

# Toppenish School District Emergency Management Plan Pandemic Influenza Management Plan

## I. INTRODUCTION

The Toppenish School District currently has emergency plans for incidence such as earthquakes, floods, volcanic eruptions, etc. In keeping with these emergency plans, Toppenish School District is adding this emergency plan, which comes under the major biological incident, Pandemic Influenza.

This plan will augment the other school district emergency plans and will follow the crisis management model adopted by the Office of Safe and Drug-Free Schools, U.S. Department of Education. This plan will be designed and implemented around the four areas of crisis management: Mitigation & Prevention, Preparedness, Response, and Recovery. When this plan is executed, it will follow the Incident Response System of crisis management.

### What is the flu?

Flu, also called influenza, is a contagious disease of the lungs and airways. Usually influenza viruses are spread in droplets of cough and sneezes.

### Flu symptoms:

- |                   |             |                                   |
|-------------------|-------------|-----------------------------------|
| Fever             | Headache    | Runny Nose                        |
| Body Aches        | Cough       | Stomach and Intestinal Discomfort |
| Extreme Tiredness | Sore Throat |                                   |

### How does seasonal flu differ from Pandemic Flu?

Seasonal Flu	Pandemic Flu
<ul style="list-style-type: none"> <li>Occurs every year usually in the winter.</li> <li>For most people, it is an unpleasant but not life-threatening infection.</li> <li>Affects up to about 10% of the population.</li> <li>Annual vaccination is available for those at risk of serious illness.</li> </ul>	<ul style="list-style-type: none"> <li>Occurs rarely (three times in the 20<sup>th</sup> century).</li> <li>It could be a more serious infection for everyone.</li> <li>May affect approximately 25% of the population.</li> <li>Vaccine probably would not be available in the early stages of the pandemic.</li> </ul>

According to the Washington State Department of Health, an epidemic is an outbreak of a disease that occurs in one of several limited areas, like a city, state, or country. Once the disease spreads beyond the borders of several countries and affects many countries across the globe, it is called a pandemic. In the 20<sup>th</sup> century, several pandemics of influenza occurred – the biggest one in 1918. During that pandemic, at least 500,000 Americans died and it has been estimated that there were as many of 10 million deaths worldwide.

Historically pandemic outbreaks have resulted in suspension of basic services for an extended period of time. It is likely that vaccines against the new virus will not be available for six to eight months following the emergence of the virus.

Schools tend to be affected by outbreaks more than other settings because children can easily transmit illnesses to one another. Due to the classroom setting, students and staff are in close proximity, enabling the disease to be more easily spread. The disease is spread through air droplets, saliva and direct contact with someone who is sick. This includes sneezing, coughing, talking, or sharing items that have come in contact with an infected person.

This could result in widespread student and staff absenteeism. In a worst case scenario, the pandemic could force schools to close, potentially prompting administration to extend the academic year and expend additional resources for staff sick leave and substitute teachers.

### **The purpose of this emergency management plan is to:**

- Limit the spread of influenza
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses

This plan will be coordinated with Yakima County Health District and the City of Toppenish. The U.S. Health and Human Services Pandemic Influenza Plan contains the following information about pandemics, how they might affect school-aged children, and how states and local agencies should plan for them.

## **II. Planning Assumptions**

1. The clinical attack rate (the percentage of people who will become so sick they won't be able to go to work or school) will be 30% in the overall population. Illness rates will be highest among school-aged children (about 40%) and decline with age.
2. Children will shed the greatest amount of virus (they are more contagious than adults) and therefore are likely to pose the greatest risk for transmission.
3. In an average community, a pandemic outbreak will last weeks/months. At least two pandemic disease waves are likely.
4. It is anticipated that the school district will need to plan to function with a total of 30% work force absentee rate for the entire pandemic outbreak. If staff absenteeism is sufficient to warrant the administrative closure of the school or district, the administrative procedures for temporary school closures are to be followed.
5. Working with the YHD (Yakima Health District) and following the Yakima County Special Subjects Comprehensive Emergency Management Program (CEMP) and the EOC (Emergency Operations Center) will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.
6. There will be a need for heightened global and local surveillance of flu symptoms and the infection rates.

7. Yakima County will not be able to rely on mutual aid resources, State or Federal assistance to support local response efforts.
8. Vaccines will not be available for several months. There will be a prioritization process for the distribution of the vaccine when it becomes available. Because of the delay in availability, there will be a greater need for decreasing group activities.
9. There could be significant disruption of public and privately owned critical infrastructure including transportation, commerce, utilities, public safety and communications.
10. It will be especially important to coordinate disease control strategies with YHD and CDC (Center for Disease Control) due to the population mobility.
11. The general public, health care partners, response agencies, elected leaders and schools will need continuous updates on the status of the pandemic outbreak, the steps YHD and the school district are taking to address the incident, and steps the public can take to protect themselves.

### **III. Authorities**

In Yakima County, various public officials have overlapping authorities with regard to protecting public health and safety. In collaboration, YHD, CEMP, City of Toppenish, and Toppenish School District will communicate and coordinate the actions necessary to ensure decisions and responses are clear and consistent. If needed, the YHD will direct the isolation and quarantine of individuals or groups.

A school district has the authority to close schools for emergency reasons. A school district may close school for emergency reasons, as set forth in RCW (Revised Code of Washington) 28A.150.290 (2) (a) and (b), without complying with the requirements of RCW 28A.335.020 (a policy of citizen involvement prior to closing a school).

The State of Washington Office of Public Instruction has specific guidelines based on the Revised Codes of Washington (RCW) and the Washington Administrative Code (WAC). (See Appendices) The Superintendent of Public Instruction has established regulations for school districts to follow to request continued financial support from the State during a district-wide emergency closure and a school emergency closure. See WAC 392-129.

### **VI. Phases of a Pandemic**

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take, and recommends actions that countries around the world should implement.

	WHO Pandemic Phases	Yakima County Pandemic Emergency Response Levels	Toppenish School District Goals	
<b>ROTHOM</b>	<p><b>Interpandemic Period</b></p> <p><i>Phase 1</i> – No new influenza virus subtypes detected in humans.  <i>Phase 2</i> – No detection in humans but a virus subtype poses a substantial risk to humans.  <i>Phase 3</i> – Human infection detected but rare or no human to human spread.</p>	1. Monitoring (Level One –Get Ready)	<p>Staff members and students are trained in preventative measures such as respiratory etiquette and other safety measures.</p> <p>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines..</p>	<b>GET READY</b>
<b>PREPARE</b>	<p><i>Phase 4</i> – Human-to-Human spread is highly localized; the virus is not well adapted to humans</p> <p><i>Phase 5</i> – Human-to-Human spread remains localized but virus is adapting to humans.</p>	2. Prevention and Containment (Level Two –Get Set)	<p>Furnish all personnel with the latest epidemic information.</p> <p>Review and update district pandemic plan.</p> <p>Plan best practices for infection detection and control measures are followed.</p> <p>Provide adequate resources for staff/student protection.</p> <p>Ensure that TSD is implementing best practice for limiting human contact per YHD guidelines, including reducing the school activity calendar.</p> <p>Maximize communications with parents related to health and safety.</p>	<b>GET SET</b>
<b>RESPOND</b>	<p><b>Pandemic Period</b></p> <p><i>Phase 6</i> – Increased and sustained spread in general population.</p>	3. Response (Level Three—Go)	<p>Increase surveillance of staff/student health and attendance and implement administrative procedures to provide adequate staffing for essential business and school functions.</p> <p>Follow YHD and EOC, social distancing, isolation and quarantine measures.</p> <p>Ensure maximum support and education for ill and affected students and staff .</p>	<b>GO</b>

<b>YAKIMA</b>	Return to inter-pandemic period Phases 1 and 2.	Re-Entry and Recovery	Procedures for grief counseling Provide information on extent of pandemic flu in the district and activities that may assist students in recovery	<b>YAKIMA</b>
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## V. Concept of Operations

### A. Overview

1. YHD will be the lead agency in coordinating the local health and medical response to a pandemic with State, Federal, and local agencies and officials.
2. YHD will respond under the auspices of the YHD Pandemic Influenza plan as well as the Yakima CEMP.
3. YHD's actions will emphasize the following response principles:
  - a. disease surveillance and investigation
  - b. social distancing measures to reduce the spread of infection
  - c. continually informing and educating the public about the pandemic.
4. TSD will maintain increased communications with the city's Emergency Operation Center (EOC), and the YHD and will implement those procedures that increase the health and safety of the school community.
5. The Toppenish School District assumes the following responsibilities:
  - a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the LHO (Local Health Organization, School nurses etc).
  - b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
  - c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
  - d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the YHD and the EOC.

- e. Develop a response plan that will:
  - Identify chain of command for each department in case of illness with a minimum of 2 back ups.
  - Review and implement best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
  - Review procedures for sending ill individuals home and make adjustments if necessary.
  - Report the number of staff and students daily absent with pandemic flu to the YHD and Incident Commander.
  - Document actions taken.
  - Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- f. Develop a recovery plan that provides for education support and emotional support for staff and students

## B. Direction and Control

1. YHD and all response partners will operate under the Incident Command System (ICS) throughout the duration of the pandemic response as outlined in the TSD EMP.
2. YHD may activate the Public Health Emergency Operations Center (PHEOC) to coordinate the county-wide public health and medical response during a pandemic.
3. The City of Toppenish and TSD may activate their EOCs during a pandemic to coordinate consequence response.
4. Pandemic Phases 1, 2, and 3 (Get Ready); where Yakima County is not directly affected, YHD will lead countywide preparedness and education efforts for pandemic response.
5. Pandemic Phases 4, 5, and 6 (GET SET & GO); YHD will communicate with health system partners through the Health Care Coalition to coordinate and manage health care system resources and information.
6. YHD will assess the viability of community containment options and establish criteria for recommending their implementation to local elected officials.
7. Upon reaching Pandemic Phase 4 (if local area is not affected; Phase 3 if local area is affected)

- a. YHD will provide regular briefings to the Yakima County Executive, the Mayor of Toppenish, other local elected officials, and regional response partners. Briefings will address the nature of the disease, its communicability and virulence, availability of vaccines and antiviral, actions that are being taken to minimize the impact, and health information being shared with the public and health care providers.
- b. TSD will attend YHD briefings and provide information to staff and students. TSD will take appropriate measures including social distancing and increased respiratory hygiene in order to reduce transmission.

### C. Communications

1. Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the influenza and for managing the utilization of health care services. This plan's communications goals are to:
  - a. Provide accurate, consistent, and comprehensive information about pandemic influenza including case definitions, treatment options, infection control measures, and reporting requirements.
  - b. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an influenza pandemic.
  - c. Ensure an efficient mechanism for managing information between YHD, health system partners and the schools.
  - d. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
  - e. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
2. Communications During Pandemic Phases 1, 2, 3
  - a. The YHD and the CEMP will educate providers, public officials, schools and emergency responders about influenza pandemics and steps they should take to plan for pandemic outbreaks.
  - b. Under the direction of the Superintendent, the central administration will assess the needs of the schools.
  - c. Assess the information needs of the school community.
  - d. Intensify public education efforts about influenza pandemics and steps that can be taken to reduce exposure to infection. Information may be disseminated via web site postings, parent letters, school newsletters, television and radio broadcasts.

- e. Identify hard to reach families and ensure communications in the home language.
- f. Coordinate with YHD to develop common health messages and education materials in multiple languages. Coordinate with YHD to ensure that bilingual staff can serve as information conduits to vulnerable school families and build sustainable preparedness capabilities.
- g. Develop template pandemic informational letters, including translations, for parents/guardians.

### 3. Communications During Phases 4, 5, 6

- a. YHD Public Information Officer (PIO) will evaluate the need to establish and activate a Joint Information Center (JIC) when the YHD PIO deems it necessary. If school closures are considered, the TSD PIO will work with the JIC.
- b. The YHD PIO will develop a communications strategy including identifying appropriate community partners for reaching, translating, and educating diverse communities.
- c. As the pandemic expands, the YHD PIO will provide daily updates on the pandemic and will organize regular media briefings.
- d. The YHD PIO will keep the public informed about steps that should be taken to protect against infection, treatment options, and the status of disease transmission, control, and containment.
- e. The TSD PIO will evaluate the need to establish a school information call center, web alerts, and pandemic letters to families per JIC and TSD communication strategy.

## **D. Mitigation**

Mitigation activities are taken in advance of influenza pandemic to prevent or temper its impact. Mitigation efforts will occur primarily during the early pandemic phases (Phases 1-3).

The TSD pre-event mitigation activities include:

1. Planning, evaluating and revising the Pandemic Influenza Management Plan.
2. Training and equipping TSD staff to assure competencies and capacities needed to respond to a pandemic outbreak.
3. Developing strategic partnerships with local, state, federal health care institutions and providers.
4. Educating students, staff, and parents about an influenza pandemic and recommend preparedness measures.
5. Informing and updating student, staff, and parents about the potential impacts of an influenza pandemic on essential services and city, county, and school infrastructure.



6. Reviewing and updating district-wide business continuity plans and assuring essential business functions are adequately staffed.
7. Establish ventilation (HVAC) standards to be used during each phase of the pandemic.

## **E. Surveillance**

1. The ISP (Influenza Surveillance Program by Public Health) - Yakima County provides information on influenza activity in Yakima County for health care providers and the public. The YHD uses a reporting system and has identified schools to monitor absenteeism. All schools within Yakima County are asked to report absenteeism of 10% or more of the school population each week from approximately November through April on a voluntary basis. TSD will electronically send daily aggregate attendance data to the YHD.
2. Surveillance During Pandemic Phases 1, 2, 3
  - a. The YHD will maintain daily influenza tracking activities.
  - b. Schools will report attendance data when student absentee rates rise above 10% according to instructions from YHD. The report should be sent to the YHD per current standards and a secondary report sent to the TSD Incident Commander.
3. Surveillance During Pandemic Phases 4, 5, 6
  - a. Each school will closely monitor and report attendance and data trends when student absentee rates rise above 10%. During these phases, daily reports will be sent to the Superintendent or designee.
  - b. The TSD Human Resources Department will monitor absenteeism for schools and central office staff, and report trends to the TSD Incident Commander. This data will be used to identify staffing needs and inform school closure discussions.
  - c. The YHD will collaborate with TSD to identify essential personnel to be included in priority groups for vaccinations.

## **F. Vaccine Management**

- a. Washington State Department of Health will work with the LHO and YHD to determine priority groups to receive vaccination based on CDC guidelines.
- b. The YHD will finalize mass vaccination plans with regional partners, including schools.

## **G. Social Distancing Strategies**

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies could include closing schools and closing non-essential school functions; implementing emergency staffing plans; increasing telecommuting, flex scheduling and other options; and closing all public assemblies or after school activities.

1. YHD Director will review social distancing strategies and current epidemiological data during each phase and direct the implementation of appropriate actions. He will relay these decisions to key elected officials, including the Yakima County Executive, the Mayor of Toppenish & Superintendents of Public School districts
2. Decisions regarding the closing of all public and private schools, community colleges and universities in Yakima County will be made by the Local Health Officer after consultation with local school superintendents, school board presidents and elected officials.
3. Decisions regarding the implementation of social distancing measures will be made jointly and concurrently by the Local Health Officer and the Yakima County Executive and coordinated with all executive heads of cities and towns in Yakima County. These could include suspension of large public gatherings and closure of stadiums, theaters, churches, community centers or other facilities where large numbers of people gather.
4. Social Distancing Strategies(Limiting Human Contact) During Phases 1, 2, 3.
  - a. The YHD will
    - i. educate elected officials, government leaders, school officials, response partners, businesses, the media and the public about influenza pandemics and their consequences.
    - ii coordinate with elected officials, government leaders, school officials, response partners, and businesses regarding the use of using social distancing strategies, the associated impacts they cause and the process for implementing these measures.
    - iii confirm the decision making process and criteria for recommending social distancing strategies with key public officials.
  - b. TSD schools will
    - i increase respiratory hygiene education for staff, students and parents.
    - ii increase the monitoring of symptoms & attendance to ensure accurate reporting to YHD.
- 5 . Social Distancing Strategies During Phases 4, 5, 6.
  - a. YHD will
    - i. The Local Health Officer will coordinate with elected officials regarding decision making and implementation of social distancing strategies that are commensurate with the severity of illness and societal impact of the pandemic.
    - ii Implement specific, county-wide social distancing strategies that may include
      - Encouraging government agencies and the private sector to implement pandemic emergency staffing plans to maintain critical business functions while maximizing the use of telecommuting, flex schedules, and alternate

work site options.

- Encouraging the public to use public transit only for essential travel; therefore transportation to schools may be interrupted.
- Advising Yakima County residents to defer non-essential travel to areas of the world affected by pandemic influenza outbreaks.
- Suspending all public events where large numbers of people congregate including sporting events, concerts, and parades.
- Closing all public and private schools and colleges.
- Suspending all government functions not dedicated to addressing the impacts of the pandemic or maintaining critical continuity functions.
- Monitoring the effectiveness of social distancing strategies in controlling the spread of disease and will advise appropriate decision-makers when social distancing strategies should be relaxed or ended.

b. TSD schools will

- 1 Follow LHO guidelines as they pertain to social distancing guidelines and emergency pandemic staffing plans.
  - Cancel extracurricular activities or close schools as directed by LHO.

## **H. Isolation and Quarantine**

1. Isolation and Quarantine

a. The YHD will

i) coordinate planning efforts for isolation and quarantine with State DOH, neighboring county health departments, community based organizations, TSD, and local law enforcement.

ii) follow CDC guidelines in developing isolation and quarantine procedures for individuals traveling from areas in which a novel influenza virus is present.

b. TSD will follow YHD's directives for handling isolation & quarantine of affected students & staff in the school setting.

## **VI. Maintenance of Essential Services**

1. One of the critical needs during a flu pandemic will be to maintain essential community and business services.

a. With the possibility that 25-35% of the workforce could be absent due to illness, it may be difficult to maintain adequate staffing for certain critical functions.

- b. There is the possibility that services could be disrupted if significant numbers of public health, law enforcement, fire and emergency response, medical care, transportation, communications, and public utility personnel are unable to carry out critical functions due to illness. Individual TSD schools or the entire district may be adversely disrupted.
2. TSD will update and maintain continuity of operations plans and protocols that address the unique consequences of a pandemic.
3. TSD will follow best practice guidelines for return to work after an influenza illness. Current recommendations are based upon seasonal influenza recommendations. Because experts do not know whether the mode of transmission, incubation period, or contagious period of pandemic strains of the influenza virus will be similar to those of seasonal influenza (recurring yearly), TSD will update and follow specific recommendations from the YHD during a pandemic) Current influenza recommendations include employees/volunteers who have become ill with influenza should stay at home until all of the following criteria are met
  - At least 5 days have passed since the symptoms of illness began; AND
  - Fever has resolved and has not been present for at least 24 hours; AND
  - Cough is improving (decreasing in frequency and amount of secretions with no associated chest discomfort or shortness of breath)

Upon returning to the work environment, employees should continue to follow cough etiquette and hand washing protocols.

4. The TSDEMP- Base Plan will be updated and maintained. The Base Plan includes a continuity of operations and business recovery plans detailing
  - a. Line of Succession
  - b. Identification of mission-essential services and priorities.
  - c. Continuity of operations and business recovery plans, including
    - TSD Impact Analysis
    - Critical “daily” functions that need to be provided even during an event, although at a reduced level
    - Standard Operating Procedures for critical functions/processes including clearly documented protocols for adjusting staffing to maintain essential functions
    - Human Resource policies and procedures including
      1. Staff policies for personal illness or care of family
      2. Policies for flexible work hours and working from home.
      3. Procedures for the reassignment of employees to support mission-

essential services.

5. Maintenance of Essential Services During Phases 1, 2, 3
  - a. The TSD will work with the YHD and the EOC to update plans for maintaining essential departmental services during a pandemic.
  - b. In conjunction with the YHD, the District will educate central administration and the school community that provide essential services about the need for continuity of operations planning in advance of a pandemic.
6. Maintenance of Essential Services During Phases 4, 5, 6
  - a. The TSD will update its continuity of operations plans and will request that its schools update their plans.
  - b. The TSD Incident Commander, in conjunction with the YHD, will determine the appropriate time to implement the continuity of operations plans and protocols.

## **VII. Recovery**

1. School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources and response systems can manage ongoing school activities.
2. The TSD will assess the emotional, economic and educational impact of the pandemic.
3. Recovery plans will depend on the severity and duration of the pandemic but will include business recovery plans to mitigate education and financial losses, as well as emotional recovery plans as outlined in the Base Plan.
4. In consultation with the YHD, TSD will recommend specific actions to be taken to return schools and district offices to pre-event status including environmental sanitation.
5. The TSD will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the TSDEMP including the Pandemic Influenza Management Plan.

# GLOSSARY OF TERMS

<b>Term</b>	<b>Definition</b>
<b>CDC</b>	Center for Disease Control: A federal agency responsible for handling all issues related to infectious diseases.
<b>CEMP</b>	Comprehensive Emergency Management Plan, refers to the plan adopted by Yakima County to address action in time of a emergency in Yakima County
<b>DOH</b>	Department of Health: Agency usually at the state level responsible for all health needs of the state.
<b>EOC</b>	Emergency Operations Center: A location and group convened in time of an emergency to be the planning and decision making body.
<b>ICS</b>	Incident Command System: The structure of emergency planning developed by FEMA for how decisions will be made and emergency authority will be structured during an emergency
<b>Incident Commander</b>	The person responsible for directing the team in a crisis, coordinates with all agencies and makes decisions based on available information.
<b>ISP</b>	Influenza Surveillance Program: System of identification of incidence of the flu in people
<b>JIC</b>	Joint Information Center: A combination of agencies, such as City, County, and Local authorities convened in an emergency for sharing of decision making. A physical and organizational entity
<b>LHO</b>	Local Health Organization: These organizations refer to medical staff at Toppenish and to include school nurses.
<b>PHEOC</b>	Public Health Emergency Operations Center: A Location and group convened by the YHD for planning and decision making in a public health emergency
<b>PIO</b>	Public Information Officer: The designated individual in an organization who is the sole responsible person for being the spokesman for the agency during an emergency
<b>POD</b>	Point of Distribution: A physical location designated for administrating services such as vaccination during an emergency
<b>RCW</b>	Revised Codes of Washington: The legal and political laws governing the policies and procedures for all public school in Washington
<b>TSD</b>	Toppenish School District: Refers to organization to include all staff and students.
<b>TSEMP</b>	Toppenish School District Emergency Management Plan: The document that Toppenish School District uses to respond to all emergencies (Floods, Earthquakes, Bomb Threats, etc)
<b>WAC</b>	Washington Administrative Codes
<b>WHO</b>	World Health Organization: The governing body developed to handle all issues related to health concerns world-wide
<b>YHD</b>	Yakima Health District: The governing agency that is responsible for all health needs of people located in Yakima County.

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**Pandemic  
Emergency  
Response  
Management Team  
Role**

<b>Role</b>	<b>Name</b>	<b>Backup</b>	<b>Responsibilities</b>
Agency Liaison Officer	Steve Myers	John Cerna	Make decisions affecting the Toppenish School District, Representative of the district in all formal matters.
Public Information Officer	John Cerna	Jo-Ellen Thomas	Chief Spokesman for the district in all media events and liaison with outside informational issues
Incident Commander	Scott Kallenberger	John Cerna	Coordinator during emergency, provide direction and facilitates decision making of all team members
Health Services	Debra Fielding	Ricky Ramos	Responsible for all Health and Medical issues related to pandemic planning, Includes plan for mitigation, prevention, Liaison with YHD
Transportation	Dave Beltran	Fernando Razo	Responsible for all issues related to transportation, bussing coordination and safety.
Buildings and Grounds and Custodial	Manual Orozco	Rick Hansford	Responsible for all issues concerning physical plant: HVAC, Electrical, Structural, plumbing etc, Coordinates all Custodial Staff and Services
Food Services	Renee Miles	Julie Godina	Coordinates all services for food issues, purchasing, distributing, handling, cooking and institution.
Logistics and Fiscal	Dave Andrews	Al Jones	Responsible for all issues related to financial planning, and purchasing for the district. Will coordinate purchasing of critical supplies during the pandemic.
Human Resources	Jo-Ellen Thomas	Jeanette Ozuna	Responsible for all issues related to personnel actions, Will be critical for issues relating to sick leave usage, Also is the legal attorney for the District.
Administrative Liaison	Matt Piper	Robert Roybal	Will be the communication link to all building administrators. Provide information on current plans and concerns for the Pandemic Plan
Certified Staff Liaison	Erinne Steinmetz	Teri Winckler	Will be the communication link to all certified staff in the district. Provide information and feedback on issues related to the Pandemic Plan
Building and District Level Secretarial Staff Liaison	Nora Flores	Rita Anaya	Will provide information & feedback on issues related to Pandemic Plan to both building and central office.
PSE/Classified Staff Liaison	Debbie Voorhies	Sherry McCord	Will be the communication link to all classified staff in the district. Provide information and feedback on issues related to the Pandemic Plan

# APPENDICES



## Emergencies

### **Fire**

#### Fire and Fire Drills: General Instructions

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

1. Give the fire alarm signal (one long continuous signal).
2. Call and report the fire.
3. Authority to sound the fire alarm system in the event of a real emergency is possessed by any person who discovers the fire.

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

1. Instructions must be given to all students on the FIRST DAY of school in September, each year.
2. A fire drill should be held during the first week of school and monthly.
3. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire drill procedures for the building.

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

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

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

Fire drills are held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of emergency there shall be no hesitation or confusion in leaving the building.

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

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

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

1. Fire drills shall be held as often as necessary to assure rapid and orderly evacuation of the school building. During severe weather, fire drills may be postponed. A record of all fire drills shall be kept on the premises subject to inspection by the fire chief.
2. In schools, fire drills include complete evacuation of all persons from the building.

##### **F. Warning Signals - Fire Drills**

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

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

##### **G. Responsibilities of Staff**

1. Principals shall:
  - a. Be in complete charge of all matters pertaining to organizing and conducting fire drills in the building, and shall be responsible for the efficiency of the drill and all corrective actions or punishments taken for violation of the rules and regulations.
  - b. Be thoroughly familiar with the fire alarm system, all fire fighting equipment, all means of egress, and any special features of the building that might prove dangerous to human life, (storerooms, lunchrooms, attic spaces, ventilators, etc.) or where fire may spread quickly.
  - c. Be responsible for notifying custodians, engineers, and lunchroom staff that in case of an actual fire, the ventilating systems, the oil burners, gas meters, ovens, etc., are shut off.
  - d. Appoint all subordinate officers (see E immediately below) and instruct them in the general plan of the drills and details of their specific duties, such as instruction regarding:
    - i. How to send an alarm to the fire department (including how the fire alarm system operates — both electrical and emergency).

- ii. How to use all in-school fire-fighting equipment.
- iii. The importance of quick action to send in a fire alarm signal, and to vacate the building — even if in-school fire-fighting equipment is in use.
- e. Appoint subordinate officers:
  - i. Searchers - These are teachers assigned to inspect sections of the buildings to make sure that everyone is out. Cloakrooms, lavatories, teachers' room, and all other places frequented by students or teachers must be checked. Searchers shall rejoin their classes as soon as the inspection is completed.
  - ii. Traffic Guards - These are students appointed by the principal to open doors, assist in traffic control, and maintain order.
  - iii. Fire Drill Aides - These are students appointed by either the principal or teachers to assist in any way deemed necessary, and to take the place of teacher searchers in their absence only. They may be used as messengers, or assigned to aid handicapped students or those who are ill or faint.
  - iv. Safety Coordinator - In case of actual fire, during the absence of the principal, it must be clearly understood by the entire staff which person shall be in charge.
- 2. Teachers shall:
  - a. Be in charge of their respective classes
  - b. Issue all commands relative to participation in the fire drills except as delegated by them to aides.
  - c. Unless assigned as searchers, lead their classes to the designated outside stations.
  - d. Immediately report to the principal, or fire drill aides, if any student is unaccounted for after a visual check of students.

#### **H. Drills on Request**

Occasionally, fire department representatives may come to schools and request an immediate fire drill. In general, this is their method of checking upon the quality of the drill program, and principals are expected to cooperate fully, even to the extent of calling a drill at an inconvenient time.

- 1. Procedures
  - In case of fire the principal shall:
    - a. Sound the alarm.
    - b. Call and identify self to fire department officials, directing them to the location of the fire and give them any necessary special information.
    - c. Make a building search.
    - d. Ensure that teachers and students perform all activities assigned to them during fire drills.
- 2. During Fire Drills - when the alarm begins:
  - a. Teachers shall lead students to the designated exit.
  - b. Students shall walk briskly (no running), with arm's length spacing, and without talking, laughing, or breaking from the ranks. (No student may leave the line.)
  - c. Students not in the classroom shall join the line of the first group of students met. (The student must not return to the classroom.)
  - d. Teachers shall check roll when assigned area is reached.
  - e. Teachers shall not leave the students gathered at a designated area unless someone is placed in charge.
  - f. Teachers shall notify the principal if any student is missing.
  - g. The principal shall initiate a search for any missing students.
- 3. After a Fire Drill:
  - a. The principal shall give the all clear signal (a short steady signal).
  - b. Teachers shall lead the students back into the classroom.
  - c. Teachers shall check the roll.
  - d. Students shall not loiter in the halls.
  - e. Teachers shall notify the principal if any student is missing.

- f. The principal shall initiate a search for any missing students.
4. After a FALSE ALARM the principal shall:
  - a. Notify the fire department of the incident
  - b. Notify school officials of the incident.

## **Earthquake**

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

Each school principal in consultation with staff is required to prepare a plan and conduct an emergency earthquake drill at least twice annually. The building staff is encouraged to contact the district office and the county emergency service department for technical assistance.

### **A. Preparation**

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

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

Parents should be advised that:

1. If there is an earthquake while children are on their way to school, they should “duck and cover away from power lines, buildings, and trees.” Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.
2. A parent is advised not to remove a child from the school grounds unless they have first checked with school officials. If a parent were to remove a child without checking out, others could be needlessly hurt while searching for a missing child.
3. They should avoid calling the school. The phones if they are functioning may be needed by school staff. Parents of injured children will be notified first. All schools will have trained staff to help injured children until other medical assistance arrives.

Staff members should attempt to account for all students and staff before re-entry, the principal must feel absolutely certain, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe; but no students or staff will be dismissed until procedures have been approved by the superintendent’s office if district-wide communications are in operation.

### **C. General Responsibilities**

The principal must become familiar with the alarm system, all means of egress, and any special features of the facility which might endanger human life. Staff should be appointed and instructed in the general earthquake plan. The building administrator should carry out all communications functions, coordinate post-quake building inspections, and signal re-entry when safety is assured.

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

Monitors may be appointed from the more mature pupils in each class to assist teachers. Monitors should be assigned to substitute for any teacher who may be injured.

The custodian shall assist in the inspection of the facility, including utility conduits, and shut down mechanical/electrical systems as required. Other staff members shall act as searchers; assist in evacuation and care of injured or disabled individuals; help remove hazardous materials or debris; and, carry out any additional assigned functions.

#### **A. Staff Instructions (During quake)**

Staff should maintain control in the following manner:

1. In a classroom students should get under desk or table, face away from window, away from bookshelves and heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly and remain in place until instructed otherwise or until the “all clear” signal is given.
2. In gymnasiums or assembly areas, students should exit such facilities as expeditiously as possible. Individuals should move to designated areas.
3. On a stairway students should move to the interior wall and “duck and cover.” (Individuals should evacuate exterior stairs and move to designated areas.)
4. If outdoors, students should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects, and lie down or crouch low to the ground. Staff and students should be aware of encroaching danger that may demand further movement.

#### B. Staff Instructions (After quake)

The principal and custodian should inspect facilities before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. Responsible student or staff should be posted to prevent re-entry. Following this evacuation, the principal should:

1. Check for injuries among students and staff. (Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.)
2. Check for fires or fire hazards;
3. Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring. (Do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected.)
4. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as live.)
5. Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately.
6. Do not eat or drink anything from open containers near shattered glass. (Liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists.)
7. Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line. (Unnoticed damage could lead to a fire.)
8. Check closets and storage shelf areas. (Open closet and cupboard doors carefully and watch for objects falling from shelves.)
9. Keep the streets clear for emergency vehicles.
10. Be prepared for “after-shocks”.
11. Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested.
12. Plan for student/staff needs during the time that may elapse before assistance arrives. (e.g. four to eight hours.)

### **Bomb Threats**

Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as: exact location of the bomb, time set for detonation, description of the bomb and type of explosive used. Details such as: time of call, exact words used, sex, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted.

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

The principal should notify the district office immediately. The principal should be ready to provide specific information regarding the “threatening call” and indicate if the building(s) will be evacuated and/or searched.

**If the principal determines the threat is a hoax**, he/she will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.

If the principal determines that the message is a dangerous threat, law enforcement officers and the district office should be contacted. A routine fire drill should be initiated at least 15 minutes prior to the time of possible detonation. Teaching staff should remain with their classes until such time as the danger of explosion is past. Search procedures should be conducted under the direction of law enforcement officers. A written report should be submitted to the superintendent.

## **B. Search Procedures**

Each building should have a volunteer search team composed of staff members. The person most qualified to search buildings or space is the person using the area.

### **1. How a Search is to be Made**

The room to be searched may be divided into three (3) parts. The bottom third of the room, from eye level to the floor where most of the objects are located; the middle third from eye level upward toward the ceiling; and the top third of the room. The top third will have such items as light fixtures or a ceiling vent which can usually be observed from the floor. The search should be conducted systematically in a clockwise or counter-clockwise manner. Searchers should look into areas that are open and listen in those areas (cabinets, desks, lockers) where opening every closed area is impossible.

Most homemade bombs are made with spring-wound clocks and give off a ticking sound. The more sophisticated bombs use other devices such as batteries, chemicals, or may even be plugged into a light switch.

### **2. What to Look for**

**ALL UNIDENTIFIED PACKAGES FOUND DURING BOMB SEARCHES SHOULD BE CONSIDERED DANGEROUS AND LEFT UNTOUCHED, TO BE EXAMINED AND IDENTIFIED BY A QUALIFIED BOMB EXPERT.** Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

### **3. Search without Evacuation**

If the preliminary decision is to search the building without evacuating the students, the principal should enlist the voluntary aid of the staff to conduct a cursory search of the building. Particular attention should be paid to those areas that are accessible to the public, such as hallways, stairways and stairwells, restrooms, unlocked lockers, unlocked unused classrooms, closets, and the like. A search should also be made on the outside of the building on low window ledges, window wells, and the base of all outside walls.

### **4. Search with Evacuation**

If the decision is to evacuate staff and students, the principal should have the team conduct a more thorough search of the entire building. The signal to be used for evacuation is through the use of the fire drill routine. When a threat appears to be “dangerous”, the principal should enlist the aid of the local police and fire department in conducting the search. All searchers should vacate the building for a short period of time when the bomb is alleged to detonate. After the search has been made and the danger period is over, the students may then return to their classrooms for resumption of normal activities.

### **5. Search with Evacuation during Valid Bomb Threats**

When the bomb threat is judged to be valid the building should be cleared immediately of all personnel so that the police can assume the responsibility of conducting the search. A staff member should be stationed at each entrance to prevent unauthorized persons from returning to the building until the area is declared safe.

### **6. Disposition of Suspected Bombs**

In the event of the discovery of a suspected bomb, the following steps will be taken:

- a. **DO NOT TOUCH OR ATTEMPT TO MOVE THE PACKAGE IN ANY MANNER.**

- b. Avoid moving any article or articles which in any way may be connected with the bomb to act as a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver.
- c. Clear the danger area of all occupants.
- d. Assign staff at entrances to prevent others from entering.

The decision of whether or not to evacuate depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount and evacuation procedures should be followed.

Persons to be evacuated from the area should be moved to a minimum of 300 feet from the point of possible explosion. Power, gas, and fuel lines leading to a danger area should be shut off as soon as practical. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the police department should maintain a guard around the area to prevent re-entry by any unauthorized person. However, inspection is necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., should be requested to inspect the building regarding supporting walls, damaged overhead structure, broken gas lines, live power lines, etc. Their inspection should precede any police or security investigation and should be designed to prevent any further injury.

## **Emergency School Evacuation**

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

- A. The report of an emergency shall be directed to the superintendent's office.
- B. If the nature of the emergency calls for immediate action on the part of a principal, he/she shall take necessary action and report such action to the superintendent's office.
- C. The superintendent's office shall contact those departments and/or schools who must assist in the emergency action.
- D. When appropriate the superintendent's office shall contact the city police department and the county department of emergency services.

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

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

## **Pandemic/Epidemic**

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

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

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

- A. The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- B. The specific steps the district will take to stop the spread of the disease;
- C. The process for identifying sick students;

- D. The transportation plan for sick students;
- E. Disease containment measures for the district;
- F. A continuing education plan for students, such a plan may include providing students with assignments via mail, local access cable television, or the school district's Web site;
- G. Procedures for dealing with student privacy rights;
- H. A continuity of operations plan for central office functions including employee leave, pay and benefits during a pandemic; and
- I. An ongoing communication plan for staff, students and parents.

**Date: 02.99; 10.06**

## Emergency Treatment

Staff are encouraged to become trained and/or maintain skills in recognized first aid procedures, especially through Red Cross certified providers. Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care. The principal or school nurse shall be responsible for making the appropriate decision. The principal and school nurse shall designate a staff member to make student medical care decisions in their absence or inability to make such decisions. In the event the principal or school nurse are not available or are unable to make such decisions, the staff member designated by the principal to take charge in emergency situations shall be responsible for the decision. Any staff member who exercises his/her judgment and skills in aiding an injured person during the school day or during a school event is protected by the district's liability insurance, except when the individual is operating outside the scope of his/her employment or designated duties.

**Any student who appears to be very ill or who has received a life-threatening (severe bleeding, shock, breathing difficulty, heart-attack, head or neck injuries) or serious injury should be transported by EMS to a medical care facility as quickly as possible, and the student's parent/s or emergency contact should be immediately notified. If emergency medical assistance (911) is requested, and if upon arrival a determination is made by the emergency medical personnel that the student does not require emergency treatment, the parent or emergency contact should be notified to determine what further care is needed, in consultation with the school nurse. Under no circumstances should a student who is very ill or sustains a serious or life-threatening emergency be allowed to walk or take the bus home. If the student's parent/s cannot be contacted, staff shall call the emergency number listed on the student's enrollment card to determine the next course of action.**

If the student's illness or injury is not life-threatening, the parent or emergency contact should be immediately notified, and should assume responsibility for the student's transportation and/or further care. If the injury is deemed to be minor, the trained staff member should:

**Administer first aid to the student as necessary (following flip chart in nurse's office or standard Red Cross procedure).**

**Notify the principal, nurse, health care personnel, or responsible designated person. The nurse may be consulted by phone if not in the building.**

**Remain with the student until released by the principal, nurse, responsible person, or until the parent or emergency contact arrives.**

**The principal, nurse, health care personnel, or other designated responsible person should make the decision whether an ill or injured student who has received first aid should return to class. If there is any doubt, the parent should be consulted.**

**In the event of an epidemic/pandemic situation, all personnel shall follow Toppenish School Board Procedure 3432P.**



If a serious injury occurs during a physical education class or during an athletic team practice or game, emergency procedures shall be conducted in the following manner:

A. Stop **play immediately at first indication of possible injury or illness.**

Look **for obvious deformity or other deviation from the athlete's normal structure or motion.**

Listen **to the athlete's description of his complaint and how the injury occurred.**

Act, **but move the athlete only after serious injury is ruled out by the nurse or other health care professional.**

The teacher or coach should avoid moving an athlete who has been hurt until a determination is made by the nurse or health care professional as to the severity and type of injury sustained. In the event of an immediately life-threatening condition (i.e., uncontrolled bleeding, suffocation, cardiac arrest), the teacher or coach should attempt to restore life-sustaining functions before health care personnel and/or emergency medical personnel arrive. An athlete with a suspected head, neck or spinal injury should never be moved. If no physician or health care professional is available, staff should call 911 and proceed with caution according to standard first aid procedures. If the teacher or coach must accompany the student to a doctor, the activity or event should cease.

An accident report must be completed by the coach and/or teacher, as soon as possible, from information provided by the person at the scene of the accident. The written report should include a description of the circumstances of the illness or injury and the procedures followed in handling it at school. A copy should be filed in the building, included in the student's folder and a copy should be sent to the superintendent.

School staff may not accept and may not agree to comply with directives to physicians that would withhold or withdraw life-sustaining treatment from students.

**Date:**

Toppenish School District  
Infectious Disease Policy

Currently Under revision to Include Pandemic Information

# RCWs

§ 28A.150.290. State superintendent to make rules and regulations -- Unforeseen conditions or actions to be recognized -- Paperwork limited.

(1) The superintendent of public instruction shall have the power and duty to make such rules and regulations as are necessary for the proper administration of this chapter and [RCW 28A.160.150](#) through \*28A.160.220, 28A.300.170, and 28A.500.010 not inconsistent with the provisions thereof, and in addition to require such reports as may be necessary to carry out his or her duties under this chapter and [RCW 28A.160.150](#) through \*28A.160.220, 28A.300.170, and 28A.500.010.

(2) The superintendent of public instruction shall have the authority to make rules and regulations which establish the terms and conditions for allowing school districts to receive state basic education moneys as provided in [RCW 28A.150.250](#) when said districts are unable to fulfill for one or more schools as officially scheduled the requirement of a full school year of one hundred eighty days or the annual average total instructional hour offering imposed by [RCW 28A.150.220](#) and [28A.150.260](#) due to one or more of the following conditions:

(a) An unforeseen natural event, including, but not necessarily limited to, a fire, flood, explosion, storm, earthquake, epidemic, or volcanic eruption that has the direct or indirect effect of rendering one or more school district facilities unsafe, unhealthy, inaccessible, or inoperable; and

(b) An unforeseen mechanical failure or an unforeseen action or inaction by one or more persons, including negligence and threats, that (i) is beyond the control of both a school district board of directors and its employees and (ii) has the direct or indirect effect of rendering one or more school district facilities unsafe, unhealthy, inaccessible, or inoperable. Such actions, inactions or mechanical failures may include, but are not necessarily limited to, arson, vandalism, riots, insurrections, bomb threats, bombings, delays in the scheduled completion of construction projects, and the discontinuance or disruption of utilities such as heating, lighting and water: PROVIDED, That an unforeseen action or inaction shall not include any labor dispute between a school district board of directors and any employee of the school district.

A condition is foreseeable for the purposes of this subsection to the extent a reasonably prudent person would have anticipated prior to August first of the preceding school year that the condition probably would occur during the ensuing school year because of the occurrence of an event or a circumstance which existed during such preceding school year or a prior school year. A board of directors of a school district is deemed for the purposes of this subsection to have knowledge of events and circumstances which are a matter of common knowledge within the school district and of those events and circumstances which can be discovered upon prudent inquiry or inspection.

(3) The superintendent of public instruction shall make every effort to reduce the amount of paperwork required in administration of this chapter and [RCW 28A.160.150](#) through \*28A.160.220, 28A.300.170, and 28A.500.010; to simplify the application, monitoring and evaluation processes used; to eliminate all duplicative requests for information from local school districts; and to make every effort to integrate and standardize information requests for other state education acts and federal aid to education acts administered by the superintendent of public instruction so as to reduce paperwork requirements and duplicative information requests.

**HISTORY:** ♦ [1992 c 141 § 504](#); ♦ [1990 c 33 § 111](#); 1981 c 285 § 1; 1979 ex.s. c 250 § 6; 1973 1st ex.s. c 78 § 1; 1972 ex.s. c 105 § 4; 1971 c 46 § 1; 1969 ex.s. c 3 § 2; 1969 ex.s. c 223 § 28A.41.170. Prior: 1965 ex.s. c 154 § 6. Formerly RCW 28A.41.170, 28.41.170.

**NOTES:**

\*REVISER'S NOTE: [RCW 28A.160.220](#) was recodified as [RCW 28A.300.035](#) pursuant to ♦ [1994 c 113 § 2](#).

CONTINGENT EFFECTIVE DATE -- ♦ [1992 C 141 §§ 502-504, 506, AND 507](#): See note following [RCW 28A.150.205](#).

FINDINGS -- PART HEADINGS -- SEVERABILITY -- [1992 C 141](#): See notes following [RCW 28A.410.040](#).

EFFECTIVE DATE -- SEVERABILITY -- 1979 EX.S. C 250: See notes following [RCW 28A.150.220](#).

EFFECTIVE DATE -- SEVERABILITY -- 1972 EX.S. C 105: See notes following [RCW 28A.150.250](#).

RCW 28A.335.020. School closures -- Policy of citizen involvement required -- Summary of effects -- Hearings -- Notice

Before any school closure, a school district board of directors shall adopt a policy regarding school closures which provides for citizen involvement before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure. The policy shall also include a requirement that during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes. The policy shall require separate hearings for each school which is proposed to be closed.

The policy adopted shall provide for reasonable notice to the residents affected by the proposed school closure. At a minimum, the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing. Notice of each hearing shall be published once each week for two consecutive weeks in a newspaper of general circulation in the area where the school, subject to closure, is located. The last notice of hearing shall be published not later than seven days immediately before the final hearing.

**HISTORY:** 1983 c 109 § 2. Formerly RCW 28A.58.031.

**NOTES:**

CROSS REFERENCES.

Application of [RCW 43.21C.030\(2\)\(c\)](#) to school closures: [RCW 43.21C.038](#).

RCW 28A.335.030. Emergency school closures exempt from RCW 28A.335.020

A school district may close a school for emergency reasons, as set forth in [RCW 28A.150.290\(2\)\(a\)](#) and (b), without complying with the requirements of [RCW 28A.335.020](#).

**HISTORY:** ♦ [1990 c 33 § 353](#); 1983 c 109 § 3. Formerly RCW 28A.58.032.

# WACs

WAC 392-129-090. Definition--District-wide emergency closure.

As used in this chapter, "district-wide emergency closure" means that all school buildings in the school district are unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons.

Statutory Authority: RCW 28A.41.170(2). 90-01-141 (Order 22), § 392-129-090, filed 12/20/89, effective 1/20/90.

WAC 392-129-100. Definition--School emergency closure.

As used in this chapter, "school emergency closure" means a school in the school district comprised of more than one school that is unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons.

Statutory Authority: RCW 28A.41.170(2). 90-01-141 (Order 22), § 392-129-100, filed 12/20/89, effective 1/20/90.

WAC 392-129-145. School emergency closure--Superintendent of public instruction's determination of eligibility.

The superintendent of public instruction shall review each application submitted for a school closure to determine if the application provides a conclusive demonstration that one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons prevented the school district from operating the school. Whenever a school district provides a school day, it shall be considered as meeting all hours, as originally scheduled for that day, toward meeting its program hour offerings, teacher contact hours, and course mix percentage requirements.

Statutory Authority: RCW 28A.41.170(2). 90-01-141 (Order 22), § 392-129-145, filed 12/20/89, effective 1/20/90.

WAC 392-129-150. School emergency closure--Implementation of superintendent of public instruction's determination of eligibility.

If the superintendent of public instruction determines that the school district has provided a conclusive demonstration that one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons prevented the school district from operating the school, the school district shall receive its full annual allocation of state moneys. However, the superintendent of public instruction may only excuse the school district for up to two scheduled school days per incident and not for more than three scheduled school days per school year. If the district did not conclusively demonstrate that it was prevented from operating the school(s), its allocation of state moneys shall be reduced by:

(1) Dividing the number of days lost by one hundred eighty;

(2) Multiplying the result obtained in subsection (1) of this section by the annual average full-time equivalent enrollment in the school; and

(3) Dividing the result obtained in subsection (2) of this section by the annual average full-time equivalent enrollment in the school district.

Statutory Authority: RCW 28A.41.170(2). 90-01-141 (Order 22), § 392-129-150, filed 12/20/89, effective 1/20/90.

# OSPI Memorandum

April 2, 2007

( ) Action Required  
(X) Informational

MEMORANDUM NO. 015-07M FINANCIAL RESOURCES

TO: Educational Service District Superintendents  
School District Superintendents

FROM: Dr. Terry Bergeson, State Superintendent of Public Instruction

SUBJECT: Updated Emergency Closure Q&A:  
Emergency WAC – District-Wide Closure

CONTACT: Jennifer Priddy, Assistant Superintendent  
Financial Resources, 360-725-6020, [jennifer.priddy@k12.wa.us](mailto:jennifer.priddy@k12.wa.us)

The Office of Superintendent of Public Instruction continues to receive questions regarding school district closures and emergency proclamations by the Governor. This Updated Emergency Closure Q&A is meant to clarify our previous correspondence of January 17, 2007.

As always, please feel free to contact us about any specific questions or situations this memo does not address.

**Question:** If my school district was closed and make up of the student days is waived because the incident is covered by a state of emergency proclamation by the Governor and the amended WAC, do teachers and classified staff get paid for the days not worked?

**Answer:** The context for the emergency rule is, "when may a school district receive its full allocation of state money, even though it operates less than 180 separate school days?" The rules have always allowed for certain conditions where districts would not have to make up all of the days of a district-wide closure to still receive its full allocation of resources. The new emergency rule amendment simply broadens those conditions somewhat.

School districts are expected, by state law, to bargain in good faith to reach agreement with respect to wages, hours, and terms and conditions of employment with their various bargaining groups. The requirement that they negotiate whether or not to pay

employees when employees cannot, by virtue of district closure, come to work is included in this authority and expectation. (RCW 41.59.020) The most important question is what does the collective bargaining agreement for each class of employee at each district have to say about how many days they are expected to work, make-up days and closure days? Auditors have been contacted by



various districts and WEA representatives, and they may be looking for specific agreements in the contracts that speak to this issue.

On days of district closure, many employees actually worked, often to evaluate whether or not closure is necessary, clean up after storms or flooding, plan for student return, and/or ameliorate disruptions. In some cases, districts require their employees to use their personal leave on closure days (so teachers are still paid but their leave balances are reduced). State law does not prescribe how districts will treat salary adjustments for these situations. OSPI has no regulatory authority in this area, so it is in a difficult position to try to answer the many variations to questions of salary and district-closure.

Further, the state apportionment payments are made for a combination of 180 student days and 1,000 minimum instructional hours (although teachers are most often contracted to work more than these hours). By waiving the make up of student days, the OSPI has not waived the instructional hour requirement, and teachers and other staff will likely be adjusting their school calendar to ensure they meet the minimum hours with students.

OSPI advice on this matter must be considered within local policy, and we urge districts to consult with their own legal advisors. The best advice we can provide is that the contract governs the issue, and auditors will probably spend time to evaluate whether or not the district has adhered to the contract.

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**Question:** Where my district is required to make up one or more days of closure, can I substitute a student day for a Learning Improvement Day (LID)?

**Answer:** The state allocates resources for the two LIDs as a separate requirement from the requirement to provide 180 student school days. Therefore, the district must ultimately actually require and conduct two LIDs. If there are fewer than two LIDs, OSPI must reduce district allocations proportionately.

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**Question:** If my district must make up one or more closure days and has not applied for a waiver of any days, is the district required by WAC 392-129-125 to notify OSPI of the dates the school days will be in fact made up?

**Answer:** No. The WAC/requirement to notify OSPI of the scheduled make-up days only applies in instances where a district is applying for waiver of one or more make-up days.

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**Question:** Can a district make up one or more closure days for students by adding student minutes to the remaining school days rather than making up days?

**Answer:** No. If a district missed days due to snow (or any other closure) and the make-up days

have not been waived, the days must be made up as days. The equivalent time cannot be made up by adding minutes to remaining school days. There is no requirement that the days be full days--- unless the district needs to add full days in order to also meet the 1,000 hour minimum instructional time requirement.

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**Question:** Where a district contract requires teachers to make up closure days, can the teacher time be made up by adding teacher minutes to the day?

**Answer:** Yes, as long as the contract is flexible enough, OSPI has no reason to preclude this option.

Please do not hesitate to contact Jennifer Priddy, Assistant Superintendent, Financial Resources, 360-725-6292 or by e-mail at [jennifer.priddy@k12.wa.us](mailto:jennifer.priddy@k12.wa.us) with any questions about these changes. OSPI's TTY line is 360-664-3631. This memorandum is available on the agency Web site at the following URL: <http://www.k12.wa.us/BulletinsMemos/memoranda2007.aspx>

#### FINANCIAL RESOURCES

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TB:JP:dc