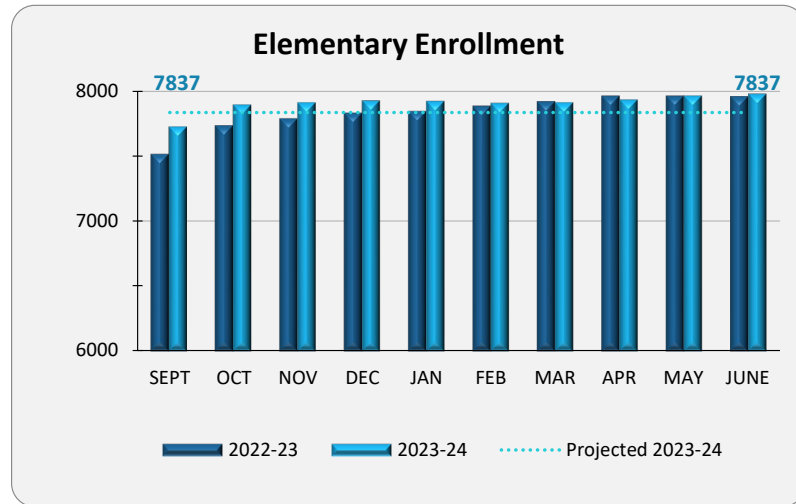
*Includes Auburn Online

*Includes Auburn Online

*Includes Auburn Online

| OFF-SITE PROGRAM SUMMARY | | | |
|--------------------------|------------------|---------|------------|
| DISTRICT TOTALS | Projections 10/1 | Current | Difference |
| Gr Alliance/ALE | 67 | 103 | 36 |
| Open Doors | 63 | 115 | 52 |
| TOTAL FTRS | 247 | 219 | -28 |
| TOTAL | 377 | 437 | 60 |

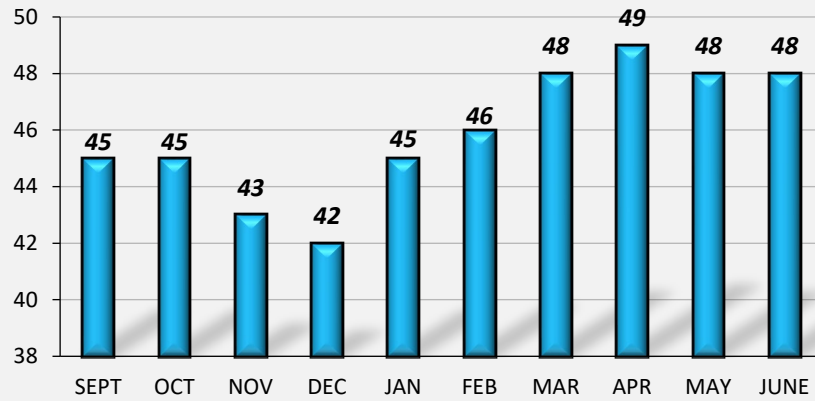
**Auburn School District
Current Enrollment Compared to Last Year
and Projected Enrollment**



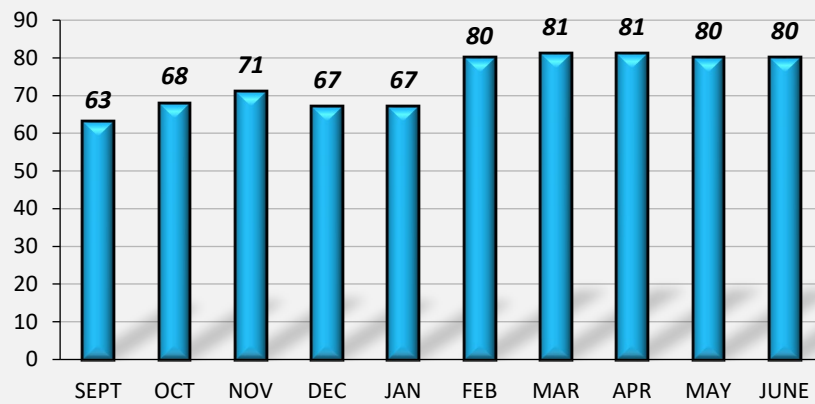
Reporting date: June 3, 2024

**Auburn School District
Current Enrollment**

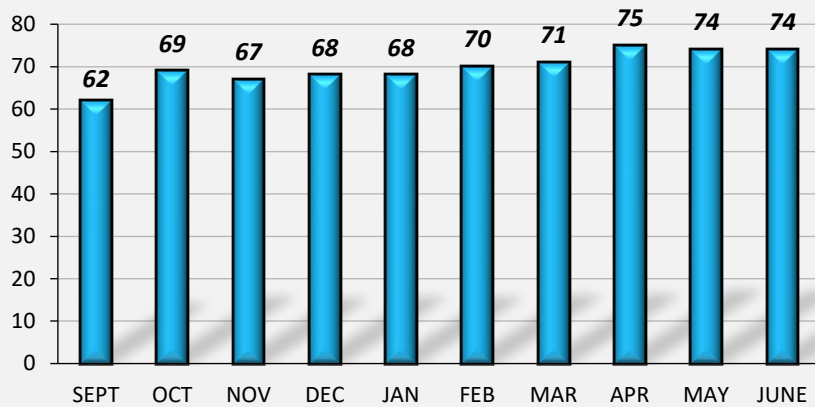
**Auburn Online
Elementary Enrollment**



**Auburn Online
Middle School Enrollment**



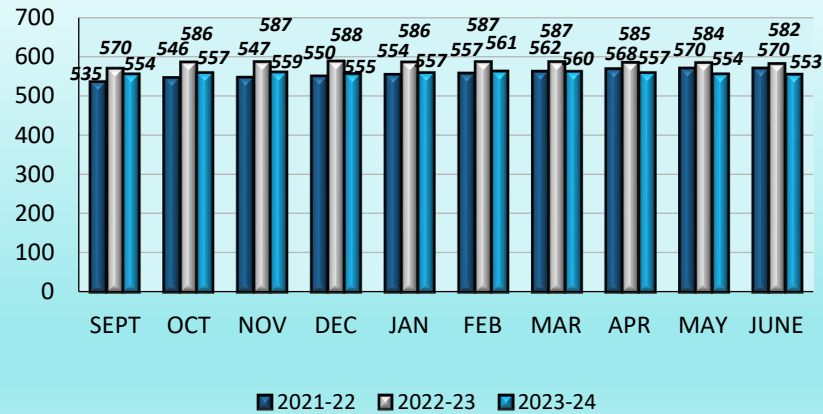
**Auburn Online
High School Enrollment**



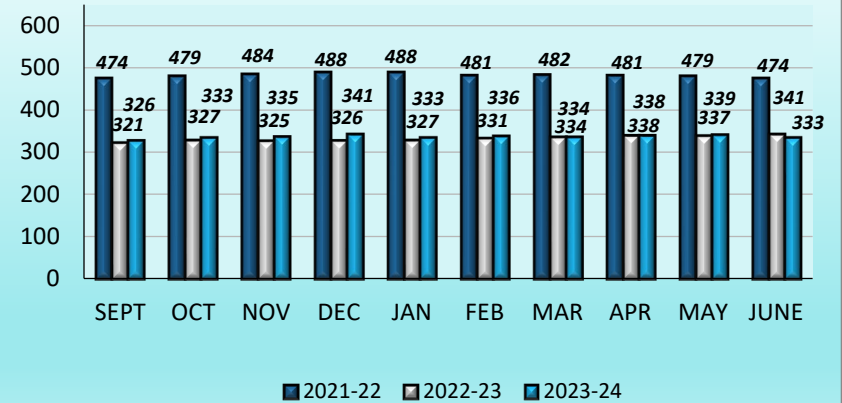
Reporting date: June 3, 2024

**Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building**

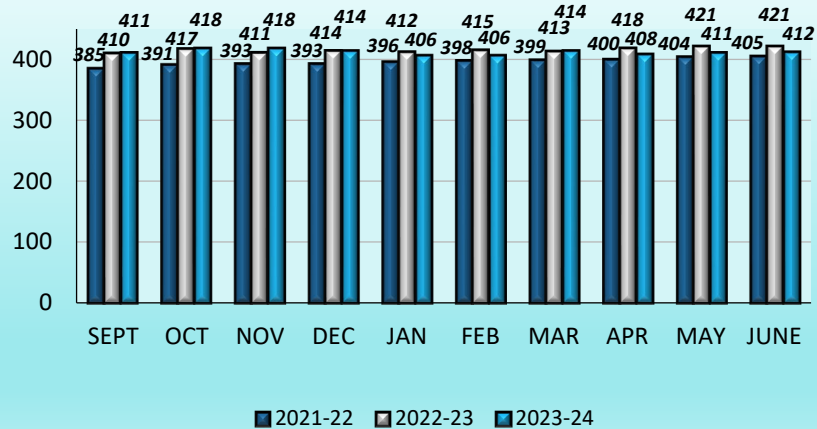
Alpac Elementary



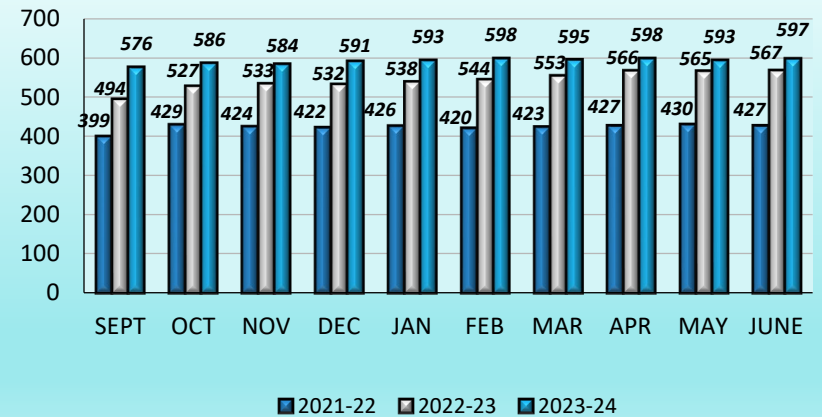
Arthur Jacobsen Elementary



Bowman Creek Elementary



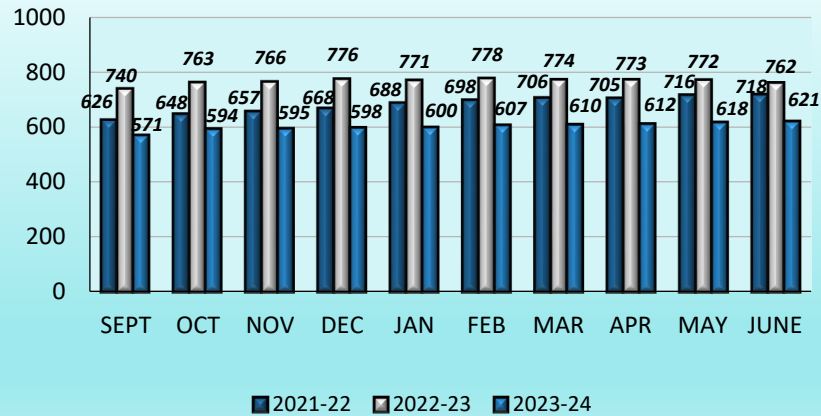
Chinook Elementary



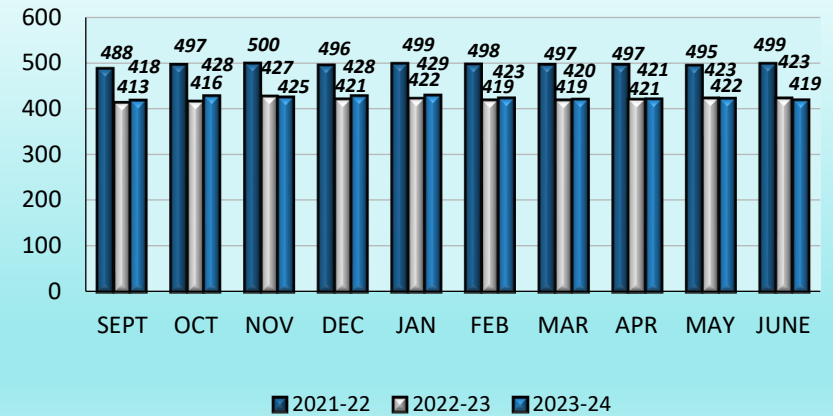
Reporting date: June 3, 2024

**Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building**

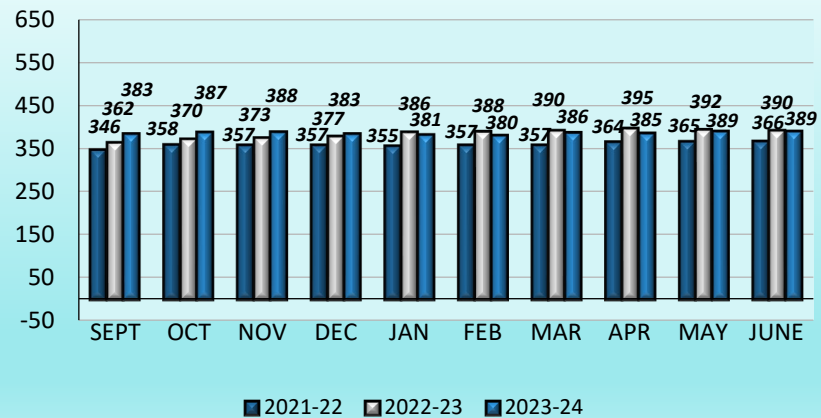
Dick Scobee Elementary



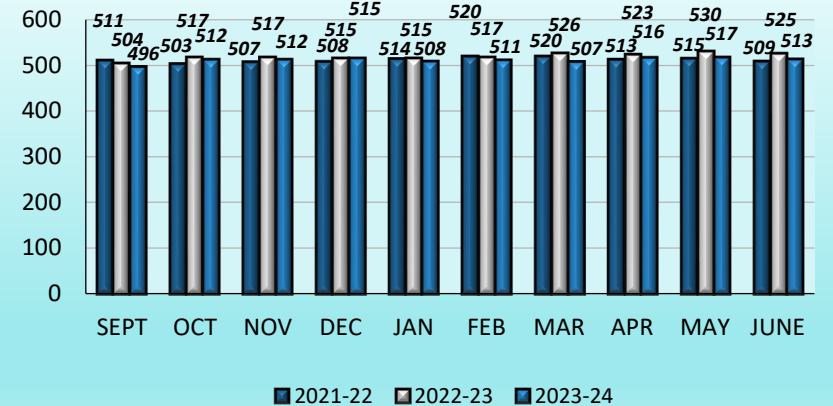
Evergreen Hts. Elementary



Gildo Rey Elementary

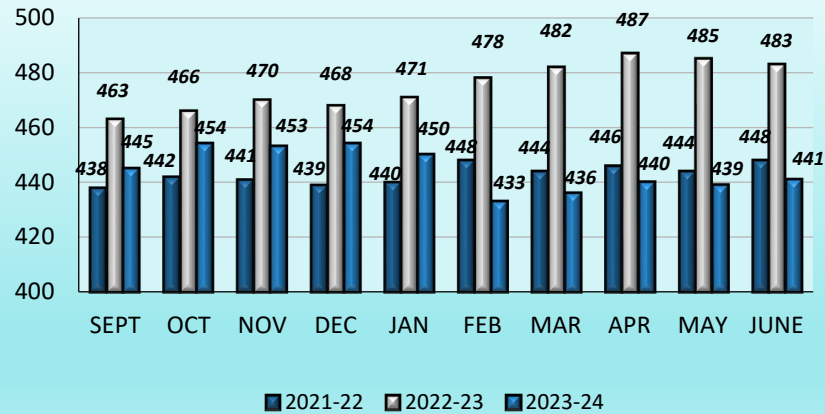


Hazelwood Elementary

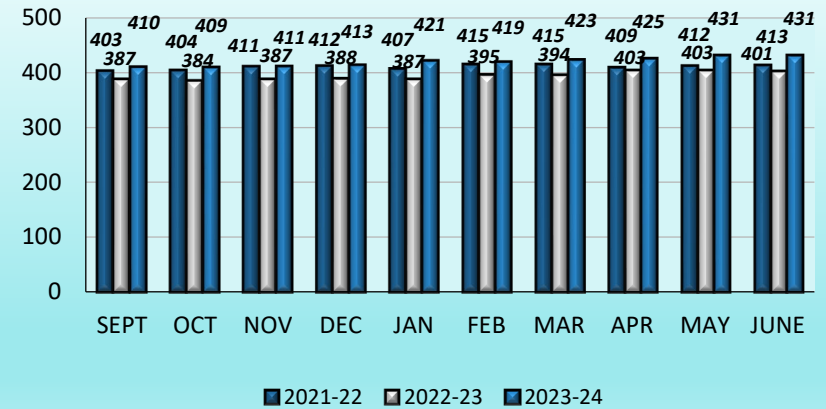


**Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building**

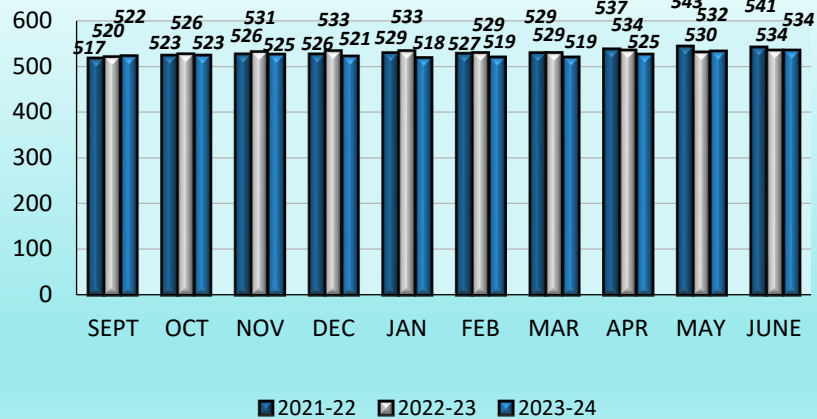
Ilalko Elementary



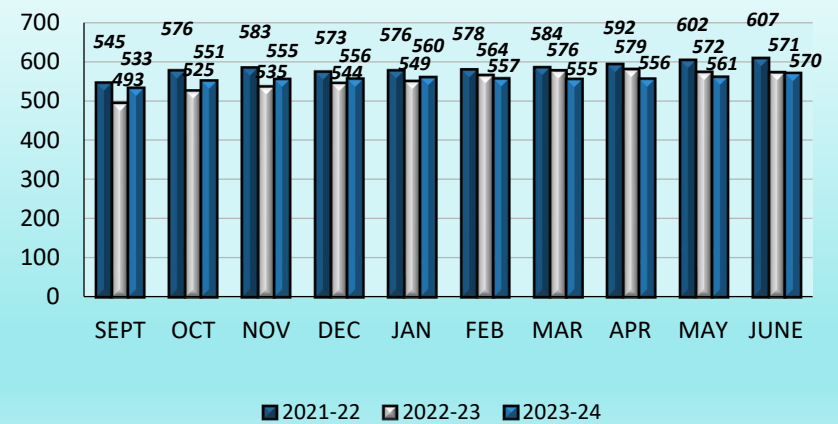
Lake View Elementary



Lakeland Hills Elementary

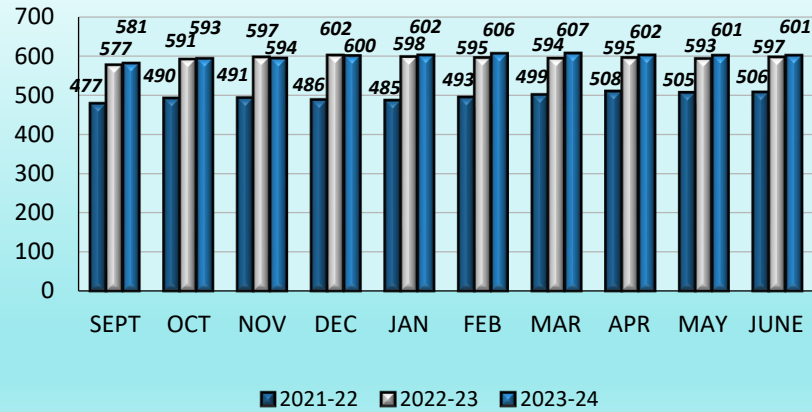


Lea Hill Elementary

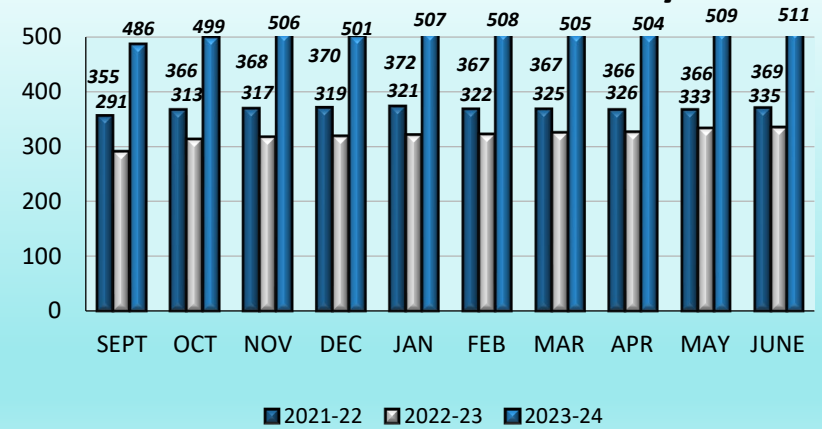


**Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building**

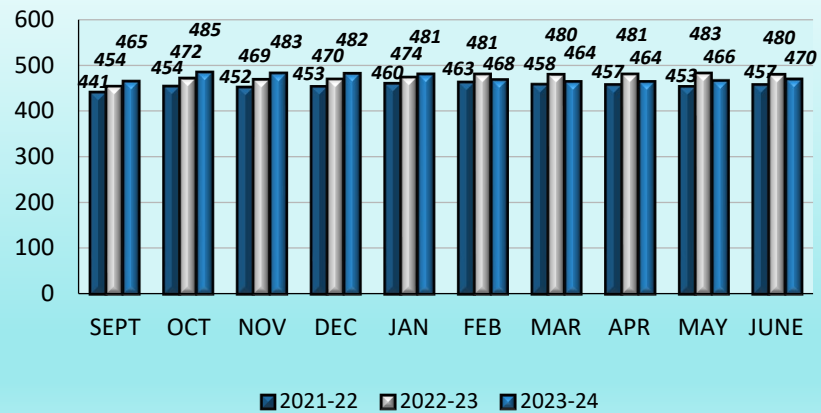
Pioneer Elementary



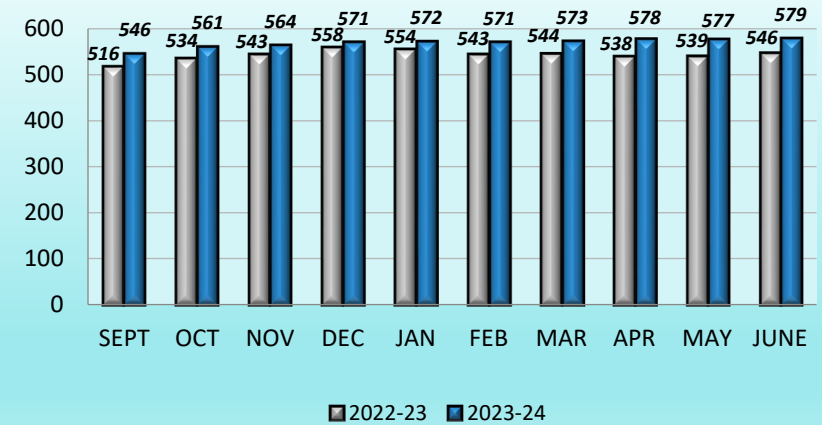
Terminal Park Elementary



Washington Elementary

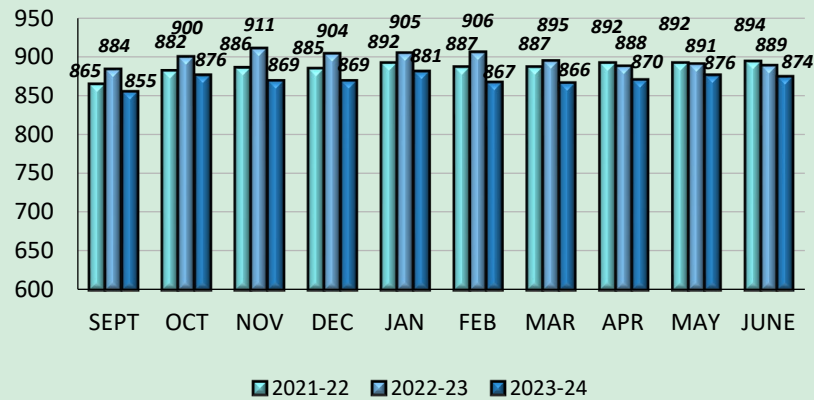


Willow Crest Elementary

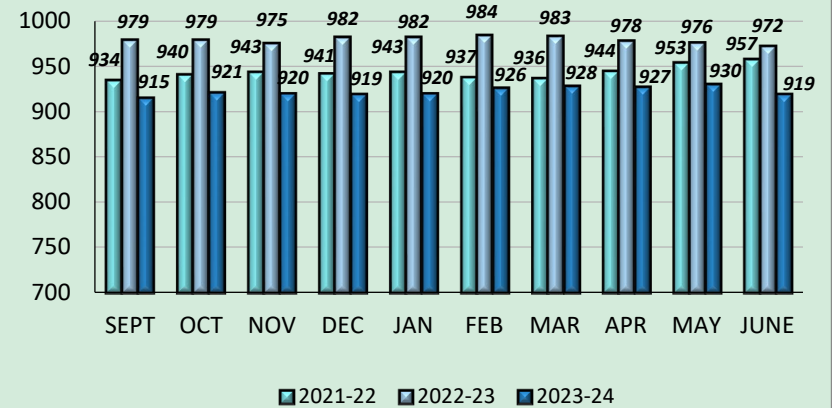


**Auburn School District
Middle School Enrollment
Three-Year Comparison by Building**

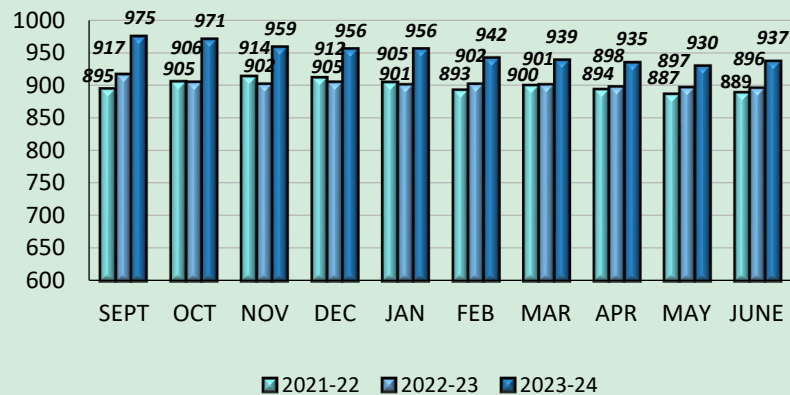
Cascade Middle School



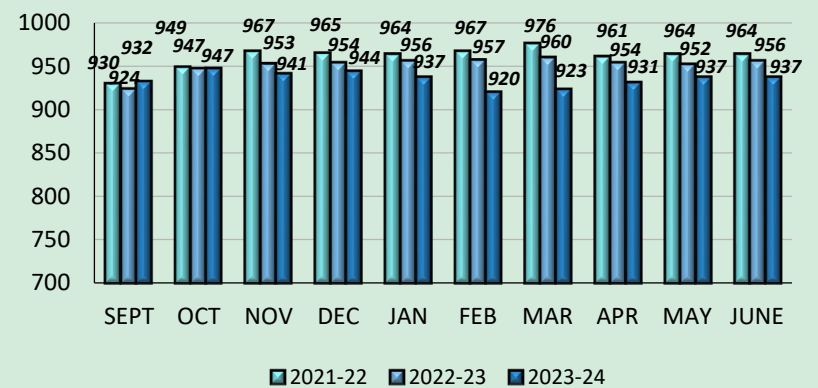
Mt. Baker Middle School



Olympic Middle School

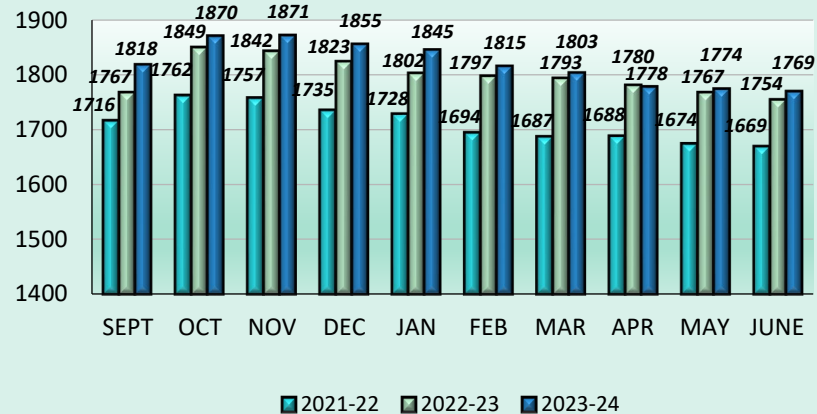


Rainier Middle School

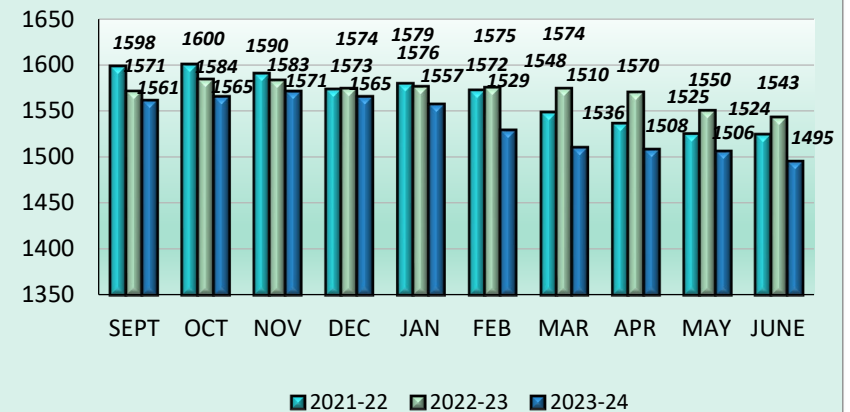


**Auburn School District
High School Enrollment
Three-Year Comparison by Building**

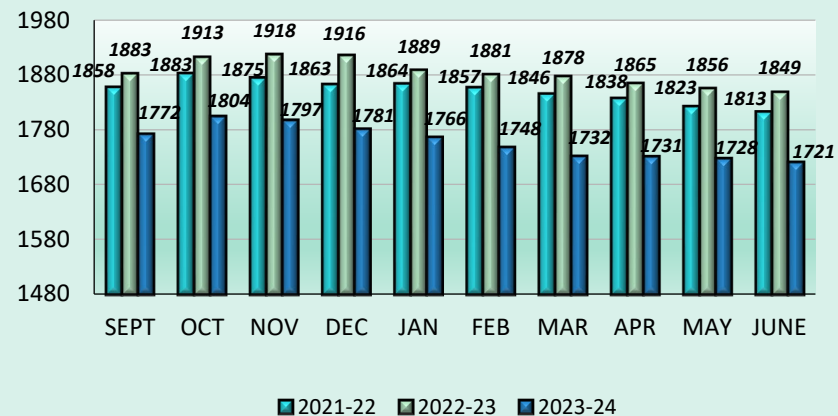
Auburn High School*



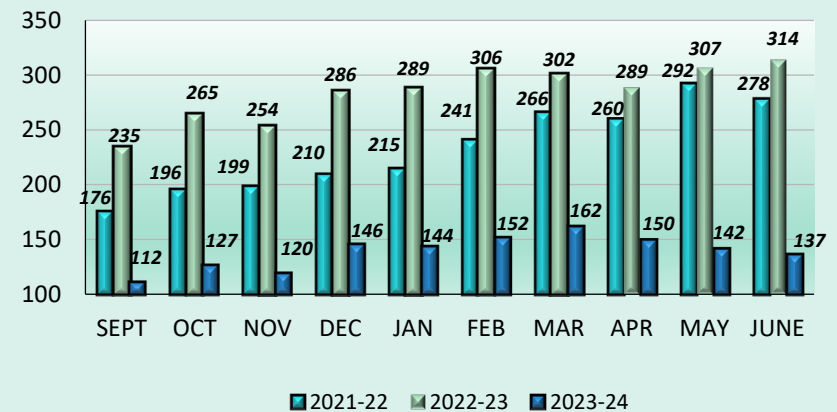
Auburn Mountainview High School*



Auburn Riverside High School*



West Auburn High School*

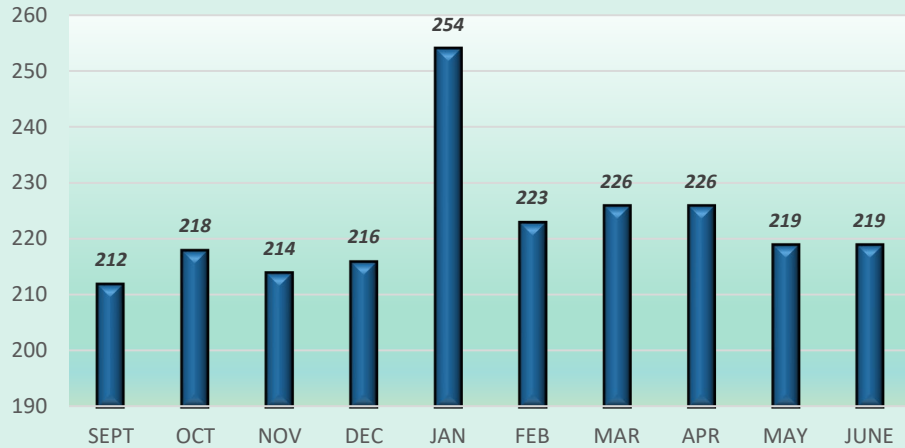


* NOTE: 2023-24 Enrollment numbers do not include off-site programs (FTRS/Grad Alliance/ALE/Open Doors)

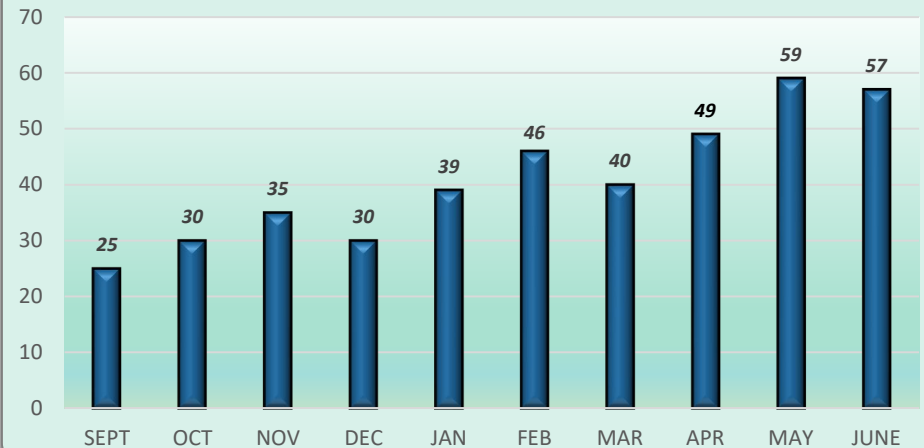
Reporting date: June 3, 2024

**Auburn School District
High School Enrollment
Three-Year Comparison by Building**

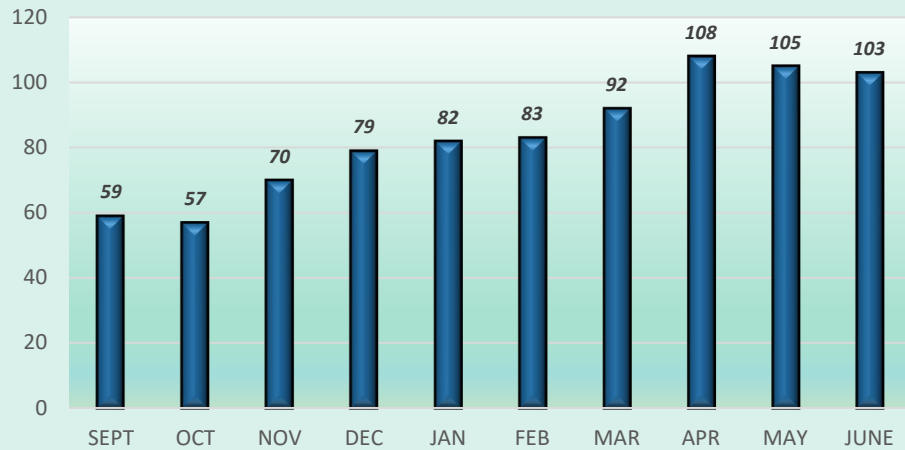
2023-24 FULL TIME RUNNING START



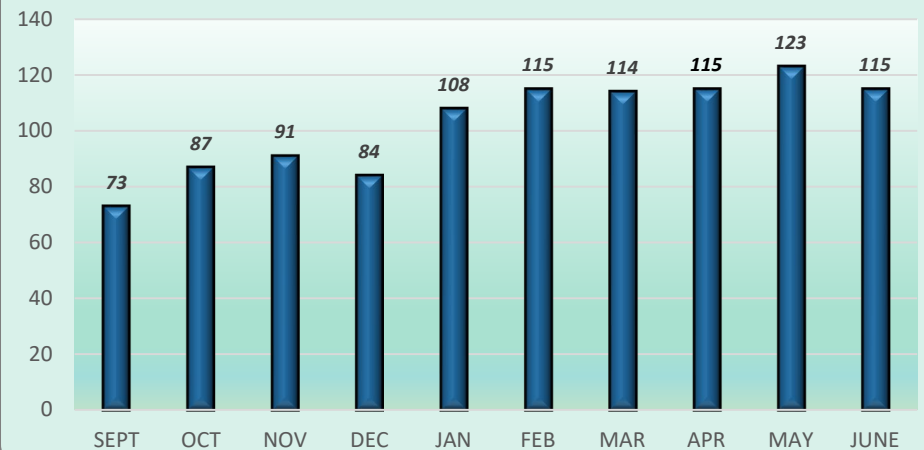
2023-24 GenED/SpEd ALE



2023-24 GRAD ALLIANCE/ALE



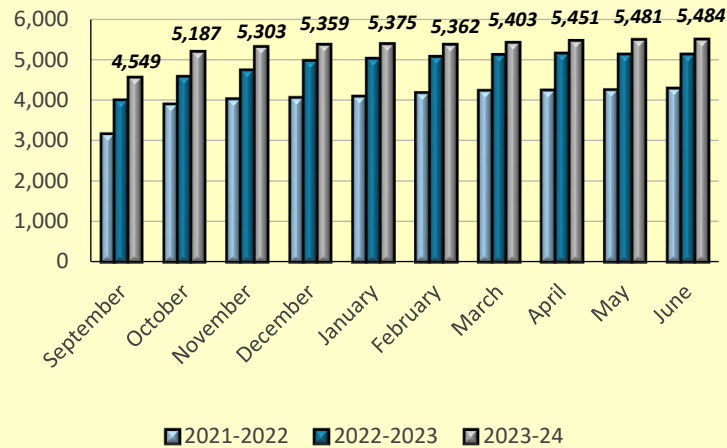
2023-24 OPEN DOORS



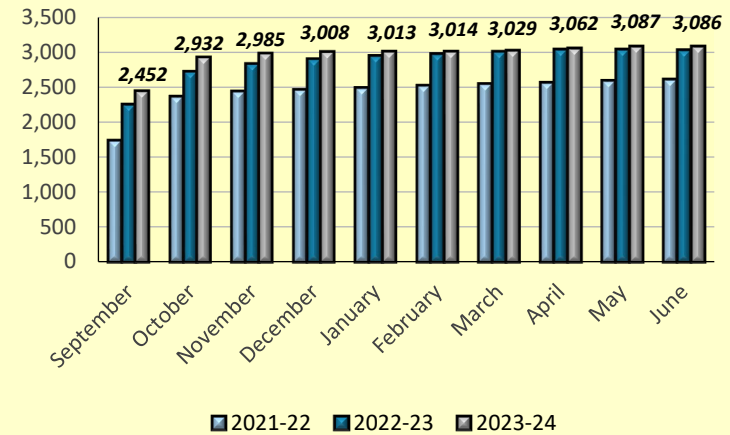
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Auburn School District ELL Enrollment Three-Year Comparison

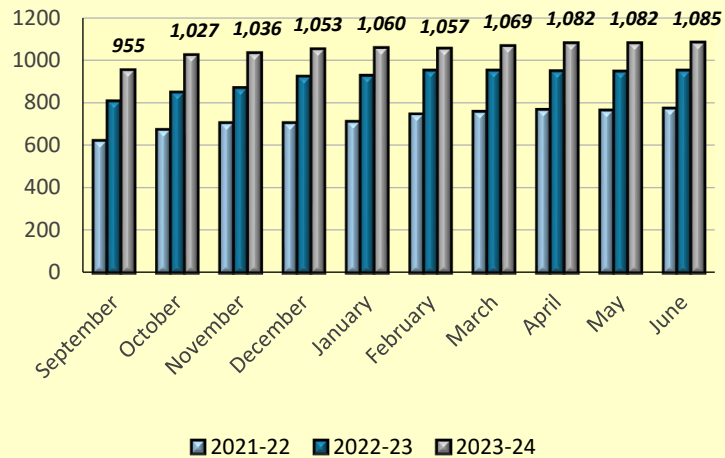
Total District EL Enrollment



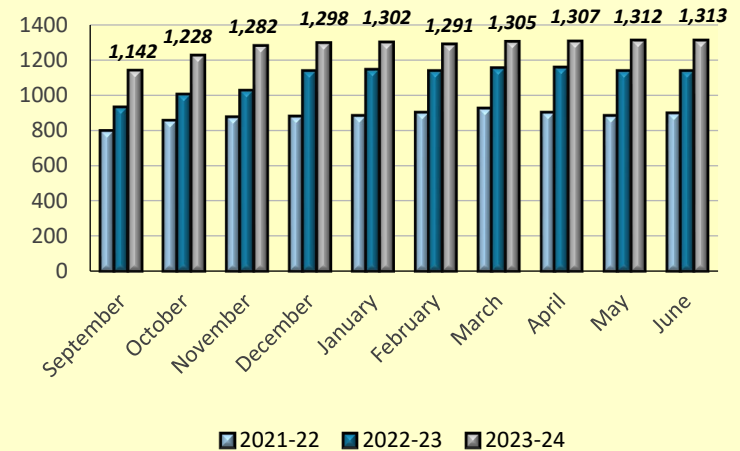
Elementary EL Enrollment



Middle School EL Enrollment



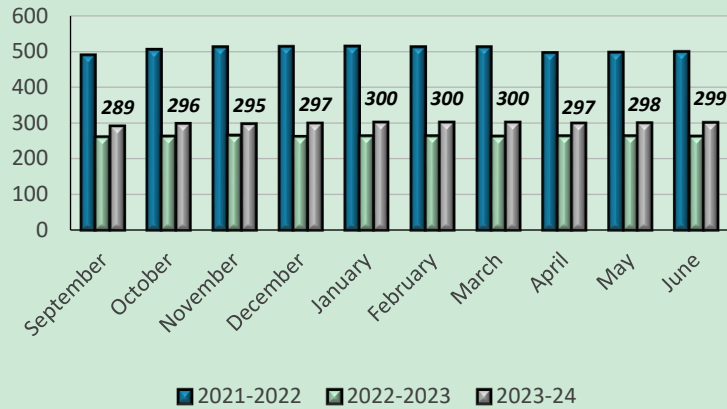
High School EL Enrollment



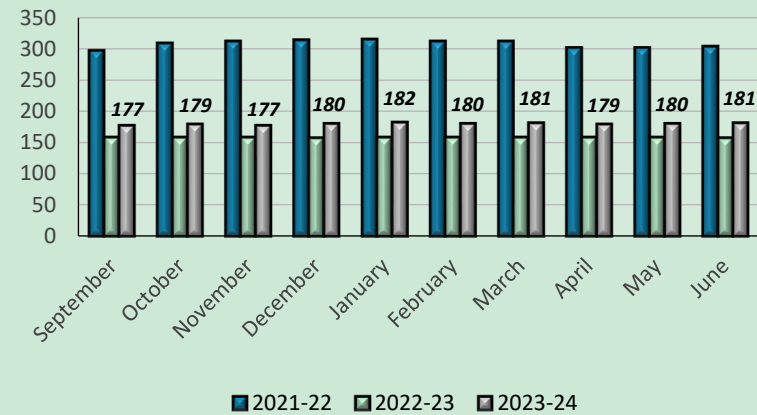
Reporting date: June 3, 2024

Auburn School District Former English Learner Enrollment Three-Year Comparison

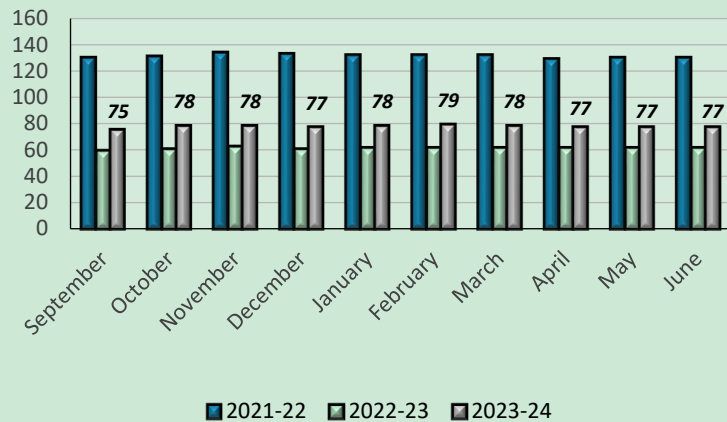
Total District FEL Enrollment



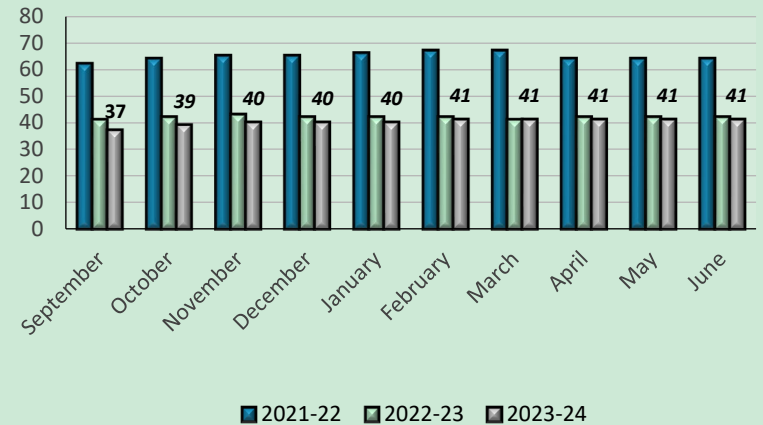
Elementary FEL Enrollment



Middle School FEL Enrollment



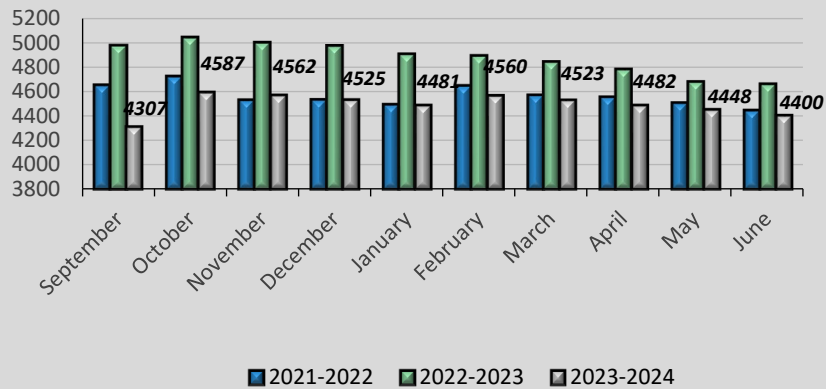
High School FEL Enrollment



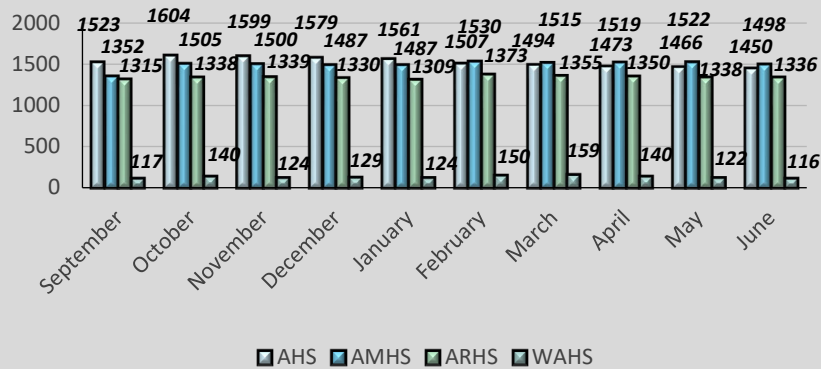
Reporting date: June 3, 2024

Auburn School District CTE Enrollment

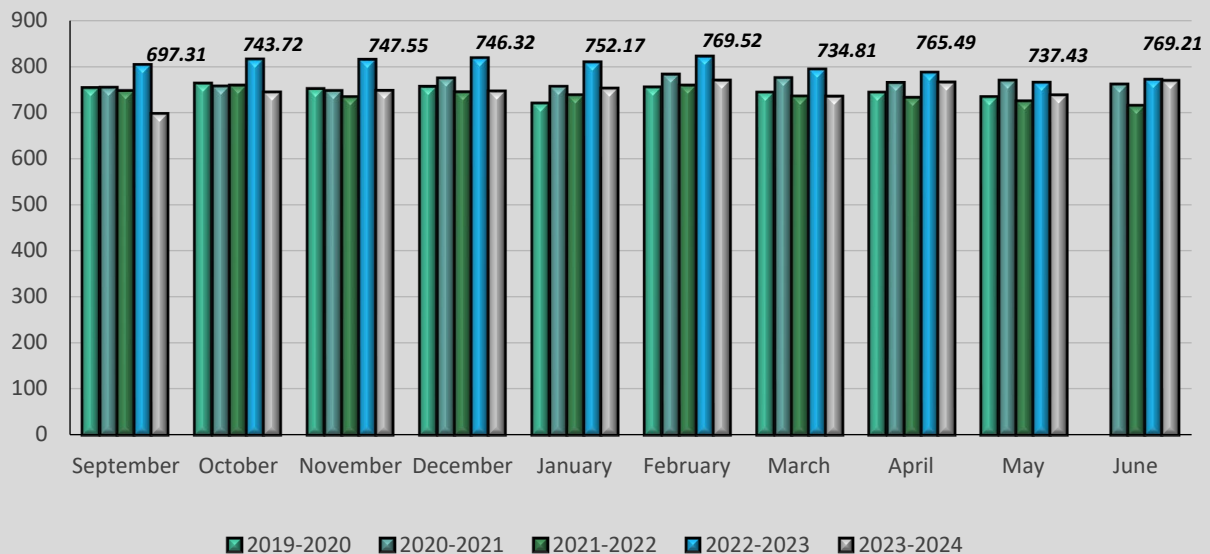
High School CTE Enrollment



2023-24 High School CTE Enrollment by Building



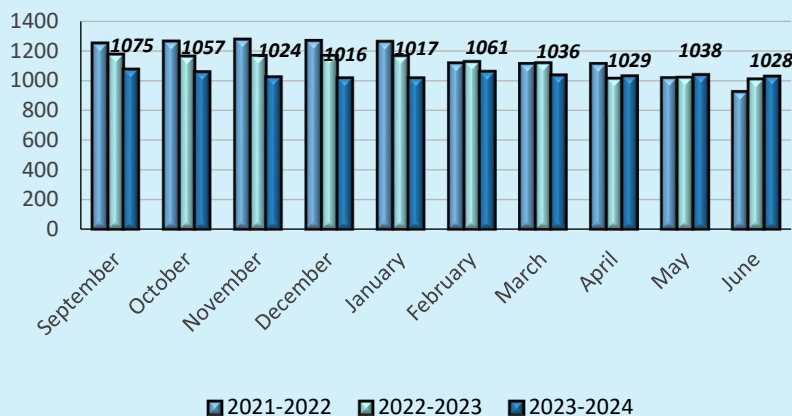
5-Year Historical Monthly High School CTE FTE



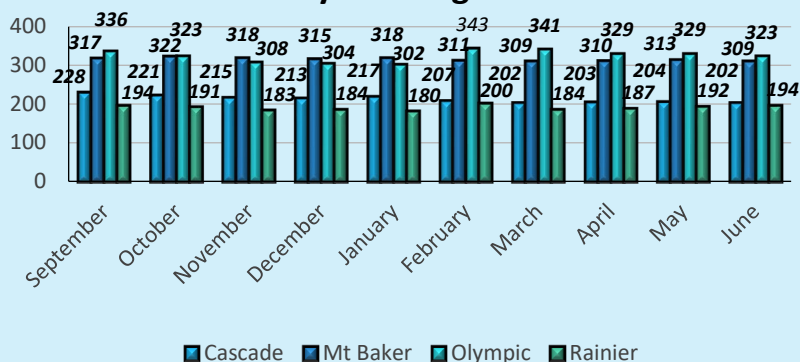
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Auburn School District CTE Enrollment

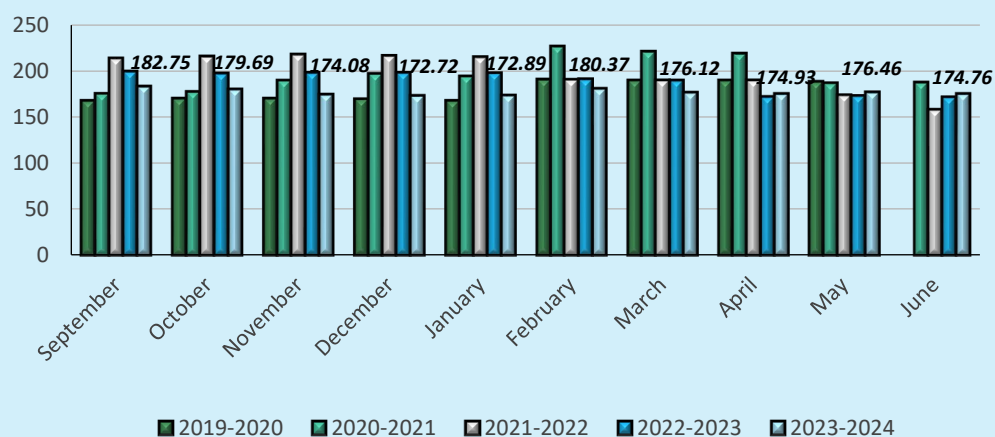
Middle School CTE Enrollment



2023-24 Middle School CTE Enrollment by Building



5-Year Historical Monthly Middle School CTE FTE



Reporting date: June 3, 2024