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What is the K-PREP Program?

Created in 1991, the K-PREP Program, Kitsap Practices Responsible Emergency Preparedness, is a three-prong approach to community preparedness. At Kitsap County Emergency Management, we feel the hazard that would most affect and disrupt the entire emergency response system would be an earthquake. Since the Puget Sound area is earthquake country, we are preparing for a major earthquake. If prepared to manage the earthquake, theoretically, we could then manage any emergency/disaster that could affect our community.

Initially, the K-PREP program focused on organizing and preparing our schools. A standardized plan was initiated throughout Kitsap County’s school districts, organizing into response teams called “The Circle of 9”. Throughout the county, we have instilled confidence in our students, faculty, and parents that the schools can and will take care of our children in the event of a disaster. In 1993, the program extended into the community, teaching our neighborhoods the importance of being self sufficient in the event of a disaster. By organizing our neighborhoods into a similar response team structure, and teaching our citizens how to be prepared, we indirectly strengthen our school program by adding neighborhood resources and support to the schools within the neighborhoods. In 1994 the third prong of K-PREP was launched into the business community and government offices. Businesses everywhere are starting to prepare! They too are forming Employee Response Teams!

With each disaster or incident that schools have faced, there has been one obvious lesson learned; Police and Fire Departments, Schools, and Emergency Management need to be able to work together when an unusual event happens on a school campus. In order to create a more efficient working relationship with first response agencies, the Circle of 9 program has been modified to more closely resemble the Incident Command System, also known as ICS. ICS is an organizational framework designed to manage any event, small to large. It is a system that has been used by Police and Fire departments for several years. We are moving to ICS in an effort to create seamless transition and cooperation when help does arrive.

This training offers an outstanding opportunity to improve our program, clarify responsibilities and create or enhance relationships between schools, police, and fire departments, emergency management, and community.
You have been assigned to one of the following teams and your role is to provide the function you are being trained for. Listed below are a list of the School, Business, and Neighborhood teams:

**School Teams**
- Incident Command
- Light Search and Rescue
- Disaster First Aid
- Support and Security
- Student/Staff Supervision
- Fire and Utilities
- Parent and Student Reunion
- Damage Assessment
- Counseling Support

**Business Teams**
- Incident Command
- Light Search and Rescue
- Disaster First Aid
- Fire and Utilities
- Evacuation
- Damage Assessment

**Neighborhood Teams**
- Incident Command (Neighborhood Captains)
- Light Search and Rescue
- Disaster First Aid
- Safety and Security
- Communications
- Shelter

**Document Credits**

The original model utilized for Kitsap County school preparedness is a combination of the Burbank Unified School District, (Burbank, California) emergency preparedness program developed by Darryl Forbes of Burbank Fire Department and Kathy Nelson, parent/educator and the School Earthquake Program presented by the Federal Emergency Management Agency (FEMA).

In cooperation with Lori Collins, Fire Public Educator, formerly with the Bremerton Fire Department, Phyllis Mann, Director, Kitsap County Emergency Management, Tony Bennett, Seattle Fire Department and a host of loaned executives, volunteers and subject matter experts, the Kitsap County School Preparedness Program was developed in 1991.

Today the success of the K-PREP School Program is due to the following individuals through their hard work, dedication to the schools of Kitsap County and gracious organizations that give each of them time to assist Kitsap County in preparing!

**Instructors - 2007**

Phyllis Mann, Kitsap County  
Jeannie Vaughn, Kitsap County  
Tony Bennett, Seattle Fire Department  
Laura Jull, Harrison Medical Center  
Cynthia Jose, Warner Engineering  
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Greg Epperson, NK School District  
Dirk Gleysteen, CK School District  
Private Schools, Rebecca Morse

The K-PREP Program is a function of Kitsap County Department of Emergency Management.

**The K-PREP Program is sponsored by:**

Kitsap County Commissioners  
Mayors of the cities of: Bainbridge Island, Bremerton, Port Orchard and Poulsbo  
Kitsap County Fire Chiefs Association  
Kitsap County Fire Commissioners  
Superintendent of Schools for: Bainbridge Island, Bremerton, Central, North, and South Kitsap School Districts  
King and Kitsap American Red Cross
Circle of 9 and How It Fits The Incident Command System “Model”

- Incident Commander (Usually the Principal)
- First Aid Team
- Search & Rescue Team
- Counseling Support Team
- Parent/Student Reunion Team
- Support/Security Team
- Damage Assessment Team
- Fire & Utilities Team
- Facilities Safety Check
- Student/Staff Supervision Team
- Counseling to Students & Staff
- Search for Missing Staff and Students
- Large Group Control
- Release of Students
- Student Injuries
- Food, Water, Clothing, Sanitation and Shelters

- Public Information
- Liaison Officer
- Safety Officer

- Operations
  - Damage Assessment
  - Fire & Utilities
  - Search & Rescue
  - Disaster First Aid

- Planning
  - Parent/Student Reunion
  - Student/Staff Supervision
  - Counseling Support Team

- Logistics
  - Support & Security
  - Staffing
  - Communications

- Administration
  - Timekeeping
  - Purchasing

- Situation Analysis
It is important to have an overall picture of how the nine teams function together in a disaster that would affect a whole community. Following is a fictional account of one such emergency.

The Big Picture - Earthquake!

It is 10:30 on a Tuesday morning in February. Outside of Hilldale Elementary School the wind is driving the rain almost horizontally as it collects in puddles and turns the playground into a sea of mud. In Room 5 Miss Olsen is reading a story to her kindergarten class. Suddenly, a rumbling noise begins and grows louder, the ground begins to shake, pictures fall off the wall and children begin screaming and crying. Miss Olsen yells, “Earthquake!” and 25 children scurry under tables, cover their heads and hang on to the table legs just as they had practiced many times before. The fire alarm goes off and the lights begin to flicker.

The area has just experienced a 6.0 earthquake. When the shaking stops, Miss Olsen calmly reassures her students and takes stock of the damage. No one is hurt. Just that year the school had been reinforced to resist earthquakes and all the bookcases and computers were bolted and braced to the walls. Neighboring “buddy” teachers check on each other and the teachers remind the students that there will probably be after shocks. The children quickly put on their coats and follow their teacher to the designated assembly area outside.

In the office, Principal Miller and the office staff grab the handheld radios from their chargers. They evacuate and head for the designated assembly area. On the way out Principal Miller notices that a parking lot power pole is down with wires on the ground. He makes a radio call to the custodian to turn off the power. Mr. Green, the custodian doesn’t answer. It is fortunate that the school emergency plan provides for such a problem. Extra keys to the utility room and the electrical panel have been made. They are stored in the principal’s office and also outside in the locked emergency hut for easy access by the Fire & Utilities team. Principal Miller immediately unlocks the emergency hut so the logistics team can prepare to deploy the safety equipment to the response teams.

At the assembly site, teachers are busy taking roll call and accounting for all students. It is noted that the teacher and students from Room 7 are missing. This information is sent to Incident Command Post where the Planning team is coordinating the information for the response teams. This information will be given to the Search and Rescue team. Once the Damage Assessment team determines the building is safe, the Search and Rescue team will go in to look for the missing students. In the mean time, the response team members are handing their students off to their “buddy” teachers on the Student Staff Supervision team. The response teams are forming at the supplies container and Principal Miller is setting up the Command Post on site. His assistant is distributing handheld radios to each of the team leaders.

One of the support joints in the covered play area has buckled and looks too dangerous to use for shelter. Because of the weather, it is imperative that shelters be set-up as soon as possible. The Support and Security team is busy attaching large plastic tarps to the top of the chain link fence and attaching the other side to poles anchored in the ground. Teachers lead the students under the shelters.

The Damage Assessment team gets their safety equipment (hard hats, gloves, etc.) from Logistics and is the first team to be deployed, checking the outside of the structure first and looking for fires or other hazards. A small fire is burning in the library. Immediately the Damage Assessment leader calls for the Fire and Utilities team on the radio, giving them the location of the fire. The Fire and Utilities team has shut off the power and is now removing their fire extinguishers from the emergency storage shed and is on the way to put out the fire, following in the path of the Damage Assessment team. The Damage Assessment team proceeds further into the building, sending reports to the Command Post via radio. A janitor’s cart has fallen over in the hallway and several chemicals have spilled and are mixing together on the floor. The Damage Assessment team cordon off the area with hazard tape and proceeds. Several rooms have scattered glass from broken windows and light fixtures. Ceiling tiles are hanging down exposing wiring. The Damage Assessment team records damage on a map and relays
the information to the Command Post. They make their way to Room 7 and find the door is jammed shut with people trapped inside. The Command Post is notified via radio. Principal Miller requests the Search and Rescue team go in via the route cleared by the Damage Assessment team. Using pry bars, they open the door. A falling light fixture has injured several students and some are hysterical. Search & Rescue radios the Command Post and requests assistance from the First Aid team. The First Aid team gathers their first aid kits, dons their hard hats and gloves and proceeds to Room 7 where they do a quick triage of victims and begin to treat the injured. Two children are put on stretchers and carried out; the third is treated on scene and walks out with the rest of the group.

The Fire & Utilities Team has successfully extinguished the fire in the library and reports back to the Command Post.

At the Command Post, Principal Miller and Staff are busy recording damage information. Calls on his cell phone to 911 do not go through. All circuits are busy. The children have been sheltered and the Damage Assessment team has finished its preliminary assessment. Although there is widespread damage to most classrooms, the 4 portables look fine. The Vice Principal escorts some of the smaller children to the portables. The Damage Assessment team proceeds to check the gymnasium and the other wing of the main building. The building looks structurally sound. Several rooms at the north end of the building with less broken glass and damage are determined to be safe for use. The rest of the students are led into the building. The Public Information Officer calls the school’s district office via radio to report damage, injuries, etc. District office personnel will relay the information to the County Emergency Operations Center.

Upon inspection, it is found that the main water pipe to the school has ruptured and the water must be shut off. The Fire & Utilities team make the necessary shut off. With no water, sanitary facilities must be built. The Support & Security team gets busy putting plastic bags in all the toilets and setting up a disposal area away from the building. They will take turns staffing the toilet facility, helping students, and disposing of waste.

Because the school keeps food and water in the storage hut, they are able to set up a feeding area in the gym. Individual student packs that each student has brought from home are gathered and taken to the gym. Blankets from the Supply Container are brought in for use as needed and flashlights are distributed. From the looks of the roadway outside, many trees and power poles with lines are down. The pavement appears to be cracked. It will be a while before emergency crews will get to the school to help.

Frantic parents are beginning to arrive. The Parent/Student Reunion team has already set up an entry point to the school. They are busy checking identification and escorting children from the assembly area to their parents. For non-parents who show up, the team is checking authorization forms to see if students may be released. Neighbors are coming in offering to help. They are being sent to the Logistics group to be logged in and given assignments.

Neighbors are bringing food and blankets. The Logistics team sets up a receiving area for donated goods. Clothing from the lost and found bin is brought from the office for children whose clothes are damaged or wet. The team is setting out mats, blankets, etc. for a sleeping area in the gym. Food is being prepared for the children’s next meal. Water barrels are being set up.

The Documentation Staff is keeping a log of all events as they occur. Principal Miller continues to monitor the battery powered am/fm radio trying to obtain outside information.

The children are getting restless and want their parents. Some are crying. The Student Staff Supervision team opens their kits and distributes games and organizes group activities. Those team members trained in disaster psychological issues are offering support as needed.

Hilldale Elementary was prepared. Teachers and staff were pre-assigned to an Emergency Response Team. Emergency radios and equipment were purchased and stored, but more importantly, the staff of Hilldale Elementary were aware that, “Help Can’t Wait”.

Welcome to K-PREP!
Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on staff’s willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

To help you develop your plan, there are a number of preparedness brochures available from the local chapter of the American Red Cross or Department of Emergency Management. We also encourage you to visit www.kitsapdem.org for more resources on how to prepare for any emergency.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend who is listed on the Disaster Release Form picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be. This means the school staff will need to stay at school until the students have been picked up by parents or a designated friend/relative. You can only do this if you are prepared at home! You must feel that your family can activate your family plan without you.

First Things First

It’s important that each staff member has an emergency preparedness plan for their home and family.

Each staff member needs:

- To prepare their family and home for an emergency.
- A 3-5 day supply kit for home.
- To assemble a car kit with food, prescription medication, extra clothes and water.
- To develop a plan to reunite with their family.
- To organize their neighborhood so that if they are at school, staff have the peace of mind that someone is checking on their family and their house.
Earthquake Procedures In The Classroom/Office

At the first indication of ground movement, students/staff should “DROP” to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

Students/staff should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position with hands holding onto table/chair legs. HOLD onto the table/chair legs to prevent it from moving away from you during the quake. Cover your face with your arms as you hold on to the table. This will protect your eyes from dust and falling debris.

Student/staff should remain in the drop position until ground movement ends. Be prepared to drop, cover and hold during aftershocks.

After the shaking stops, keep students under the desk while the teacher quickly checks for damage, checks with their buddy teacher, clears a path to the door and checks to see if the door opens. When the teacher is ready to evacuate the students, have the students get out from under the desks and check for injuries. Safely evacuate the building with the teacher leading the way. Move to a safe, open area, away from power lines/overhead hazards.

Earthquake Procedures In Other Parts Of The Building

At the first indication of ground movement, students/staff should drop to the ground. Take cover under any available desk, table or bench. If in a hallway, they should drop, sit against an inside wall and cover the back of the neck with their hands.

Students/Staff should remain in the drop position until ground movement ends. Be prepared to drop, cover and hold during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines/overhead hazards.

Earthquake Procedures While Outside

At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. Drop to the ground, curl up in a ball and cover the back of the neck with hands. Stay there until the shaking stops. Be aware of aftershocks. Do not re-enter building until it is declared safe. Evacuate to the assembly area.

While in a vehicle you should pull over to the side of the road and stop. Stay in the car. If you are on a bridge, overpass, or under power lines continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. There may be hazardous driving conditions following the earthquake. If you have to leave your car, pull it off the road, leave a note in the car saying who you are, and where you are going. Take your emergency car kit with you.

“Triangle of Life” Sends The Wrong Message

"Recently, the American Red Cross, along with other organizations involved in disaster preparedness education, became aware of information circulating via the internet and e-mail that contradicts currently accepted standard advice for staying as safe as possible during an earthquake.

"The recommendations being circulated are inaccurate for application in the United States and are inconsistent with information developed through earthquake research.

"Research has shown that most injuries in U.S. earthquakes occur when people inside buildings attempt to move to a different location inside the building or try to leave. Consistent with the experts, the Red Cross strongly advises against moving (that is, attempting to escape) during the shaking of an earthquake. The more movement and the longer the distance that a person tries to go, the more likely they are to become injured by falling or flying debris, or by tripping, falling, or getting cut by damaged floors, walls, and items in the path of escape.

"Earthquake experts further suggest quickly seeking a place of safety, such as under a sturdy table or desk, and moving as short a distance as possible to that place of safety. Because the research continues to demonstrate that – in the U.S. – “Drop, Cover and Hold On!” works, the American Red Cross continues to back this recommendation. It is the most reliable and easiest method to teach people, including children.
Introduction

Statistics have proven that those who have prepared for an emergency have better chances of surviving the event. If an event occurs during school hours, are you and your school prepared to take care of the students and staff? The K-PREP training is designed to help schools plan for any emergency or disaster that could affect the community.

Responsibilities of All Staff

Before the event:

1. Identify members on each response team
2. Send representatives from each team to K-PREP training
3. Assign buddy teachers
4. Identify Response Team leaders
5. Develop a school plan (who, what, when, where, why, and how) with procedures and responsibilities for team members
6. Review the checklists and job descriptions with staff
7. Assemble the supplies needed to support the team’s responsibilities
8. Train staff, students, and parents to the plan
9. Practice the plan

Immediately after the imminent threat subsides (e.g. ground stops shaking for earthquakes) every teacher/staff will:

1. Determine the extent of any injuries
2. Assess the ability of all to evacuate
3. Determine need to evacuate and call for medical assistance for any trapped/injured students or staff
4. Check on your pre-established next room buddy teacher
5. Evacuate classroom using assigned evacuation route or if needed, use alternative route (take coats)
6. Lead class to assembly area, and find assigned class location
7. Take roll call - identify missing students - report class status to Command Post
8. Assemble teams - buddy teachers and Student Staff Supervision team relieve emergency response team members
9. Identify team runner for the Command Post - two way communications a must
10. Follow team check list - document activities

Equipment for all classrooms

1. Classroom emergency kit
2. Class roll
Emergency Organization Plan

Incident Command Team (ICT)

Personnel (Fill in the names of staff you assign to your team)

1. Principal or designee (Incident Commander)
2. 
3. 
4. 

Responsibilities

Location of campus Command Post is to be determined by the Incident Commander (IC) in charge of disaster operation based on nature and impact of disaster. Before the disaster - select indoor/outdoor site to be used to manage the incident.

IC Team shall:

Before the Disaster:

1. Develop school’s Emergency Plan (recommend you use state model).
2. Identify either yourself, staff member or parent volunteer who will assist you in all school emergency preparedness activities.
3. Identify who on your school team will assist you in managing the disaster.
4. Assign staff to all school teams (including buddy teachers).
5. Select up to two staff members in each team to be team leaders.

During the Disaster:

1. Declare an emergency.
2. Implement plan, coordinate operations, activate response teams (as needed).
4. Establish communications with District Emergency Operations Center. Let them know: how, what, who, why, when, where.
5. Account for all students and staff.
6. Assess situation and request needed resources.
7. Control all internal communications.
8. Approve & release press statements or other external communications.
9. Post current status information; update regularly.
10. Determine when emergency operations cease.
After the Disaster:

1. Prepare a report to Superintendent on disaster operations.
2. Assess need for Critical Stress Debriefing of staff and students.
3. Account for all expenditures and activities.
4. Other.

Equipment/Supplies (put in easy to grab tote box)

- Building emergency plan
- Clipboard; grease pencil
- Pens, pencils
- Map of school site
- Team sheets (laminated to use for log sheet if necessary)
- Hard hat
- Map of area
- Extra batteries
- Radios, bull-horn, whistle
- Battery-operated AM/FM radio
- 2-way radio (w/extra batteries)
- Emergency lighting (flashlight)
- Forms: Message Resource Request
- Log of Emergency Operations
Emergency Organization Plan

Damage Assessment Team

Personnel

1. 
2. 
3. 
4. 

Responsibilities

1. Check evacuation routes for safety. Advise alternate routes, if necessary.
2. Check student assembly areas for gas/water pipe ruptures, downed power lines, etc.
3. Inspect all school buildings for damage. Report structural problems, cracks in walls, damage to classrooms, science labs, and other areas to the Command Post.
4. Cordon off dangerous areas with barrier tape/danger signs.
5. Inspect after each aftershock - report to the Command Post.

Equipment/Supplies

- Hard hats
- School map
- Damage assessment forms
- Barrier tape
- Flashlights w/extra batteries

Forms:

- Damaged area(s) log sheet

Additional Information:

Interior Command Post Meeting Place ________________________
Exterior Command Post Meeting Place ________________________
Emergency Organization Plan

First Aid Team

Personnel

1. 
2. 
3. 
4. 

Responsibilities

1. Triage all victims. Green = OK, yellow = delayed, red = immediate, black = dead
2. Administer first aid.
3. Record information about injuries and first aid administered.
4. Determine need for medical assistance.
5. Assure availability of necessary first aid supplies and equipment.

Equipment/Supplies

<table>
<thead>
<tr>
<th>First aid supplies</th>
<th>Pens/pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency cards</td>
<td>Water</td>
</tr>
<tr>
<td>Health cards</td>
<td>Stretches, blankets</td>
</tr>
</tbody>
</table>

Forms

1. Notice of First Aid Care
2. Medical Treatment Victim Log
3. Medical Treatment Team

Other:

Additional Information:

Interior Command Post Meeting Place ________________________________
Exterior Command Post Meeting Place ________________________________
First Aid Team Exterior Meeting Place ________________________________
Emergency Organization Plan

Fire and Utility Team

Personnel

<table>
<thead>
<tr>
<th>First Team</th>
<th>Second Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Responsibilities

**Fire:**
1. Confirm reported fires existence and location.
2. Carry out small fire suppression actions.
3. Immediately report discovery of larger fires to Team Leader.
4. Assist in evacuation or Search & Rescue activity if needed.
5. If necessary, secure and post area with “Danger” placard following suppression of small fires.

**Utilities:**
1. Check utilities according to pre-assigned area of responsibility.
2. Take whatever action is necessary to minimize danger and further damage.
3. Assess what services are still available: water, electricity, telephone, sewer lines, heating/ventilation system, bathrooms, etc.
5. Survey extent of apparent structural and site damage then report to Command Post.
6. Other:

Equipment/Supplies

- Fire extinguisher
- Goggles
- Vest
- Axe
- Hard hat
- Pens/pencils
- Gloves
- Radio

Other:

Utility shut-off tools

Forms:

- Utilities damage & shut-off survey checklist (school/business to provide format)
- Detailed Safety Assessment Evaluation Form (school/business provide format)
- Resource needs assessment (school/business provide format)
- “Danger” Placards (school/business provide format)

Additional Information:

Interior Command Post Meeting Place
Emergency Organization Plan

Search and Rescue Team

Personnel

<table>
<thead>
<tr>
<th>First Team</th>
<th>Second Team</th>
<th>Third Team (if large building)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
<td>6.</td>
</tr>
</tbody>
</table>

Responsibilities

1. Assign specific areas to each team.
2. Follow an orderly, pre-established sweep pattern.
3. Check each classroom, office, storage room, auditorium, bathroom, outdoor area, etc.
4. Check each area 3 ways: Visually, Vocally, Physically.
5. Report location of victims to First Aid Team as soon as feasible.
6. Record location of victims on checklist.
7. Look for obvious problems as you go: Structural Damage, Hazardous Materials Spills, Fires. Record nature and location of observed problems on checklist.
9. Mark areas searched upon completion to avoid duplication/oversight.
10. ALWAYS STAY WITH YOUR TEAM PARTNER.
11. Other:

Equipment/Supplies

- Hard hat; vest
- Sturdy shoes/boots
- Leather gloves
- Dust mask
- Duct tape or other method of marking area searched
- Pens/pencils
- Clipboard and checklist
- Two-way radio
- Blankets
- Master keys
- Fire Extinguisher
- Crowbar
- Saw

Forms:

- Victim located message (school/business to develop)
- Imminent danger location message (school/business to develop)
- Fixed Equipment Checklist
- Detailed Safety Assessment Evaluation Form
- Search & Rescue Teams
- Observed problems(s) checklist (school/business to develop separate form if desired)

Additional Information:

Interior Command Post Meeting Place ________________________________
Exterior Command Post Meeting Place ________________________________
Search & Rescue Supplies Stored ____________________________________
Emergency Organization Plan

Parent/Student Reunion Team

Personnel

1.
2.
3.
4.

Responsibilities

1. Establish request and release points at access locations.
2. As soon as parents arrive, begin to process release of students to their parents or other authorized guardian.
3. Check student disaster release form to assure adult is authorized to take student.
4. Ask to see identification of person wishing to take student. Obtain signature of person taking student. Be sure to confirm that each student recognizes the adult as a legitimate, authorized adult.
5. Other:

Equipment/Supplies

• Signs - Release Area, Request Area
• Forms - Disaster Release, Student Release
• Basic/necessary office supplies (pens, pencils, paper clips, etc.)
• Map of facility with pre-established assembly area(s) identified, and ICC and other team locations
• Suggested additional equipment:
  - Two-way radios, bullhorn, table, chairs, light source
  - Team identifiers (i.e., t-shirts, vests)
• Clipboards

Additional Information:

Interior Command Post Meeting Place _____________________________________________
Exterior Command Post Meeting Place ___________________________________________
Parent/Student Reunion Team location ____________________________________________
Emergency Organization Plan

Support/Security Team

Personnel (Team leader - select one alternate)

1.  
2.  
3.  
4.  

Responsibilities

1. Immediately following evacuation, lock or cordon off perimeter gates and grounds that are unsafe.
2. Station team members at obvious school access points to direct parents, fire, rescue, police, medical aid personnel, etc. to appropriate area.
3. Be prepared to receive neighbors who wish to volunteer; provide them with job description.
4. Set up sanitation facilities.
5. Monitor sanitation & properly care for waste until it can be disposed of.
6. Gather all food/water supplies for distribution as needed.
7. Set up areas for sheltering/sleeping/eating.

Equipment/Supplies

- Master keys
- Two-way radios or Communication Forms
- Barricades, rope, hazard tape, duct tape
- Pre-written placards and signs
- Site diagrams with each important area clearly indicated
- Written instructions to parents
- Volunteer job descriptions
- Log Sheet

Toilet Facilities:

- Poles
- Rolls electrical wire (12 gauge)
- Black polyethylene sheeting
- Portable “jons”
- Spare “jon” bags
- 5-gallon urinal buckets
- 5-gallon bucket liners
- Toilet paper and holders
- Disposable hand-wipes

Additional information:

Interior Command Post meeting place ____________________________
Exterior Command Post meeting place ____________________________
Support/Security Team location _________________________________
Emergency Organization Plan

Student/Staff Supervision Team

**Personnel**

Buddy Teacher (preferably classroom teachers whose rooms are close together so they can check on each other)

**First Team**

1. School Counselors
2.

**Second Team**

3.
4.

**Third Team (if large building)**

5.
6.

**Responsibilities**

Immediately after the imminent threat subsides (e.g., ground stops shaking for earthquakes) every teacher/staff will:

1. Determine as well as possible the extent of any injuries.
2. Assess the ability of all to evacuate.
3. Determine need to evacuate and call for medical assistance for any trapped/injured students/staff.
4. Check your pre-established next-room teacher/buddy.
5. Evacuate classroom using assigned evacuation route or, if needed, use alternate route.
6. Lead class to assembly area, find assigned class location.
7. Take roll and report class status to Command Post. Account for ALL students then report missing students/staff to Command Post. Buddy teacher to respond to Command Post with both roll call sheets.
8. Stay with class and buddy class to supervise, inform, play with, and reassure students throughout the duration of the emergency.

**Equipment/Supplies**

- Class roster (individual schools to provide)
- Class status form (individual schools to provide)
- Classroom emergency kit
- Log of Action Taken form
- Missing Student form
- Games, books, cards
- Pens/pencils/paper

**Additional Information:**

- Interior Command Post meeting place
- Exterior Command Post meeting place
- Student assembly area
Emergency Organization Plan

Counseling Support Team

Personnel

<table>
<thead>
<tr>
<th>First Team</th>
<th>Second Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td>6.</td>
</tr>
</tbody>
</table>

Responsibilities

1. Diagramming the incident and developing a counseling support response plan.
2. Determining if additional assistance is needed beyond the school team (district/OESD).
3. The team lead contacts the district/OESD to activate additional team members.
4. Team members meet with administration to prepare for faculty meeting (facts surrounding the incident, plan for counseling services, and classroom announcement to read to the students).
5. Team members review with faculty the counseling support plan, distribute information on what teachers can do in the classroom along with the signs and symptoms handout.
6. Team members prepare materials for counseling support services.
7. Responds to student and faculty needs by; providing the needed level of counseling support response to a critical incident, helping students and faculty cope and understand their reactions to a critical incident, recognizing signs and symptoms of traumatic stress, and maintaining/re-establishing a safe and supportive learning environment.
8. Team Lead (or designee) monitors sign in/out sheet and at the end of the day provides a copy to attendance.
9. Prepares for faculty meeting at the end of the day (or response) to provide an update of services provided, get feedback and to allow staff to share reactions.
10. The Team Lead (unless OESD responds) keeps track of all activities/services provided and reports the summary to administration.
11. Determines with administration if a parent meeting is needed. If yes, works with administration on agenda and facilitates the counseling related components of the meeting.
12. Debriefs the de-briefers (evaluates the response, establishes a follow up plan and determines if additional counseling support is needed for the next day or two.

Equipment and supplies

For counseling support room: poster board/paper, color markers, activity books, snacks and beverages, plates, napkins, and cups.

Forms and Handouts

- Sign in and out sheet
- Hall pass form
- Resource List
- Signs and symptoms and classroom activity sheet for teachers
- Cycle of Grief handout
- Classroom and Counseling support dialogue sheet
- Response summary form

Additional information

Location options for counseling support services: ____________________________
Interior command post meeting place: ____________________________
Exterior command post meeting place: ____________________________
Minimum School Emergency Equipment List
(Based on Employee Response Teams)

The recommended supplies are based on Kits built by the SOS company listed below. Prices are also based on this single company. Feel free to order your supplies from any supply company.

**Individual Response Team Members**

It is recommended each employee has a: hard hat, safety vest and backpack. Hard Hats are color coded per team.

Cost per kit .......................................................... $16.50

**Search and Rescue Team (for 2 people)**

Each kit outfits two individuals with hardhats, gloves, safety goggles etc. The following employee response teams should have these types of kits: Search and Rescue, First Aid, Damage Assessment, Fire/Utilities and Support and Security. The following teams do not need these kits, Student/Staff Supervision, Parent/Student Reunion, and Incident Command.

Cost per kit (recommend 4 per school as a minimum)................................. $25.00

**Search and Rescue Equipment Kit**

Each school should have at least one kit .............................................$250.00

**Multi-Casualty First Aid Kit**

This kit is used in the “treatment area” during a disaster. This kit should manage approx 50-100 trauma victims. Each school should have one kit .........................$325.00

**Compact Trauma Kit**

Each school should have at least one to two kits. These kits are used by the First Aid Team. They have supplies needed for quick, emergency medical action.................$200.00

Each School should have at least one, if not two, stretchers. These are designed to allow for two or more carriers.

Total: ...........................................................................................................$875.00

S.O.S. Survival Products 818-909-0131
Emergency Supplies Resources

American Red Cross
360-377-3761
http://www.redcross.org

WorkSafe Technologies
1-425-556-0911
http://www.worksafetech.com

Emergency Essentials
1-800-999-1863
www.beprepared.com

Essentials 2000
1-800-775-1991

Internet Grocer
www.internet-grocer.com

Quake Pro
1-877-261-3897
www.quakepro.com

Quake Kare, Inc
1-800-2prepare
www.quakekare.com

Earth Shakes
www.earthshakes.com

Aquacheck
1-800-504-5580
www.southwest.net/aquacheck

Quake Proof Inc.
1-800-353-6800
www.quakeproofinc.com

Safe-T-Proof
www.safetyproof.com

SOS Survival Products
1-800-479-7998
www.sosproducts.com

Kitsap County Department of Emergency Management does not endorse the use of any company over another.
Critical Incident Information
Kitsap County Bomb Threat Procedure

Bomb threats have commonly been used as a means to disrupt normal operations, as a distraction to other criminal activity, or as a legitimate warning for an actual device. By consistent use of prevention procedures, the likelihood of an actual incident is reduced, and in the event an actual incident is encountered, an organized response can be implemented. The absence of a threat does not necessarily mean the absence of danger, whereas the presence of a threat does not necessarily mean the presence of a danger.

All bomb threats will be taken seriously and may involve specific or non-specific information that may be critical in determining a response. All bomb threats are considered an illegal activity and must be reported through 911! Note: When you report a bomb threat to 911 the procedure for the dispatcher is to telephone (do not use radio which is often monitored by media and public) your local law enforcement agency and notify them of the threat.

Before the Incident

A strong prevention program is essential in implementing an effective emergency response plan. This will aid in identifying potential problem areas for fire prevention and hazardous material situations and as a measure to minimize the opportunity for criminal activity.

1. A baseline inspection needs to be done daily, this will include:
   
   A. Daily walk-through of school by assigned staff members. Staff is looking for the unusual. Something that does not belong! Note: When you do this daily be sure the walk-through team reports to the Building Administrator their findings, including none.
   
   B. Teaching staff must do the same as above for each of the class rooms they use throughout the day.
   
   C. Security of facilities. Staff needs to be taught when a class or common area (if possible) is not in use, lock it up. This not only reduces the opportunity to place a bomb, it also reduces theft.
   
   D. Recognize any hazardous conditions. If staff finds a suspicious package, STOP, have them report immediately back to Building Administrator. If staff finds a written threat, STOP. Report to Building Administrator. This is now a crime scene.

2. All hazardous materials/chemicals should be secured and kept to the minimum needed to support school operations.

3. All personal items (i.e. backpacks, lunch boxes) need name tags. This will help you when/if you receive a threat. Any unattended article will be subject to inspection.

4. Clutter should not be allowed to accumulate and storage should not be in readily accessible areas. Clutter is a great place to put a bomb.

5. Deliveries should be made to and accepted at the main office only. Positive identification will be made prior to acceptance.

6. Teaching staff, administrative, and custodial staff who have assigned work sites should be responsible for prevention activities in their areas. Custodial staff and/or administrative staff are assigned common areas (hallways, restrooms, closets) for prevention activities.
7. Deny access to people not authorized in designated areas.

8. Be alert for suspicious activity.

**In the Event That A Bomb Threat is Received by Phone, the Receiver Will:**

1. Attempt to gain as much information as possible when the threat is communicated.

2. Use the “bomb threat report” form as a guide to collect the information needed. Don’t be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible and attempt to gain more information.

3. The most important information is:
   - When will the bomb explode?
   - Where is the bomb located?

4. After the threat is received, try to identify where the call was made from.
   - How: Caller ID or, on a non-PBX lines touch star * 69 on your phone. A message will give you the number that just called.

5. Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received.

6. Complete the Kitsap County Bomb Data Program form. *Do Not Change Forms!*

**In the Event That A Written Threat is Received:**

1. Attempt to identify an associated person.

2. Do not handle or disturb – protect for collection by law enforcement as evidence. Remember, the area where the written threat was found is now a crime scene.

3. Notify the building administrator.

**Building Administrator Will:**

1. Notify 911
   - Every bomb threat must be reported to 911
   - Give them information as you know it
   - Dispatchers will notify law enforcement agencies via phone not radio

2. Notify Superintendent’s office immediately.

3. Implement bomb threat procedure.

4. Implement search for suspicious items.
STOP - Remember, you are in charge! Extenuating circumstances or further evidence may indicate an immediate evacuation. If you do decide to evacuate immediately, remember the following:

- Determine the evacuation route and check it for safety
- Determine the destination site and check it for safety
- Order the evacuation giving specific instructions, DO NOT USE THE FIRE ALARM
- Students and staff take personal property with them (i.e. backpacks, purses, etc.)
- Notify 911 that you are evacuating
- Continue at “Once Outside” below

Building Search:

Brief staff of situation. Remind staff to:
- Account for all personal belongings
- Be alert for suspicious activity
- Look for objects that are conspicuously out of place, or foreign to area
- Search egress (fire evacuation routes and assembly areas)
- If no suspicious package/item found after conferring with law enforcement, resume normal operations

If any unusual object is located:

- Leave in place
- Get description and location.
- Quickly determine:
  - What is the threat?
    - How to evacuate - by which routes?
    - Where is the safest destination to send them to?
    - What to do with them when they get there?
- Search evacuation route for safety.
- Check reunion site for safety.
- Order evacuation - Give specific instructions - Do Not Use Fire Alarm To Evacuate!
- Students/staff take personal property with them (i.e. backpacks, purses, etc.)

Once outside:

- Account for all students and staff.
- Advise 911 of evacuation (they will notify law/fire).
- Establish command post (outside).
- Activate Employee Response Teams (circle of 9) – Even if you do not dismiss school, be prepared for parents wanting to gain access to children. Use your Parent/Student Reunion Team to assist you.
- Determine need to notify parents.
- Prepare for Media – assign staff to speak to media (may be done by District Office).
- Determine need to dismiss school, bus students home or to an alternate location. If the bomb technicians must respond, it could take several hours.
Return To Normal Operations

Once you have determined you can return to normal operations, discuss threat with students and staff. Be honest. Encourage students to help you identify the criminal. Stress with students that this was a violent act, a criminal act, and not a game or a hoax.

- Be prepared as needed to talk with parents and media.
- Evaluate incident with staff. Capture lessons learned such as; did you follow your procedures?
BOMB DATA PROGRAM

PLACE THIS CARD UNDER YOUR PHONE

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

__________________________
__________________________
__________________________

SEX OF CALLER _______ RACE _______

AGE _______ LENGTH OF CALL ______

NUMBER AT WHICH CALL IS RECEIVED

__________________________

CALLER'S VOICE

___ Calm ___ Nasal
___ Angry ___ Stutter
___ Excited ___ Lisp
___ Slow ___ Raspy
___ Rapid ___ Deep
___ Soft ___ Ragged
___ Loud ___ Clearing Throat
___ Laughter ___ Deep Breathing
___ Crying ___ Cracking Voice
___ Normal ___ Disguised
___ Slurred ___ Accent
___ Whispered ___ Familiar

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS

___ Street Noises ___ Factory Machinery
___ Crockery ___ Animal Noises
___ Voices ___ Clear
___ PA System ___ Static
___ Music ___ Local
___ House Noises ___ Long Distance
___ Motor ___ Booth
___ Office Machinery ___ Other ______

THREAT LANGUAGE

___ Well Spoken ___ Incoherent
___ Foul ___ Taped
___ Irrational ___ Message read by threat maker

REMARKS ________________________________

Report call immediately to:

__________________________

Phone number _______________

REPORTED BY

__________________________

Date ____________

Name _______________________

Position _____________________

Phone Number __________________
**Before the Incident**
- Do baseline inspection daily
- Keep hazardous materials to minimum & secure
- All unattended areas locked
- All personal items ID'd as to ownership
- Any unattended article subject to inspection
- Do not allow clutter to accumulate
- Deliveries only accepted at main office
- Personnel responsible for their specific areas
- Deny access to unauthorized persons
- Be alert for suspicious activity

**BOMB THREAT RECEIVED**

**By Phone**
- Get as much information as possible
- Use bomb threat report form
- Ask WHEN and WHERE
- Try to obtain Caller ID
- Notify bldg. Administrator
- Complete form

**Written**
- Attempt to identify an associated person
- Do not handle or disturb - protect as evidence
- Verbally notify building administrator

**Administrator will:**
- Notify 911 - advise of threat - a must do
- Notify Superintendent of Schools
- Implement Bomb Threat Procedure with staff and students
- Search school for suspicious items

STOP - Remember - you're in charge. Extenuating circumstances may indicate immediate evacuation.

See Next Page
Bomb Threat Event – Response Flow Chart
(continued)

Object Found

- Before evacuating stop and quickly ask these questions:
  - **WHY** - what is the threat?
  - **HOW** - by what route? Keep evacuees out of harms way.
  - **WHERE** - is the safest destination to send them?
  - **WHAT** - do you do with them when they get there?
- Quickly have staff check egress routes for safety.
- Check reunion site for safety
- DO NOT USE FIRE ALARM TO EVACUATE
- Order evacuation, give specific instructions
- Students/staff take personal property with them (i.e. backpacks, purses, etc.)

Nothing Found

- Resume normal operations (when facility checked and found free of apparent hazards)
- Advise 911 of evacuation (they will notify law/fire)
- Establish Incident Command site.
- Activate Employee Response Teams
- Prepare for Student/Family Reunion (in case parents have heard about threat)
- Have staff account for all students and staff.
- Determine need to notify parents
- Prepare for media
- Determine need to close school, bus students home or to alternate location.
Intruder On Campus Suspected Of Carrying A Concealed Weapon

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. RCW 9A.52.070, Criminal Trespass, defines the penalty for the intruder. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

1. If possible, alert Security Officer immediately.
2. Have the person(s) under suspicion come to the office or be kept under constant surveillance.
3. *Do Not Ask The Person(s)* if he/she is carrying a weapon.
4. *Do Not Attempt To Disarm The Person(s).*

Procedures

1. Greet the intruder in a polite and non-threatening manner.
2. Identify yourself as a school official.
3. Ask the intruder for identification.
4. Inquire as to purpose of presence.
5. If it is determined that the intruder has no rightful reason to be on campus, *Challenge His/Her Presence.*
6. Advise intruder of the trespass laws.
7. Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
8. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
9. If the intruder gives no indication of voluntarily leaving the premises, notify law enforcement.
Emergency Lockdown Procedures

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert the staff of potential danger.

The announcement could be: “Teachers, implement lockdown” OR “Intruder on campus, please lockdown classrooms now” or whatever your district prefers. The use of code words or phrases is not recommended. Announcement should be calm and clear.

Upon hearing this announcement the following steps must be implemented:

**Teachers/Staff:**

1. Teachers should quickly check halls and get students into classrooms.
2. Lock doors, close blinds, cover window in classroom door.
3. Teachers will keep all students in the classroom until an all clear has been sounded. Have students lie down on the floor near the inside wall.
4. Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
5. Staff without students will report to the office for instruction.
6. Lead office staff will man the phones and radio. Assistant administration staff will deliver messages as needed and work with Principal and Security.
7. Staff is NOT to use remote controls, telephones, or radios during a lockdown unless assigned by Principal or Security.
8. Staff will not leave their assigned area unless authorized by Principal, Security, or Police.
9. When the emergency is over, an all clear will be announced.
10. The Counseling Support Team will meet to determine needs of school.
11. Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible. Reports will be turned in to Campus Security.
12. A report of the incident will be sent to Superintendent.

**If Intruder(s) are on playground or at lunch time:**

1. Outdoor Supervisor should move all students into cafeteria/gym.
2. Lock exit doors to cafeteria/gym.
3. Ask all students to sit on floor.
4. Indoor Supervisor, aides, etc., help supervise students and personnel.
Miscellaneous Information
# Acronyms and Definitions

<table>
<thead>
<tr>
<th><strong>Buddy Teacher</strong></th>
<th>The designated teacher in a room close to yours who takes your class so you can join your team.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EOC</strong></td>
<td>Emergency Operations Center. The location where the Incident Command Team directs the response.</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>Incident Command Team</td>
</tr>
<tr>
<td><strong>MCI</strong></td>
<td>Mass Casualty Incident</td>
</tr>
<tr>
<td><strong>Treatment Area</strong></td>
<td>The place where the injured are taken to be treated by the First Aid Team.</td>
</tr>
<tr>
<td><strong>Triage</strong></td>
<td>To sort. The evaluation of victims’ injuries as to severity and need for treatment.</td>
</tr>
</tbody>
</table>
Radio Use

Portable radios will make communication efficient. Noise and radio waves make words sound different and garbled. Some simple procedures will enhance your radio communications.

- Become familiar with the radio. If more than one frequency is available, be sure the frequency select switch is set to the correct number before you leave the command center. A push-to-talk switch which keys the microphone is located on the left side. The microphone may be located within the speaker grille, or at the top left side. Turn the radio on and rotate the squelch control until the static just stops.

- Keep your communication short and to the point. Think about what you want to say before keying the mike to avoid rambling.

- Emergency operations require communications between all of the teams and the radio traffic must be kept to a minimum to allow air time for everyone.

- Listen to the radio before keying the mike to be sure you’re not overriding another communication. The radio will only pick up the nearest and strongest transmission.

- Hold the radio about 4-6 inches from your mouth and angle the radio slightly away from you while speaking so the flow of air from your mouth is not impacting directly onto the microphone.

- Don’t shout, but don’t be timid either. Annunciate your words and speak louder than normal conversation.

- Avoid wording that sounds the same as other words, or use words where the meaning is very clear. Instead of “no” and “yes”, use “negative” and “affirmative”.

- Key the microphone a second before speaking. If you key and start speaking in the same instant, the first part of your transmission will be lost.

- When you begin a communication, say both the name of the team or designator of the person you’re contacting and your team or designator. For example, “First Aid, this is Student/Staff Supervision”, or “Incident Command to First Aid”. If you have a short message, you may transmit the message right after your salutation, but don’t assume the message has been received until you receive an acknowledgment. If you’re being hailed on the radio, respond with both of your titles, “Incident Command, this is First Aid. Go ahead”, to be sure each of you has the attention of the other.

- The message should be acknowledged in some way to ensure the transmitting party the message was received correctly. For example, Fire & Utilities has reported to the Incident Command Team they have found a small fire in Classroom 234. The Incident Command Team would respond, “Received, fire in Room 234 and you are extinguishing”.

- Keep the EOC updated on progress. If you’ve reported you’ll be extinguishing a fire, report when the fire is out.
## Incident Command Position Summaries

<table>
<thead>
<tr>
<th>Position</th>
<th>Reports To</th>
<th>Oversees (if assigned)</th>
<th>Responsibilities</th>
<th>Coordinates With</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>Is in charge</td>
<td>General Staff:</td>
<td>• Assess situation</td>
<td>• Other agencies involved in the incident</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Operations</td>
<td>• Determine objectives</td>
<td>• General and command staff personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Planning</td>
<td>• Prioritize objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Logistics</td>
<td>• Develop and implement the incident action plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finance/Admin.</td>
<td>• Develop organizational structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Command Staff</td>
<td>• Manage incident resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safety Officer</td>
<td>• Coordinate overall emergency activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Liaison Officer</td>
<td>• Ensure responder safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Public Info. Officer</td>
<td>• Coordinate activities of outside agencies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Authorize release of information to the media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assign responsibilities, as needed</td>
<td></td>
</tr>
<tr>
<td>Operations Team Leader</td>
<td>Incident Commander</td>
<td>Supervisors or team leaders of response teams:</td>
<td>• Directs and controls all response activities as listed in the plan</td>
<td>• Incident Commander</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Damage Assessment</td>
<td>• Help IC develop objectives for the incident</td>
<td>• Response Team Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fire &amp; Utilities</td>
<td>• Develop operational plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Search &amp; Rescue</td>
<td>• Request or release resources through IC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• First Aid</td>
<td>• Keep IC informed of situation and resource status within the section</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Reports To</td>
<td>Oversees (if assigned)</td>
<td>Responsibilities</td>
<td>Coordinates With</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Planning Team Leader | Incident Commander         | • Student/Staff Supervision  
• Parent/Student Reunion  
• Documentation staff  
• Situation analyst  
• Resource person | • Collects information on incident and resources  
• Reports information received  
• Disseminates information to IC, Operations and incident personnel | • Incident Commander  
• Operations and incident personnel |
| Logistics Team Leader | Incident Commander        | • Equipment, supplies and personnel support  
• Support & Security | • Provides facilities, equipment, and supplies for response teams  
• Keeps IC informed of activities within section | • Incident Commander  
• Operations staff |
| Finance/ Admin. Team Leader | Incident Commander | • Personnel assigned to monitor and document:  
• Payroll/ timekeeping  
• Procurement of supplies  
• Cost recovery | • Tracks all incident costs  
• Evaluates financial/ administrative costs for the incident  
• Oversees personnel assigned to document financial information | • Incident Commander  
• Other agencies involved in financial/ administrative issues  
• Operations & Logistics |
<table>
<thead>
<tr>
<th>Position</th>
<th>Reports To</th>
<th>Oversees (if assigned)</th>
<th>Responsibilities</th>
<th>Coordinates With</th>
</tr>
</thead>
</table>
| Safety Officer   | Incident Commander  |                        | • Monitor and assess hazards and unsafe situations  
|                  |                     |                        | • Develop measures for ensuring personnel safety  
|                  |                     |                        | • Identify safety problems and implement solutions to minimize risks  
|                  |                     |                        | • Keep IC informed of present problems and potential hazards                   | Incident Commander        |
| Public           | Incident Commander  | Other staff as needed  | • Keep informed on situation from IC  
|                  |                     |                        | • Establish information center or press area  
|                  |                     |                        | • Prepare initial information summary  
|                  |                     |                        | • Release information to news media and parents as it becomes available  
|                  |                     |                        | • Post information in the Command Post area  
|                  |                     |                        | • Establish specific times for news releases, fact sheets, or updates  
|                  |                     |                        | • Coordinate information releases with the IC                                  | Incident Commander, Media, Agency PIOs |
| Liaison Officer  | Incident Commander  | Other staff as needed  | • Serve as a point of contact for assisting or coordinating agencies  
|                  |                     |                        | • Work with private contractors to establish mission, radio communication and oversight | Incident Commander, Other agencies, Private contractors |
RCW 28A.605.010 Removing child from school grounds during school hours. The board of directors of each school district by rule or regulation shall set forth proper procedure to ensure that each school within their district is carrying out district policy providing that no child may be removed from any school grounds or buildings thereon during school hours except by a person so authorized by a parent or legal guardian having legal custody thereof, except that a student may leave secondary school grounds only in accordance with the school district’s open campus policy under RCW 28A.600.035. Such rules shall be applicable to school employees or their designees who may not remove, cause to be removed, or allow to be removed, any student from school grounds without authorization from the student’s parent or legal guardian unless the employee is: The student’s parent, legal guardian, or immediate family member, a school employee providing school bus transportation services in accordance with Chapter 28A.160 RCW, a school employee supervising an extracurricular activity in which the student is participating and the employee is providing transportation to or from the activity; or, the student is in need of emergent medical care, and the employee is unable to reach the parent for transportation of the student. School security personnel may remove a student from school grounds without parental authorization for disciplinary reasons.

Nothing in this section shall be construed to limit removal of a student from school grounds by any person acting in his or her official capacity in response to a 911 emergency call. (1997 cd 411. 1; 1975 1st ex.s. c 248.1. Formerly RCW 28A.58.050.)

RCW 28A.605.020 Parents access to classroom or school sponsored activities - Limitation. Every school district board of directors shall, after following established procedure, adopt a policy assuring parents access to their child’s classroom and/or school sponsored activities for purposes of observing class procedure, teaching material, and class conduct, PROVIDED, That such observation shall not disrupt the classroom procedure or learning activity. (1979 ex.s. c 250.8. Formerly RCW 28A.58.053.)

Effective date - Severability - 1979 ex.s. c 250: See notes following RCW 28A.150.220.

RCW 28A.605.030 Student education records - Parental review - Release of records - Procedure. The parent or guardian of a student who is or has been in attendance at a school has the right to review all education records of the student. A school may not release the education records of a student without the written consent of the student’s parent or guardian, except as authorized by RCW 28A.600.475 and the family educational and privacy rights act of 1974, 20 U.S.C. Sec. 1232g.

The board of directors of each school district shall establish a procedure for:

(1) Granting the request by a parent or guardian for access to the education records of his or her child; and

(2) Prohibiting the release of student information without the written consent of the student’s parent or guardian, after the parent or guardian has been informed what information is being requested, who is requesting the information and why, and what will be done with the information.

The procedure adopted by the school district must be in compliance with the family educational and privacy rights act of 1974, 20 U.S.C. Sec. 12332g. (1997 c 119. 1.)

Reviser’s note: 1997 c 119 directed that this section be added to chapter 28A.600 RCW. This section has been codified in chapter 28A.605 RCW, which related more directly to parent access to student information.
Kitsap County School District
Emergency Preparedness Resource List

Organizations:

Dept. of Emergency Management
Phyllis Mann, Director
911 Carver Street
Bremerton, WA 98312
(360) 307-5870

American Red Cross
811 Pacific
Bremerton, WA 98337
(360) 377-3761

K-PREP School Contacts

Bremerton
Wayne Lindberg
(360) 473-1052

Central Kitsap
Dirk Gleysteen
(360) 662-1625

Bainbridge Island
Pam Keyes - (206) 780-1398
Clayton Mork - (206) 780-1069

South Kitsap
Jim Beveridge
(360) 876-5991

North Kitsap
Greg Epperson - (206) 779-8701
Alice Treffery - (206) 779-8788
Counseling Support Curriculum
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First Addition
August 2007
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Disclaimer and Legal Notice

This manual was created for the Districts and Schools within Kitsap County as part of the Circle of 9 Crisis Response Structure. It should be considered when providing guidance and assistance to the school counseling support team and not relied upon as a substitute for professional, legal or expert advise.

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School Counseling Support Team

Responding To Crisis and Returning To Learning

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First and foremost, the purpose of the schools is to ...

Provide students with the opportunity to learn and achieve to the best of their abilities in school environments that are safe and secure. Physical and psychological security are essential components of school learning environments. This is because a sense of psychological security is a basic human need. When safety and security needs are met, students are free to explore, engage in learning, and actualize their full potential. This is what we mean by “safe and effective learning environments” for every child, every day.

Sometimes serious danger threatens a school, whether it is a natural disaster such as a tornado or flood, or a person-caused event such as a school shooting or gang violence. Exposure to danger (e.g., gang violence), life-threatening experiences (e.g., a school bus accident), and traumatic events (e.g., a suicide) impact our sense of psychological security and challenge our ability to cope.

A crisis has the potential to reverberate through a school, a community, a state, and even a nation or the world community. The ripple effects of a critical event or trauma depends on the connections we each have to students, friends, loved ones, schools and our communities. In general, a crisis will have its greatest impact on those who have the closest physical, psychological and emotional proximity to the critical event. The graphic below illustrates this idea. Understanding the ripple impacts of a trauma is essential to planning an appropriate and effective crisis recovery response. This mode allows site administrators and crisis team members to think through the potential impacts of a trauma and prepare to offer supportive interventions to those impacted in different ways.
**Trauma and its Impact On Learning**

For students, a traumatic experience may cause ongoing feelings of concern for their own safety and the safety of others. Students may exhibit one or more of the following behaviors:

- Become preoccupied with thoughts about their actions during the event.
- Experience guilt or shame over what they did or did not do at the time.
- Engage in constant retelling of the traumatic event.
- May describe being overwhelmed by feelings of fear or sadness.

When children are preoccupied with concerns about their well-being or the well-being of others, they are not able to focus their energies on learning. Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records and more reported absences from school than other students.

A traumatic event at school can seriously interrupt the school routine and the processes of teaching and learning. There may be high levels of emotional upset, potential for disruptive behavior and/or loss of student attendance unless efforts are made to reach out to students and staff with supportive information and services. Occasionally, a traumatic event at one school has ripple effects that affects others schools. For example, a violent incident at a high school may create anxiety among students at a nearby elementary or middle schools. The response of a school is critical in supporting students through the emotional challenges they may face following an exposure to a traumatic event.

**Trauma and its Impact on School Staff**

During the early stages of most crisis, teachers and other staff are called on to account for students and provide for their physical safety. After the crisis is contained, teachers may be asked to talk to students to reassure them and provide emotional support. However, teachers themselves may have been impacted by the crisis, and it may be difficult for them to talk to students while trying to manage their own feelings.

Like students, teachers and other school staff may experience immediate reactions such as shock and disbelief, confusion/disorientation and difficulty with decision making. Ongoing reactions may include difficulty sleeping, loss of appetite, wanting to isolate self, easily upset or irritated, feeling fatigued, sense of helplessness and may be angry or rageful. It is important for the team to assist with connecting teachers to resources within the community.
Counseling Support Response Team
The Purpose of the Counseling Support Teams Are To:

- Provide the needed level of counseling support response to a critical incident. A critical incident is any situation that has the power to cause psychological and physical distress in one’s ability to function.
- Help students and faculty cope and understand reactions to a critical incident and signs and symptoms of traumatic stress.
- Provide support to students, teachers and parents for the purpose of emotional stabilization and restore psychological security.
- Maintain/re-establish a safe and supportive learning environment.

There are three levels of counseling support that can be activated to respond to a critical incident in a school setting. Choosing a response level depends on the severity of the critical incident and the number of, and the depth to which students and staff are impacted.
OESD Regional Counseling Support Team (RCST)

The OESD RCST is a separate component that is not to be confused with School Based Counseling Teams. The RCST’s purpose is to provide additional support when a school site faces a critical incident. A team of trained school counselors and responders would provide counseling support, critical incident debriefing and follow-up immediately following and/or after a crisis. The RCST has the resources, training and experience to coordinate a large-scale critical incident response with access to resources from within and across counties as needed to support a school site. The team can also be mobilized to support small and medium responses.

The Role of the OESD Team

• To provide general assistance to the school in need of additional support.
• Provide guidance and assistance in gauging the level/impact of the crisis.
• Provide an objective point of view and perspective to the crisis.
• Assist in restoring the school climate back to a sense of normalcy – help to begin the process and preparation for ongoing stressors related to the crisis.
• Assemble people with a variety of trauma counseling skills and expertise to assist the school/district teams.

Regional Counseling Support Team Responsibilities

The RCST Team Leader will:

• Gather preliminary information including: facts about the incident; current needs of students, staff, parents and community; family information (e.g., siblings, etc.); community/school knowledge of incident; and any current rumors.

• Develop a school response plan with the school “Host” counselor or administrator to determine the number of counselors needed to respond to the school, and mobilize the team.

• Serve as the main contact for the school and when arriving at the school will serve as the lead in directing the RCST to effectively respond to the school and maintain communication with the school host counselor and administration.

• Meet with the school administration and counselors to go over any student concerns, referral needs, and potential follow up.

Mobilizing the RCST

To mobilize the OESD Team, the Host Counselor, School, or District Administrator would contact the OESD Team by calling the pager 360.792.4140 or contacting OESD Team Lead(s) directly by calling the mainline 360.479-0993.
The District Crisis Support Team (DCST)
(Currently under development*)

The DCST is comprised of one representative from each of the School Counseling Support Teams. The team has five members that rotate on call each month. The District Team is coordinated by a District level Administrator or Lead Counselor(s). The DCST has the resources, training and experience to coordinate a moderate scale critical incident, pulling in resources from across the district as needed to support a school site.

The Role of the DCST

Mobilizes the DCST when the school is not able to respond to all the needs within the school and additional support is need. The host counselor at the school “in crisis” would be responsible for coordinating the team efforts once the district team arrives at the school.

The Responsibilities of the DCST

- To determine if outside support from the RCST is needed. If yes, activate the RCST team by calling the OESD and if not, mobilize the DCST
- Handle all media coverage on the incident.
- Provide administrative support on school grounds if needed.
- District designee arranges for coverage if substitutes are needed.

Mobilizing the District Team

To mobilize the DCST team, the host counselors or school administration contacts the district designee to mobilize the team. The district designee notifies team members designated “on call” and provides background information and location where the team members are to report.

The district contact will also mobilize designated, trained, and approved community mental health counselors, pastoral/ministerial, and/or volunteers to assist in the response if deemed necessary. The OESD RCST may also be contacted by the district to assist in the response.

* Note that each district is in the process of developing the district level response teams and the stage of development/training will vary in each district.
School Counseling Support Teams

School Counseling Support Team (SCST)

The SCST is comprised of the counseling staff at a school site as well as other staff who are trained in the counseling support model (may include the school psychologist, nurse, learning specialist, teachers, para ed, and security). The SCST has the resources, training and experience to coordinate a mild to moderate scale critical incident using its own staff as resources and perhaps pulling minimal trained staff from nearby schools as needed to support a school site.

The Role of the SCST

Determine if additional District/Regional support is needed. If no outside support is needed the team then:

- Develops a counseling response plan.
- Meets with administration and faculty to go over the plan.
- Mobilizes the school team and begins to provide student counseling support.
- Checks with faculty who might need 1-1 support.

School Counseling Support Team Responsibilities (check off list)

1. Diagram the incident to determine the level of impact.
2. If it is determined additional support is needed mobilize outside assistance
4. Provide details of the incident to the district/regional contact.
5. Identify the location of the counseling support team and prepare for counseling support services.
6. Prepare packet of materials for the school staff if the response is contained as “school team only” (i.e. handout on what teachers can do, signs and symptom handouts, classroom activities see “Types of Support Activities Provided”).
7. Prepare with administrator, an agenda for a brief faculty meeting (i.e. facts surrounding the incident, school plan for counseling services, and announcements for teachers to read in the classroom).
8. If response is “in house only” attend to students in a counseling support designated area. Referred students are offered counseling, assessed for risk to self or others, and either returned to classroom or parent is contacted. Also attend to faculty who are adversely upset by the tragedy (small groups and 1-1).
9. If District/OESD level support is needed, mobilize the team and serve more as the school site coordinator unless additional support is needed.
10. Determine if a parent meeting is needed. At a minimum the parent letter should be sent out about the incidence.

11. Monitor sign in/out sheet and provide a copy of the sign in sheet to the attendance. Also, use the sign in sheet to identify students who may need to be followed up and/or may not have yet connected to counseling.

12. The host counselor keeps track of all activities/services offered (unless the RCST is mobilized), monitors youth identified in need of counseling, and reports to administration.

13. Present at faculty meeting after school.

14. Evaluate the response, establish a follow up plan, and determine if counseling services are needed for additional days.

15. Debrief the de-briefers.

*Mobilizing the School Team*

The first step is for the team to develop a plan of operations such as on how the team is to be mobilized when a crisis happens (before an incident occurs). Such as; communicating by Walkie Talkies, school intercom system and phone tree. Mobilize the “in house” team. The “Host” counselor assigns each of the team members task:

1. To set up room for counseling support services
2. Develop script for classroom presentation
3. Prepare for faculty meeting and announcement
4. Prepare response for parents
Preparing for the Response List

<table>
<thead>
<tr>
<th>Ready (before)</th>
<th>Respond (during)</th>
<th>Recovery (after)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Incident/Crisis</strong></td>
<td><strong>Incident/Crisis Management</strong></td>
<td><strong>Post-Incident</strong></td>
</tr>
<tr>
<td><strong>What needs to be in place?</strong></td>
<td><strong>What needs to be done?</strong></td>
<td><strong>What support after?</strong></td>
</tr>
<tr>
<td>Policy to guide response</td>
<td>Confirmation</td>
<td>Debrief students/staff</td>
</tr>
<tr>
<td>Incident procedures</td>
<td>Site management</td>
<td>Classroom activities</td>
</tr>
<tr>
<td>School crisis team</td>
<td>Call for emergency help</td>
<td>School-wide activities</td>
</tr>
<tr>
<td>Training</td>
<td>Notification/phone tree</td>
<td>Medical/funeral update</td>
</tr>
<tr>
<td>Information on crisis reactions</td>
<td>Convene school crisis team</td>
<td>Re-entry &amp; “triggers”</td>
</tr>
<tr>
<td>Checklist for crisis response</td>
<td>Triage</td>
<td>Parent involvement</td>
</tr>
<tr>
<td>Guidelines for media</td>
<td>Assessment &amp; planning</td>
<td>Monitor those at-risk</td>
</tr>
<tr>
<td>Guidelines for identifying at-risk students and staff</td>
<td>Classroom activities</td>
<td>Support &amp; referrals</td>
</tr>
<tr>
<td>Process to evaluate suicidal ideation and threats of</td>
<td>School-wide activities</td>
<td>Evaluate crisis response</td>
</tr>
<tr>
<td>Referral procedures</td>
<td>Critical Incident Stress Debriefing</td>
<td>Update crisis plan</td>
</tr>
<tr>
<td>Plan for debriefing crisis team administration</td>
<td>Check-in and planning</td>
<td>Debrief the de-briefers</td>
</tr>
<tr>
<td>Procedure for evaluating response</td>
<td>Debrief the de-briefers</td>
<td>Advanced training</td>
</tr>
</tbody>
</table>

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Determining the Level of Support Needed
Determining the Need - Level of Impact and Need to Mobilize

Is Additional Support Needed?

The on site counseling team must initially decide if the crisis recovery response can be managed in-house (with the school team) with district level support or by the OESD RCST. Diagraming the incident and then making a counseling response plan is the first step to assessing the level of support needed. If the crisis is managed by the School Counseling Support Team (SCST), the team develops a response plan. If the District/OESD RCST is involved, the lead will work together with the host counselor/school lead to develop a recovery plan.

Intervention after a crisis must take into account the range of current and/or anticipated reactions of students, parents, and staff. For example, given a particular crisis, there may be a need to stabilize emotionally distraught students, assess and counsel others, refer specific students for treatment and provide information on stress and coping to others. Interventions must be selected with regard to the needs of individual students, staff, parents, and the community.4

Step One: Gathering the facts about the Incident

- What happened?
- Who was involved?
- Were there witnesses?
- Has the media been informed?

Step Two: Diagramming the Incident5

A. Who is impacted:

- Clubs
- Sport
- Band
- Close
- Friends
- Concerned
- Others/
- Students
- Impacted
- Incident/
- Student(s)
- Outside
- Connections
- w/peers
- Family
- Acquaintances

B. Additional Questions:

- What specific reactions do you anticipate?
- Any special relationship groupings?
- Questions/concerns (history)
- Are other schools impacted?
- Type of support needed.
- My reactions?
- What materials/resources are needed?

4,5 Denver Public Schools Emergency Response and Crisis Management Manual Section 4, August 2005

Step three - Determining if Additional Support is Needed

1. How severe is the Critical Incident?

<table>
<thead>
<tr>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term power outage.</td>
<td>Power outage for day due to wind storm.</td>
<td>Earthquake damages building.</td>
</tr>
<tr>
<td>End of year staff retiring.</td>
<td>Staff takes mid year leave due to illness.</td>
<td>Sudden death of student/staff.</td>
</tr>
<tr>
<td>Student disciplinary action.</td>
<td>Student fight in lunchroom.</td>
<td>Shooting on school campus.</td>
</tr>
</tbody>
</table>

2. What impact does this Critical Incident have on our school/community?

<table>
<thead>
<tr>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small emotional impact or disruption to learning.</td>
<td>Some emotional impact and disruption to learning.</td>
<td>Great emotional impact and disruption to learning.</td>
</tr>
</tbody>
</table>

3. How much support from within and outside the school is needed to effectively deal with this Critical Incident?

<table>
<thead>
<tr>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handle with own school staff. (mobilize school counseling team)</td>
<td>May ask for some outside assistance. (mobilize school counseling team)</td>
<td>Call outside support staff. (contact OESD RCST)</td>
</tr>
<tr>
<td>Utilize phone tree or e-mail to notify staff.</td>
<td>May want to evaluate emotional impact of using e-mail to notify staff.</td>
<td>Make personal phone calls to all staff.</td>
</tr>
<tr>
<td>No need for staff meeting or parent letter/meeting.</td>
<td>Staff meeting or parent letter may be helpful.</td>
<td>Have a staff meeting and send home a parent letter and may want parent meeting.</td>
</tr>
</tbody>
</table>
Types of Support
Activities Provided
1. **The Counseling Support Room** is a place where students can gather for support when a critical incident/crisis occurs and has impacted the school setting. Services include a quiet area for reflection/journaling; a place for guided activities; 1-1 drop in for counseling support and may include Critical Incident Stress Debriefing (CISD) for those deemed appropriate.

2. **Classroom Presentations** are a way to defuse the level of impact, normalize grief, allow students indirectly/directly impacted by a critical incident an opportunity to talk about thoughts, feelings, and reactions about the incident. It allows them to learn different ways individuals cope with grief/trauma and explore healthy ways to help and support each other. In addition to the counseling team providing classroom presentations and resource information, teachers are provided materials to lead classroom discussions at the morning faculty meeting.

Depending on the level of team response, classroom presentations will need to be prioritized. The first priority is the targeted grade-level impacted by the critical incident. Other grade levels are then prioritized based on capacity of the team.

3. **Debriefings**
   
   **Student Critical Incident Stress Debriefing (CISD)** allows participants impacted by a critical incident an opportunity to talk about their thoughts, reactions, and stress related to the incident. CISD is not therapy. It is a guided process by a facilitator who asks a series of questions that allows participants to share, and provide information on support and resources. The primary use of CISD would be for those who were directly impacted by an incident. **It is important to note here that all persons who use the CISD model must be trained in that model.**

   **Faculty Individual Debriefings:** School staff need to take care of the students during the day and may be reluctant to debrief during school hours when students are present. Therefore, it is important for the team to be available after school hours for support. CISD can be provided to all faculty members who self select to participate. It is important to make available CISD, especially to those who witness and/or are severely impacted by the crisis. If a staff person witnesses the incident at the scene it is important to debrief him/her separately before including all staff in a debriefing. In addition, the principal, vice principal, counselors, and teachers who are significantly impacted by a critical incident, need to be debriefed separately; this may also include district level staff as well.

4. **Faculty Morning Meeting** takes place at the beginning of the day to introduce the team members and describe the support activities that are going to be available.

5. **Faculty After School Meeting** is provided to summarize the services provided throughout the school day and to go over what student behaviors might be exhibited over the next few days and when to refer. The faculty meeting should also include time for staff to share how they have been impacted.
6. **Parent Meetings** are sometimes helpful and needed when the school has been tremendously impacted by a traumatic incident. At a minimum a parent letter needs to be sent home regarding the incident. It is recommended that a meeting be scheduled one or two days after an event unless it is determined immediate information is needed. To communicate to parents, a letter is sent home with students, on the first day, notifying the parents of the date, time, location, and purpose of the meeting.

It is important to define the purpose of the meeting. The meeting might include all or some of the following agenda items:

1. Providing parents with an update and summary of the response services the school provided;
2. Allowing parents to share their own thoughts/feelings and concerns;
3. Discussing and going over the next steps related to the incident (i.e. school shooting when does school resume and if the shooting happen in a classroom when do students return etc.);
4. Providing information on signs and symptoms and community counseling services resource list.
Types of students that enter the Counseling Support Room include the following:

- **Group A**: Students who were directly impacted
- **Group B**: Students who are impacted by the incident which has triggered feelings/thoughts about a past loss or related trauma
- **Group C**: Students who have other issues (i.e. child abuse, suicide, family issues)
- **Group D**: Students who are curious

### Suggested Support To Provide for Each Type of Student

<table>
<thead>
<tr>
<th>Group</th>
<th>How the students access services</th>
<th>Types of counseling support/activities</th>
</tr>
</thead>
</table>
| A     | When identified, send for all students at the same time (i.e. group friends, team, club) Drop-in students who self-referred and assist to find the natural grouping | • Counseling group dialogue  
• Small group activity (i.e: cards, journal activity, my favorite memory)  
• CISD by trained staff |
| B     | Drop-in students who self-referred. Help those students connect with other students with similar losses. | • Counseling group dialogue  
• Activities: Amorphous body, lifeline, drawing my favorite memory, individual grief mural  
• Books to read: Tear Soup (all ages), Freddie the Fallen Leaf (all ages), The Good Things About Barney (elementary)  
• CISD if trained |
| C     | Drop-in self-referred | • Provide 1-1 counseling support.  
• Connect student with school counselor/interventionist if needed.  
• If CPS report needs to be made for abuse ensure this is conducted.  
• If suicidal; conduct initial screening to determine severity. You may do an initial no harm contract. DO NOT ALLOW THE STUDENT TO LEAVE - YOU MUST CONNECT THE STUDENT WITH COUNSELOR/SCHOOL ADMINISTRATION & they determine next step. |
| D     | Drop-in self-referred | • Teachable moment: describe the purpose of counseling support room and explain how people grieve differently to normalize the process.  
• Invite them in to do an activity. |

Role of the Greeter In Counseling Support Room

- Greet each student – introduce self and invite them into the room.
  "Hello I am glad you came, I am sorry this has happen to you/school".
- Describe what is happening.
- Offer food – hospitality
- Connect them to an appropriate grouping.
- Make sure all students signed in and out.

Sample Counseling Group Dialogue

Introduction

1. “I’m glad you came in. I’m sorry this has happened to you (or your school)“.

2. “How did you know” -and/or- “How did you learn of ‘his/her” death?

Validate Feelings/Emotions

3. “Yes, what happened is terrible/sad…” “I didn’t know.” “Can you tell about and what she/he was like”?

4. “What is the most painful part about this right now - or - What’s the hardest part about this right now”?

5. “What are some of your favorite memories of ?” –or- “What will you miss most?” (You may want them to do an activity).

6. Validate/educate about symptoms of grief and normalize reactions.

Self Care

7. “How are going to take care of yourself for the rest of the day/ tonight?”
   and/or “Who is your support system?”
   and/or “Are there people you can call?”
   and/or “If you wake up at night and feel scared, could you wake up your parents?”
   and/or “Who will be here for you at school tomorrow – who can you talk to?”
   and/or “What is one thing that you can do to take care yourself?”

Closure

8. “Is there anything we could do that we haven’t thought of?” (i.e. distribute handouts on self care, available resources, suggestions to exchange numbers etc.)

Support Activity #2
Classroom Presentations

Outline For Classroom Presentation

- Introduce yourself and team members and make an empathy statement
- Establish ground rules
- Do an activity/discussion about thoughts, feelings, or reactions to the incident
- Provide information on stress reactions
- Explore coping strategies
- Closure

Sample Classroom Presentation (Jr. High/High School)

Introduction: “Hello my name is __________________ and this is __________________. We (I am) are here with the ____________ Counseling Support Team. The School Counselor/Principal asked us (me) to come provide some information and support about the death of___________. Our (My) role is to provide you with some tools to help you deal with the stress related to loss, and give you a chance to talk about what has happened.”

Education: “What you have all experienced is a critical incident. A critical incident is any event or loss that can interfere with one’s ability to function. This type of incident causes stress, which can show up in a variety of ways. For example, some of you maybe finding it hard to concentrate or be in school. You may feel numb and some maybe very sad and crying. People can grieve and be impacted differently when they experience a loss.”

“For those who are not closely acquainted with____________ you may not feel anything or be impacted by the incident. So your role might be to support your friends/teachers who maybe upset about the loss.” (You may want to provide other examples of how people are impacted - physically, emotionally, socially/behaviorally, spiritually, at home, or at school).

Validation of Feelings/Emotions and Reactions Discuss - “Does anyone care to share how he/she might be thinking or feeling?” And/or do an activity – having students draw/write about their feelings/thoughts. Another option is to read a book or poem.

Self Care Validate/Summarize: These are normal reactions to a critical incident/loss.
Point out: It is important when under stress to take care of ourselves. Brainstorm what they can do to take care of themselves (for the rest of the day/tonight/tomorrow). Provide a coping skill tool–turning the light switch on/off, putting emotions in a container. It is also recommended, particularly with high school students, to discuss “self medicating”, “risky” and “self harm” behaviors as unhealthy choices and explore other alternatives that are safe.

Explore who they can talk to if they need to and or just hang out with for support. Make sure they know how to access additional counseling support at the school.
Sample Classroom Presentation (Elementary)

Introduction: “Hello my name is _______________ and this is _______________ . We (I am) are here with the _______________ Counseling Support Team. The school Counselor/Principal asked us (me) to come here to talk about ___________. We want to talk about loss and grief and what it means when someone dies.

Education:

Explain what it means to be alive/living – There is a beginning and an ending. The time in between is to be alive or living, then there is an ending or death. Everything that is living has an ending.

Ask the children: When you are living what are you doing?

Explain why someone dies. Dying is part of life for everything that is alive. Death happens for different reasons.

Ask: What are some examples of different reasons people die? (i.e. very long life, after a long illness, hurt in an accident, sometimes lives are lost because of violence, one someone kills another person or someone might be so sad, or sees no hope and kill themselves. This is called suicide.

Explain what dead means – This is when a person’s heart stops beating. The body can no longer see, touch, hear, feel, play or think.

Validation of feeling/emotions and reactions - A couple ways feelings can be explored, asking how they’re feeling, summarize feelings or do an activity. Explain that grief can make us feel sad, mad, or scared. Describe, you might have a hard time sleeping, maybe not feel hungry and think a lot about the person.

Self Care Validate/Summarize: Everyone has his or her own way of reacting to someone dying. It is important that you take care of yourselves. What are some things you might do to help you or your friends if you are feel…


Support for a Student Impacted By a Loss of a Family Member:

If a student is impacted by loss and not in the class that day, have a discussion with the students, “What can we do to help ________ when she/he comes back to school?”
Support Activity #3
Critical Incident Stress Debriefing

Critical Incident Stress Debriefing Process

All persons who provide CISD need to be trained.

Grouping may include:

• Students who were close friends of the deceased/injured (done as a group).
• A team/club of which the student/faculty/parent was a significant member (done as a group).
• Faculty who were close to the student (done voluntarily & can be done in group or individually).
• Principal/Administration in charge (done individually).
• Counselors responding to the crisis (done individually or small grouping).

Support Activity #4
Faculty Morning Meeting

Structure of Faculty Morning Meeting

Introduction: At the beginning of the staff meeting the School Administrator clarifies the facts and provides a written statement for teachers to read in the classroom to students. The logistics of the day is also covered (i.e. schedules, how students can access support, expectations if they leave campus etc). The Administration introduces the counseling support team to the faculty.

The Team:

1. Describes what support services will be available, including location site and how to refer students. Go over handout Teachers Helpful Guide for Referring Students (following pages).

2. Provides an overview of what signs and symptoms - what to expect and what red flags to look for in students.

3. Provides information on what teachers can do in the classroom to be supportive and if time permits show video from CMI.

4. Provide copies of hall passes. Note: it is important to point out that teachers do not have to “gate keep.” Explain, even though a student may not specifically be impacted by this critical incident the incident may have triggered something from his/her past. Assure them that students will be checked in by the greeter and that time in the room is monitored.
5. Explain the structure and purpose of the classroom presentation. This includes reviewing the proposed schedule for the classroom presentations. It is important to note that the team may not be able to cover all classes.

6. Offer support to faculty. Indicate a counselor will be available for faculty to drop in for support in room.

Or

Announce that there will be a meeting after school*, to update faculty on what happen over the course of the day. Explain that the counseling team will also be available to facilitate a discussion with those who want to stay and connect with one another and support to each other.

*Confirm with administration that there will be a faculty meeting after school.

7. Questions and answers
**Teachers Helpful Guide for Referring Students**

- Refer any students close to the victim to counselors.
- Refer any students who demonstrate signs of depression or suicide to counselors.
- Be alert for words and phrases that suggest suicidal intent, e.g.,
  
  “I’d rather die than go back to school.”
  “I can’t take it anymore!”
  “Everybody would be better off if I wasn’t around.”

If one of these statements listed above are overheard it is important to connect the student to a counselor.
Hall Pass

Date: ____________________________________________

Student name: ____________________________________

First               Last

Teacher or room: __________________________________

Time sent to Counseling Support Room: ________________

Teacher’s signature: ____________________________________

.................................................................

Time left Counseling Support Room: ________________

Counselor signature: ________________________________

Hall Pass

Date: ____________________________________________

Student name: ____________________________________

First               Last

Teacher or room: __________________________________

Time sent Counseling Support Room: ________________

Teacher’s signature: ____________________________________

.................................................................

Time left Counseling Support Room: ________________

Counselor signature: ________________________________
Structure of A Faculty After School Meeting (Alternative to CISD)

Introduction: Have Administration; provide any updates, *clarify the facts, and dispel rumors.* Administration may also want to provide information on the funeral arrangements, any contact with family etc. Administration introduces the team.

Overview of the team’s response efforts: Start with stating the obvious: “I am really sorry…” “I want to provide you with an update as to what we did today we had… met with… provided…”

Validation of feelings/emotions and Self Care: “This is an opportunity for faculty to take some time out of the day to share how you have been impacted and how you can support one another and your students.” Make a statement about confidentiality: What is said in here needs to stay in here (unless harm to self/others)

Facilitative questions:

• What was the hardest part of today for you?
• What was the most helpful?
• What would be most helpful for you here on out?

Teaching points about grief/loss:

• What you may experience or witness in students (teaching phase).
• Explain that grief/trauma is different for each person and provide examples.

Self Care: “How are you going to take care of yourself for the rest of the day/tonight?” Include a reminder on the importance of a support network - who can you talk to and receive support from.
Support Activity #6
Parent Meeting

Structure Of A Parent Meeting

The school host counselor will take the lead in working with the school Principal to prepare a meeting with parents (if deemed necessary). One to two team members should be available to assist as well.

Introduction

Administration should: Clarify the facts, provide information on the funeral arrangements etc…

• Start with stating the obvious: “I am really sorry…”

Overview Of The Team’s Response Efforts

Provide information to the parents on what type of services the team provided. Share reactions and concerns you saw in serving the students. Discuss what the ongoing plan is and what activities are going to be provided for the next few days (i.e. continued counseling services, memorial service, outreach to parents/family etc.)

Thoughts/Reactions

Depending on the parents reactions and level of concerns, it might be helpful to process their thoughts, reactions, and concerns. Define critical incident. Explain that this is time for them as parents to share how they have been impacted and how they can support one another and their child. Make a confidentiality statement: What said in here needs to stay in here (unless harm self/others)

Education

Explain some signs and symptoms the parents may see in his/her child and/or themselves depending on the impact. Explain grief/trauma is different for each person and provide examples. Lastly, provide resources/activities.

Closure
Support Activity #7
Student Information Statement

Sample: Elementary

I want to share with you information that has affected our entire school. Last night about 7:30 p.m., Larry Johnson, one of our 4th grade students and one of your classmates, was found dead in his bedroom. His parents confirmed that Larry chose to take his own life. Some of you have already heard that something happened to Larry. I want you to know the facts of what happened.

I am shocked and feeling very sad just like you may be feeling. These feelings are normal. Today we have school counselors in our building that will talk to you alone if you would like. Be sure to ask your teacher if you want to talk to a counselor alone. Ms. Jones, our school counselor, will join our class in about 10 minutes and we will have a chance to talk about what happened.

At anytime during the day, after our classroom talk, if you want to talk about this with classmates, I would like you to ask either the school counselor or a teacher to be with you and your friends.

Sample: Secondary

I want to share with you information that has affected our school. Last night about 7:30 p.m., Larry Johnson, one of our 10th grade students and one of your classmates, was found dead in his bedroom. His parents confirmed that Larry chose to take his own life by a self-inflicted gunshot wound. Some of you may have already heard that something happened to Larry. I want you to know the facts of what happened.

The entire school community is shocked and saddened about what happened. Right now some of you are feeling very sad, confused and angry. This is normal. All of us will have a chance to talk about our thoughts and feeling in a few minutes when our school counselor joins our classroom. There will be a team of visiting counselors available throughout the school day if you would like to talk with someone alone or with a small group of classmates.

We will continue to hold classes throughout the day in a normal fashion. Teachers will be able to suspend normal instruction if the class feels a need to talk about the situation.

Right now I do not know about any funeral or memorial services that has been arranged by the family. When that information becomes available we will share it with you.

You will be allowed to attend any off campus services with your parent’s permission.

Larry’s family wishes not to have any contact from people outside the family for the time being.

If you want to express your condolences to Larry’s family, you can do so by forwarding a card or letter to our principal, Mr. Smith, who has contact with the family.

Sample Protocols
Introduction

This section provides school counseling teams with a sample set of protocols related to confidentiality, CPS (Child Protective Services) reporting and addressing suicide. The protocols are not meant to replace the school/district protocols but to be used in conjunction. A sample non-disclosure form for counselors to sign when providing support services is also included. The “Host” Counselor can have the responders sign the form and keep the forms on file.

Overview of the Helping Professional

A helping person is in a privileged position. Helping students, faculty and parents in need infers a sharing of worries, personal problems and concerns. This level of sharing cannot be done without rapport, trust, mutual respect and the understanding that all discussions are confidential and private. However, sometimes disclosure is warranted. Therefore it is important to stress to youth and adults that what is shared will be confidential except for:

- if he/she reports child abuse or neglect;
- if he/she is in danger of harming themselves or others;
- if I suspect a law may have been broken or may be broken.

General Guidelines

It is recommended that at the beginning of a response where DCST or RCST or other outside counselors/volunteers are involved, the school protocol and expectations related to child abuse and neglect, potential suicide or threat to harm others is reviewed. For the most part the school “Host” Counselor or administrator should take the lead on being the primary contact when a report to CPS, MHP (Mental Health Professional) or a call home to a parent needs to be made. Regardless of the protocol the student needs to be supported by the adult he/she shared the information to and the counselor/volunteer needs to stay with the student until a report is made and the student is safe.

Members from the SCST, DCST or RCST conducting individual/small group counseling and classroom presentations will need to review confidentiality with the students and establish group rules. Example of group rules are, respect for each other, what is said here stays here, and no put downs. This makes the group safe for people to participate and share openly.
**Child Protective Reporting Procedures:**

1. Follow *Educators Guide to CPS* when making a CPS report.

2. A report must be made to CPS within 48 hours once child abuse is suspected.
   - This will be done by contacting CPS directly and providing a written report.
   - All correspondence with CPS will be documented and kept on file with records.

3. The school “host Counselor or administrator should make the primary report if she/he is available.” If not it is important that they are notified ASAP and that a report has to be made. The counseling team member’s role is to only report, it is not to follow up, investigate, and/or remove a child from a home.
   
   - If necessary teach basic safety guidelines to reduce the risk of the child harming him/herself (i.e. calling 911, going to a neighbor’s home, calling a relative, etc.)

4. The counseling team member will want to provide counseling support around disclosure since this is a critical incident.

5. Complete CPS reporting form and turn this into the “Host” Counselor to provide a copy to administration.

**Handling conflict/disagreement with CPS Action:**

1. If you disagree with a decision and/or actions made by CPS, you are to contact your immediate supervisor to determine if further steps are necessary to resolve the issue.

2. Information will be documented on the CPS reporting form regarding CPS recommendation (e.g. I was informed there was not enough evidence for the children to be removed from the home).

*Taken from: OESD 114 Student Assistance Program Manual.*
Sample CPS Reporting Form

Counselor/volunteer: ___________________________ Date: ___________________________

CPS Worker: ____________________________________________________________________

Student Name: ___________________________________________________________________

Address: _______________________________________________________________________

Birth Date: _____________________________________________________________________

Parents Name(s): __________________________________________________________________

Parents Address: ___________________________________________________________________

Home Phone: __________________________ Work/cell Phone: __________________________

Nature and Extent of Abuse: __________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Information on Previous Injuries or Background Data: ________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Identity of Alleged Abuser (if known): _________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Staff Signature: __________________________ Date: __________________________

Principal Signature: __________________________ Date: __________________________
1. Consider any suicidal expression, verbalization, and/or actions of the student as serious.

2. Be calm, acknowledge feelings and determine student’s suicidal potential with direct age-appropriate questions as follows:

   - “Do you sometimes feel so bad you have suicidal thoughts…wish you could die…feel like hurting yourself…?”
   - If the answer is yes – “When was the last time you thought about this…Have you had these thoughts today…Are you thinking about suicide now…?”
   - Ask for details…”Is there a plan…means to carry out the plan…?”
   - If there is a plan, facilitate a “no harm” contract with the student if possible. Include a school staff member (counselor, teacher or principal) in this session.

3. Determine if the child is in immediate danger, the school counselor or principal shall assist in further steps (i.e., notification of parents or MHP) and do not leave the child alone until help has arrived. If you are not getting support or direction from the school administrator or counselor, contact your supervisor for assistance with questions, concerns, and debriefing.

4. If the child does not have a suicide plan and has signed a “no harm” contract, inform the school counselor/principal. At this point, discuss possible parent contact and appropriate referral. Do not let the child go back to class and/or be released from your care until you have discussed the situation with the school “Host” Counselor and/or DCST or OESD, RCST Lead’s.

5. Meet the following day with the child to reassess or arrange for follow-up with school counselor or principal.

6. Never keep a suicide issue in confidence. At a minimum, school counselor needs to be informed and aware of status.

7. Document circumstances and give to “Host” counselor to keep “no harm” contracts on file.
I, __________________________ agree to the following conditions:

- I will not harm myself.
- I will ask for help.
- Call Teen Care Line 1-800-627-2211

If after calling the above phone numbers I feel suicidal and unable to remain safe, I will call 911 or ask someone close to me to call 911.

This contract begins _____________ and ends ________________ .

______________________________    _________________________________
Student Signature & Date            Counselor/Volunteer
How “Specific” is the plan of attack? The more specific the details which can be related, the higher the degree of present risk.

How “Lethal” is the proposed method? How quickly could the person die if the plan is implemented? The greater the level of lethality, the greater the risk.

How “Available” is the proposed method? If the implement to be used is readily available, the level of suicidal risk is greater.

What is the “Proximity” of helping resources? Generally, the greater the distance the youth would be from helping or supporting resources if the plan were implemented, the greater is the degree of risk.
Nondisclosure Statement

The members of the counseling support team agree to fully respect the right to privacy of staff and students involved in counseling support team responses. What is shared by students and staff is confidential.

Confidentiality of personally identifiable information includes, but is not limited to:

- Student and staff names
- Names of the student and staff members’ family
- Any information that would reveal the student or staff member’s identity, such as addresses and Social Security numbers

Confidentiality will not be abridged by the counseling support team members except:

- Where there is a clear and present danger to the student him/herself or other, staff or other persons
- When it is in the interest of the student or staff member to consult with others (such as the school principal, designated team leader, counseling support team coordinator, ESD supervisor, or mental health supervisor)
- When the student or staff member waives this right in writing
- During confidential counseling support team debriefings

When support team members respond to a school’s crisis call, they are acting in a volunteer role and are therefore required to follow that school’s policies and procedures and defer to the decisions of the building administrator. Counseling support team members have the professional responsibility to be certain that all child abuse or other situations that require reporting are reported to the appropriate agency.

Professional ethics and confidentiality are most important. Counseling support volunteers are expected to comply with all of the district’s rules and regulations.

My signature below certifies that I have read, fully understand, and agree with the information above and agree to abide by these procedures. My signature also indicates that I understand that the good will of the counseling support team depends upon, among other things, keeping information confidential.

Counseling support team member ____________________ Date ____________________
End of the Day Processes
Purpose of exit meeting:

To provide administration and counselors with information about what kinds of support was provided during the day, discuss students/faculty that may need follow up (names of at risk students/staff to be given throughout the day), give information on what to anticipate for the next few days and make recommendations for follow up support.

Structure of the Exit Meeting:

1. Review what the Counseling Support Team did
2. Lessons learned to help the school support the students/staff
3. Recommendations for follow up
4. Feedback from the school to the team
5. Schedule for team leader follow up

Summary of Services the Counseling Support Team Provides:

I. Types of support provided:

<table>
<thead>
<tr>
<th>Counseling support type</th>
<th>Number Provided</th>
<th>Grade Levels Served</th>
<th>Students Served</th>
<th>Faculty Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debriefings</td>
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<tr>
<td>Counseling 1-1 support</td>
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<tr>
<td>Counseling group support</td>
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<td>Drop-Ins</td>
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<td>Classroom Presentations</td>
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<td>Faculty Meeting</td>
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</table>

II. Lessons learned for the school to support the students/faculty

III. Recommendations for follow up (include students/staff/faculty to follow up with and what to expect for the next few days). Share any issues/concerns or worries and share the positive and strengths of the schools.

IV. Feedback from the school to the team
Debrief the De-briefer

Team Host Counselor/Lead: ___________________________________________

Team members: ______________________________________________________

Date of response: ____________________________

Location of response: ________________________________________________

1. Reason the team was called:

2. What worked/what went well:

3. Lessons Learned (what didn’t go so well that we want to change) and Ah Ha’s?

4. Given that you cannot change what has happened, what is the most difficult thing for you personally? Or what is the most difficult thing about this incident?

5. Share one thing you are going to do to take care of yourself:
Incident Reporting Form

School District(s) Involved: ________________________________________________________________

School(s) Served: ____________________________________________________________________

Contact Person/Title/Phone: ____________________________________________________________________

Date of Incident: ______________________ Date(s) of Team Response: ______________________

Number of Persons on Team: ______ Names of Participating Members:

Brief Description of Incident: ____________________________________________________________________

Types of Support Provided:

<table>
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</table>

Lessons Learned: ____________________________________________________________________

Recommendations for the School: ____________________________________________________________________

Follow-up Needs for the School: ____________________________________________________________________

Team Lead: ____________________________ Date Form Completed: ____________________________

*Send one copy to OESD 114 c/o Kristin Schutte & Maintain one copy for Building/District Records*
Additional Information
What Is A Traumatic Event?

Most everyone has been through a stressful event in his or her life. When the event, or series of events, causes a lot of stress, it is called a traumatic event. Traumatic events are marked by a sense of horror, helplessness, serious injury, or the threat of serious injury or death. Traumatic events affect survivors, rescue workers, and the friends and relatives of victims who have been involved. They may also have an impact on people who have seen the event either firsthand or on television.

What Are Some Common Responses?

A person’s response to a traumatic event may vary. Responses include feelings of fear, grief, and depression. Physical and behavioral responses include nausea, dizziness, and changes in appetite and sleep patterns, as well as withdrawal from daily activities. Responses to trauma can last for weeks to months before people start to feel normal again.

What Is PTSD?

Post-traumatic stress disorder (PTSD) is an intense physical and emotional response to thoughts and reminders of the event that last for many weeks or months after the traumatic event. The symptoms of PTSD fall into three broad types: re-living, avoidance and increased arousal.

- Symptoms of re-living include flashbacks, nightmares, and extreme emotional and physical reactions to reminders of the event. Emotional reactions can include feeling guilty, extreme fear of harm, and numbing of emotions. Physical reactions can include uncontrollable shaking, chills or heart palpitations, and tension headaches.

- Symptoms of avoidance include staying away from activities, places, thoughts, or feelings related to the trauma or feeling detached or estranged from others.

- Symptoms of increased agitation include being overly alert or easily startled, difficulty sleeping, irritability or outbursts of anger, and lack of concentration.

Other symptoms linked with PTSD include: panic attacks, depression, suicidal thought and feelings, drug abuse, feelings of being estranged and isolated and not being able to complete daily tasks.
What Can You Do for Yourself?

There are many things you can do to cope with traumatic events:

- Understand that your symptoms may be normal, especially right after the trauma.
- Keep to your usual routine.
- Take the time to resolve day-to-day conflicts so they do not add to your stress.
- Do not shy away from situations, people and places that remind you of the trauma.
- Find ways to relax and be kind to yourself.
- Turn to family, friends, and clergy person for support and talk about your experiences and feelings with them.
- Participate in leisure and recreational activities.
- Recognize that you cannot control everything.
- Recognize the need for trained help and call a local mental health center.

What Can You Do for Your Child?

- Let your child know that it is okay to feel upset when something bad or scary happens.
- Encourage your child to express feelings and thoughts, without making judgments.
- Return to daily routines.

When Should You Contact Your Doctor or Mental Health Professional?

About half of those with PTSD recover within three months without treatment. Sometimes symptoms do not go away on their own or they last for more than three months. This may happen because of the severity of the event, direct exposure to the traumatic event, seriousness of the threat to life, the number of times an event happened, a history of past trauma, and psychological problems before the event.

You may need to consider seeking professional help if your symptoms are severe enough during the first month to interfere a lot with your family, friends, and job. If you suspect that you or someone you know has PTSD, talk with a health care provider or call your local mental health clinic.

Resources for Help and Information

- American Red Cross:  http://www.redcross.org/services/disaster
- Anxiety Disorders Association of American (ADAA):  http://www.adaa.org/index.cfm
- National Center for Post-Traumatic Stress Disorder (NCPTSD):  http://www.ncptsd.org/
- Post-Traumatic Stress Disorder (PTSD) Alliance:  http://www.ptsdalliance.org/
- Substance Abuse and Mental Health Services Administration (SAMHSA):  http://www.samhsa.gov/index.aspx
Common Behaviors to Expect

- Regression to earlier behaviors
- Fighting, anger
- Difficulty in paying attention and concentrating
- Daydreaming
- Not completing homework or assignments
- Sleepiness
- Withdrawal

How to Help

- Answer questions as clearly and accurately as possible
- Provide art, journal, music, and dance activities
- Make time for physical outlets, sports, games, walks, etc.
- Help the student identify and use support systems
- Work with the student around academic workload
- Encourage the student to take a break and have some alone time
- Allow for expression of feelings and emotions
- Maintain routines and structure but allow for flexibility
- Give the student choices whenever possible
- Let the student know you care and are thinking about her
- Assign the student a buddy who can work with her
- Create a “safe space” that a student can go to when needed

Common Mistakes: Words and Action to Avoid

The following words and actions can be harmful to children and teens:

- DO NOT suggest that the student has grieved long enough.
- DO NOT indicate that the student should get over it and move on.
- DO NOT expect the student to complete all assignments on a timely basis.
- DO NOT act as if nothing has happened.
- DO NOT say things like:
  - “It could be worse, you still have one brother.”
  - “I know how you feel”
  - “You’ll be stronger because of this.”

Common Behaviors to Expect

- Argumentative
- Withdrawal, sullenness
- Anger, fighting
- Sleepiness
- Lack of concentration and attentiveness
- Risk-taking behaviors [drugs, sexual acting out, stealing]
- Unpredictable ups and downs or moodiness
- Erratic, inconsistent reactions

How to Help

- Expect and accept mood swings
- Provide a supportive environment where the student can share, when needed
- Anticipate increased physical concerns including illness and body aches and pains
- Allow the student to choose with whom and how she gets support
- Encourage participation in a support group
- Allow flexibility in completing school work

Common Mistakes: Words and Action to Avoid

The following words and actions can be harmful to children and teens:

- DO NOT suggest that the student has grieved long enough.
- DO NOT indicate that the student should get over it and move on.
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- DO NOT act as if nothing has happened.
- DO NOT say things like:
  - “It could be worse, you still have one brother.”
  - “I know how you feel”
  - “You’ll be stronger because of this.”
**Common Behaviors to Expect**

- Withdrawal from parents and other adults
- Angry outbursts
- Increased risk-taking behaviors (substances, reckless driving, sexual behaviors)
- Pushing the limits of rules
- Lack of concentration; inability to focus
- Hanging out with a small group of friends
- Sad face, evidence of crying
- Sleepiness, exhaustion

**How to Help**

- Allow for regression and dependency
- Encourage expression of feeling such as sorrow, anger, guilt, regret
- Understand and allow for variation in maturity level
- Answer questions honestly and provide factual information
- Model appropriate responses, showing the students your own grief
- Avoid power struggles and allow choices
- Help students understand and resolve feelings of helplessness
- Assist students with plans for completion of assignments
- Allow for some flexibility in assignments, e.g., be willing to adapt assignments to topics relevant to the student’s current experience

**Common Mistakes: Words and Action to Avoid**

The following words and actions can be harmful to children and teens

- **DO NOT** suggest that the student has grieved long enough.
- **DO NOT** indicate that the student should get over it and move on.
- **DO NOT** expect the student to complete all assignments on a timely basis.
- **DO NOT** act as if nothing has happened.
- **DO NOT** say things like:
  - “It could be worse, you still have one brother.”
  - “I know how you feel”
  - “You’ll be stronger because of this.”
A critical incident is any situation that has the power to cause psychological and physical distress in those involved in the event. It can disrupt an entire school and affect one’s ability to function, both during the incident and later.

Those involved may experience physical, emotional, cognitive and behavioral reactions. They may feel overwhelmed; out of control and like they are going crazy. Such stress reactions do not mean failure or inadequacy. It is not uncommon for people to have reactions to a critical incident. However people may react and recover differently to the same critical incident and recover differently.

**A. Physical**

- nausea
- shock
- upset stomach
- rapid breathing
- sleep disturbances
- dizziness
- excessive sweating
- increased heart rate
- fatigue
- muscle tremors

**B. Cognitive**

- confusion
- poor concentration
- impaired thinking
- difficulty making decisions
- disorientation
- hyper vigilance/alertness
- startle response
- seeing event over and over
- blaming someone
- distressing dreams

**C. Emotional**

- denial
- fear
- anxiety
- numbness
- grief
- hopelessness
- irritability
- anger
- depression
- overwhelmed
- guilt
- apathy

**D. Behavioral**

- changes in routine/activity
- changes in eating
- changes in interaction with others
- withdrawal
- angry outbursts
- crying
- inappropriate humor
- avoiding reminders of the incident
- increased smoking and drinking
- loss of interest

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**Multi-Day Incident Response Check List**

**Day 1—First school day following Incident**

- 1. Morning staff meeting: deliver informational statement, review plan for the day.
- 2. All staff monitor reactions of students. Refer agitated or despondent students to counselors.
- 3. Allow students an opportunity to talk about their reactions to the incident at the beginning of each class period. Teachers should resume normal routine as soon as appropriate.
- 4. End of day staff meeting.
- 5. Prepare to review all absentee reports for several days following the incident to determine if any “high risk” students are absent. If so, contact their parents and offer assistance.

**Day 2—Second full day following Incident**

- 1. Staff meeting: review plan for day, allow time for reflection of reactions.
- 2. Keep Counseling Support Room open. Contact parents of identified high-risk students; offer assessment and information on resources for extended counseling.
- 3. Resume normal class schedule and procedure. Continue to monitor student reactions, i.e., agitation, depression.
- 4. Update students on status of injured students/staff and funeral/memorial plans, etc.
- 5. Avoid glorifying or romanticizing the incident.

**Day 3—Third School Day Following the Incident**

- 1. Keep Counseling Support Room open. Continue to monitor student reactions, i.e., agitation, depression.
- 2. Contact parents of any high-risk students continuing to show signs of stress and offer assistance.
- 3. As follow-up: be available for class presentations on grief stages, depression, suicide warning signs and the permanency of suicide.

**Day 4—Fourth School Day Following the Incident**

- 1. Keep Counseling “Crisis” Center open.
- 2. Counseling “Crisis” Center to be closed after the fourth day. Inform students. Students with special concerns contact building counselor.
- 3. Encourage staff and students to focus on the future with a positive outlook.
- 4. Continue to watch for changes is student attitudes and behavior.

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19  Taken from ESD 189 Regional Crisis Team Manual (2006)
**Elementary School**

- Draw a picture
- Tell a story
- Books on disaster or loss
- Create a game about a disaster
- Create a play about a disaster
- School study projects
- Discuss disaster safety for self and family

**Preadolescents and Adolescents**

- Books on disaster and loss
- Write stories, essays on the disaster or loss
- Write letters to the family
- Create a play about the loss
- Plan a memorial
- Create a school health project
- Participate in a community service
- Family project
- Discuss strategies for making the school and Community safer

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Use these ideas for cards you could have in classrooms or in the Counseling Support Room. After messages are screened (to be sure it is appropriate), they could be compiled onto a bulletin board or used to make a big banner that could be given later to the family. Use card stock if you can.

What I Appreciated Most About Jenny Was…

My Favorite Memory of Joey….
Paying Attention to Benchmark Dates

It is important to recognize that first year anniversary dates, graduations, first day back to school and similar events can trigger memories and feeling responses or latent reactions to a previous tragedy(s) and even retraumatize a school & community.

The National Education Association (2003) explains:

…reactions that percolate around the six-month anniversary are some of the most unexpected. Care should be taken in communicating to the community acceptance of these reactions… Parents, teachers, and students should not be afraid of their feelings.

Often time the grief will sneak up on the school, usually about 6 weeks before an anniversary. The signs and symptoms are similar to the time of the crisis.

What behaviors you may see:

- An impact on learning by disruptive classroom behaviors, acting out and anger.
- Students/staff may be easily irritated or lack of motivation- feeling lethargic.
- Students may have a lack of concentration and inability to stay focused.

Other symptoms: sadness/depression, physical signs of being upset and recalling the event – as if it was the day and visiting the site.

The importance of preparing early:

- Recognize the long-term impact of a death

- Create a future timeline anticipatory dates – anniversary date, birthday of the child that died, graduation of the students class, other related deaths.

- Recognize youth and school staff that are significantly close to the deceased will experience difficult times during holiday’s, birthdays, and other special events besides the anniversary date.

- Recognize youth may start acting a little differently a few weeks prior to the anniversary date. Staff and students may re-live the event on the anniversary. “Children need to know that adults will give them permission, in structured settings, to take their own time in completing their grief work.”
**What you can do:**

If the entire school was impacted, acknowledge in each classroom the deceased at the beginning of class on the anniversary date (write a script for the teachers).

If not all students were impacted, acknowledgement is still important it may need to be just the grade level or close students.

Grade level – have the teachers of that grade level and maybe the teachers from the previous year spend time in the morning on the day of an anniversary date with the classrooms.

Small group of students- have the school counselor and/or a significant adult check in with the students to acknowledge the anniversary date, see how he/she is doing and offer support.

It is important to acknowledge to the students that all the feelings they have are normal and it is okay to feel sad, mad upset etc.

**Activities for classroom and small counseling group settings:**

Using a feelings chart. Have students identify what he/she is feeling and discuss his/her feelings. You may want to allow time for students to draw a picture of the feelings and share with one another their drawings.
Resource Information

**Department of Education - Readiness and Emergency Management for Schools**
Development of “Practical Information a Crisis Planning Guide for Schools and Communities.”
www.ed.gov/emergencyplan

**Department of Education - Threat Assessment**
www.ed.gov/emergencyplan

**National Educational Association**
“Crisis Communications Guide and Toolkit”
www.nea.org/crisis

**The American Academy of Experts in Traumatic Stress**
“Teachers Guidelines for Crisis Response”
www.aaets.org

**Dougy Center**
Information on grief support for children and adults as well as and training
www.dougy.org
References


Forms
## Log Of Actions Taken

Date of this page:_____________________
Page Number _____ of _____

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**Take Time To Record Information – It Is A Legal Document!**
Disaster Release Form
(You will need 2 copies of this for every student)

Student’s Last Name ___________________________ First Name __________________________
Address __________________________________________________________________________
Mother’s Name ___________________________ Phone __________________________
Father’s Name ___________________________ Phone __________________________
Guardian’s Name ___________________________ Phone __________________________

(If different than above)

If I/we are unable to pick up our child, I/we designate the following three people to whom my child may be released in case of emergency:

Name ___________________________________________ Phone ___________________________
Name ___________________________________________ Phone ___________________________
Name ___________________________________________ Phone ___________________________

I authorize release of my son/daughter to any adult with whom he/she feels comfortable. **Circle One: Yes  No**

**Medical Alert:**
Condition:______________________________ Medication_________________________________
Condition:______________________________ Medication_________________________________

Please send to school at least three full day’s dosage of each medicine and include a letter from your physician giving the principal or designee permission to administer this medicine in the time of an emergency.

If telephone service is interrupted due to a major disaster, long distance service will be the first service repaired. Please list a friend or family member, who lives out of state that we can call with information in case local telephone service is interrupted.

Name ___________________________________________ Phone (____)_____________________

**For School Use Only**

The Student was released to:_________________________________ By ______________________________

Date: ___________ Time: _____________ (AM) (PM) Destination:  ___________________________________

**One copy stays at request gate  One copy goes with runner to release gate**
## Emergency Phone Numbers

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(Radio and TV stations may be requested to make announcements when students are to be sent home.)
# Emergency Worker Daily Activity Report

**State of Washington**

**Emergency Worker Daily Activity Report**

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<th>Emergency Worker Name</th>
<th>Card No.</th>
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* The time a person could reasonably have expected to reach home without stopping enroute.

**Total Personnel:**

**Total Hours:**

**Total Mileage:**

This form must be signed by local emergency management director/coordinator or sheriff's deputy.

*By my signature below, I certify that these persons did participate in this mission/incident.*

<table>
<thead>
<tr>
<th>Print Name and Title</th>
<th>Signature</th>
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<tbody>
<tr>
<td>EMD - 078 (02/00)</td>
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</tbody>
</table>
Emergency Message Form

Date: ___________________________   Time: ___________________________

Info Received From: _______________________________________________________

To: _______________________________________________________________________

Written By: ___________________________________________________________________

☐ Request  ☐ Response  ☐ Info Only

Route to: ___________________________________________________________________

Message:____________________________________________________________________
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