

Disaster First Aid

A Manual For Kitsap County Schools
2007 - 2008



KCDEM

Kitsap County Department of Emergency Management

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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
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Laura Jull, Harrison Medical Center
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School District Representatives

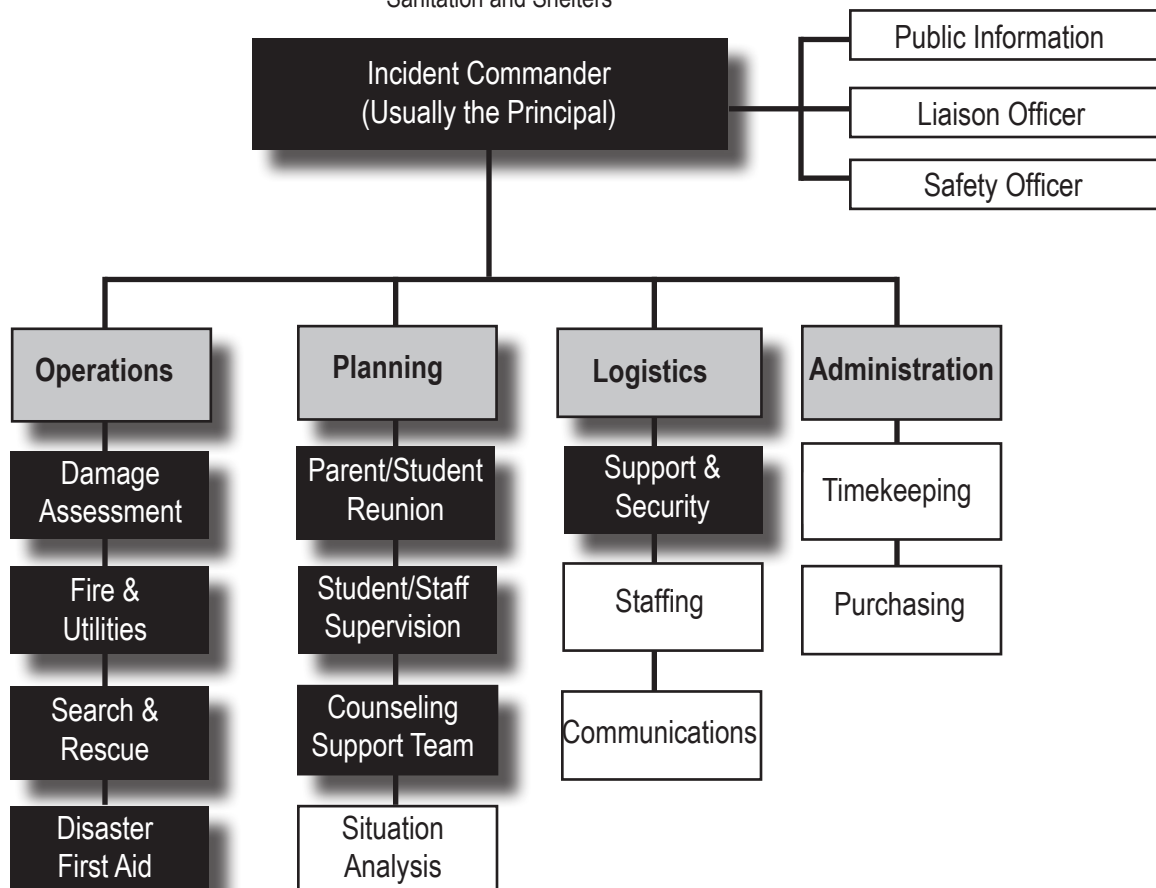
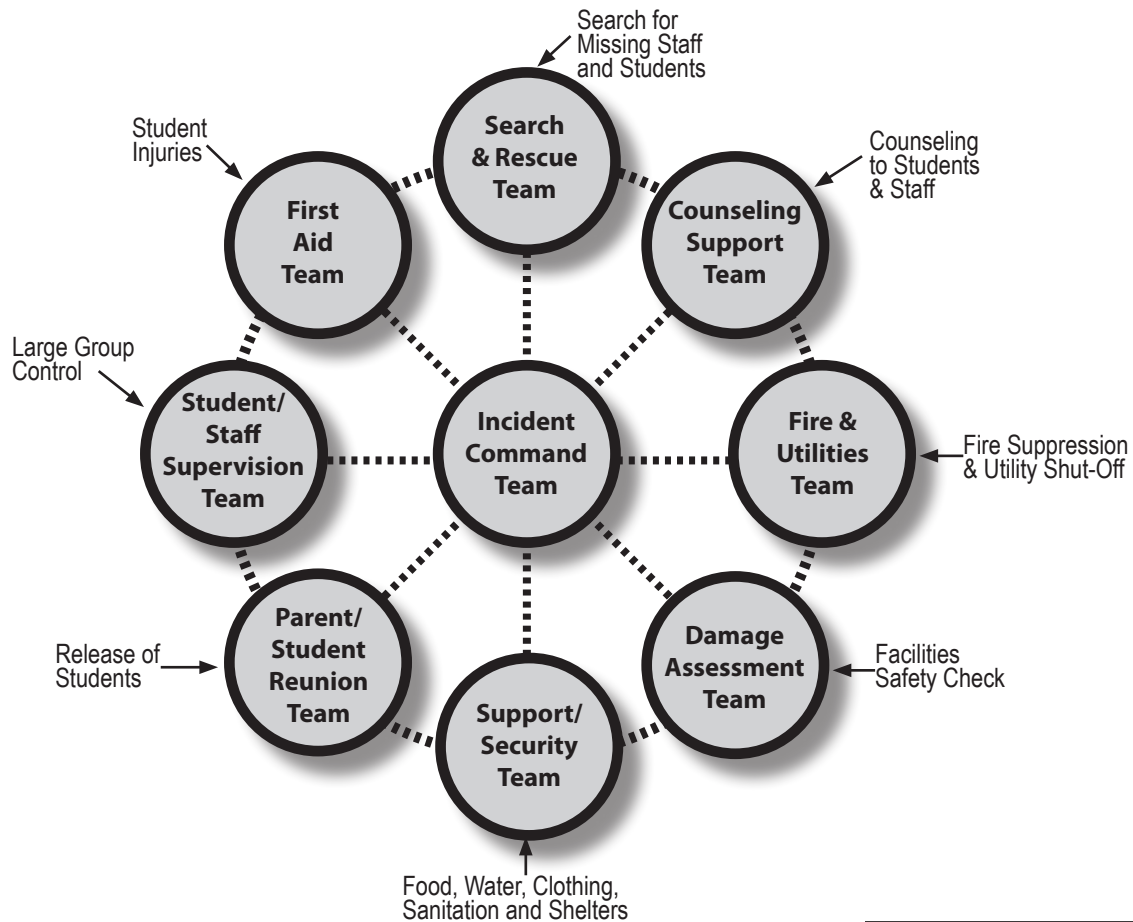
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The K-PREP Program is a function of Kitsap County Department of Emergency Management.

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”



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 cordons 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!

First Things First

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.

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.



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

Drop, Cover, Hold, and Evacuate

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 after shocks.

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).
3. Keep log of communications, decisions, actions.
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

First aid supplies	Pens/pencils
Emergency cards	Water
Health cards	Stretchers, blankets

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

First Team

- 1.
- 2.

Second Team

- 3.
- 4.

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.
4. Report assessment to Command Post.
5. Survey extent of apparent structural and site damage then report to Command Post.
6. Other:

Equipment/Supplies

Fire extinguisher
Hard hat

Goggles
Pens/pencils

Vest
Gloves

Axe
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 _____
Exterior Command Post Meeting Place _____

Emergency Organization Plan

Search and Rescue Team

Personnel

First Team

- 1.
- 2.

Second Team

- 3.
- 4.

Third Team (if large building)

- 5.
- 6.

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.
8. Report imminent danger to Search & Rescue Team Leader when feasible.
9. Mark areas searched upon completion to avoid duplication/oversight.
10. ALWAYS STAY WITH YOUR TEAM PARTNER.
11. Other:

Equipment/Supplies

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

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

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

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

First Team

1. School Counselors
- 2.
- 3.

Second Team

- 4.
- 5.
- 6.

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

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 _____

Time _____ Date _____

BOMB THREAT

CALLER'S VOICE

- | | |
|------------------------------------|------------------------------------------|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Nasal |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Deep Breathing |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Cracking Voice |
| <input type="checkbox"/> Normal | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> Familiar |

If voice is familiar, who did it sound like?



BACKGROUND SOUNDS

- | | |
|-------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Street Noises | <input type="checkbox"/> Factory Machinery |
| <input type="checkbox"/> Crockery | <input type="checkbox"/> Animal Noises |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Clear |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Static |
| <input type="checkbox"/> Music | <input type="checkbox"/> Local |
| <input type="checkbox"/> House Noises | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> Motor | <input type="checkbox"/> Booth |
| <input type="checkbox"/> Office Machinery | <input type="checkbox"/> Other _____ |



THREAT LANGUAGE

- | | |
|--------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Well Spoken | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Message read by threat maker |

REMARKS _____

Report call immediately to:

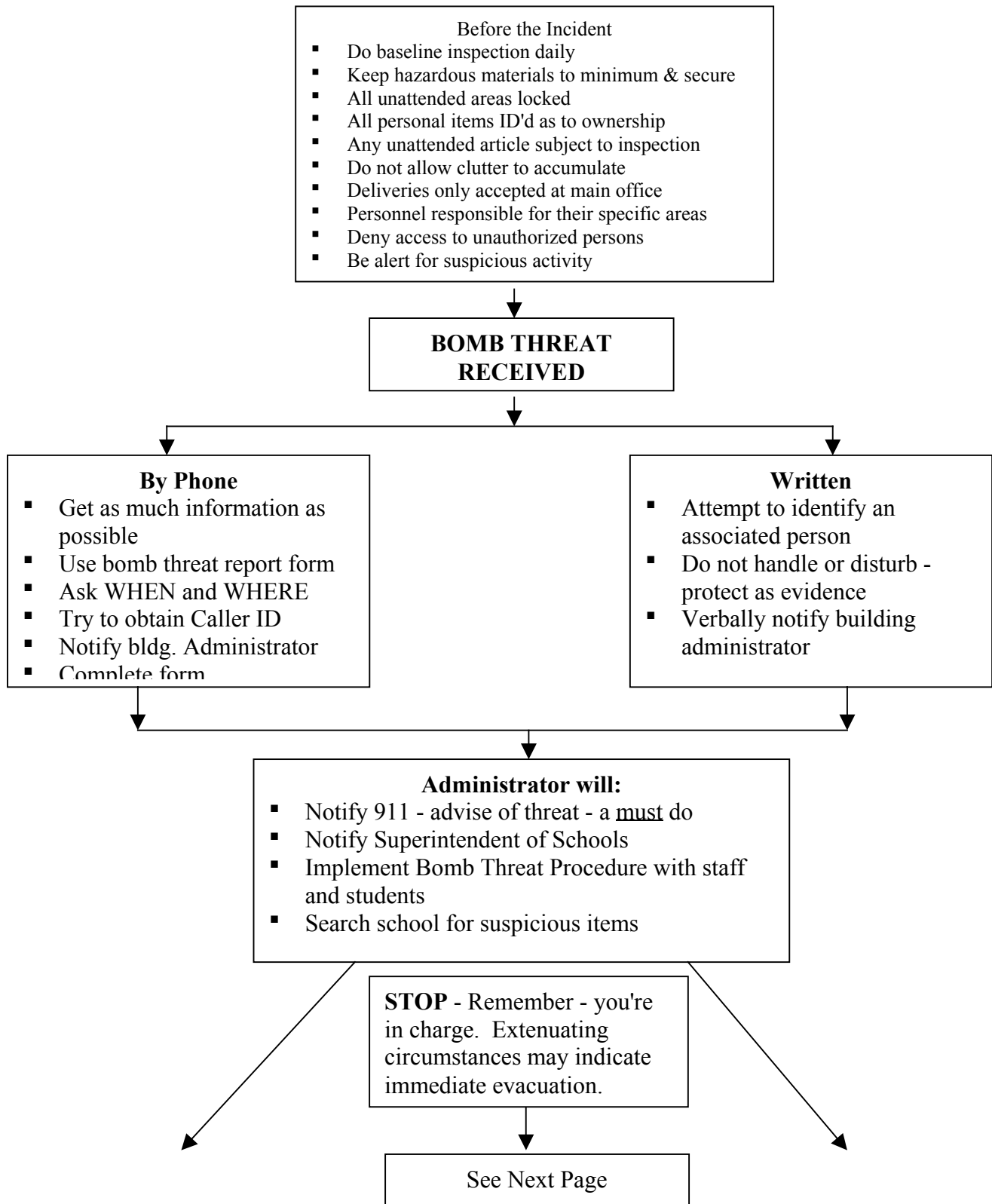


Phone number _____

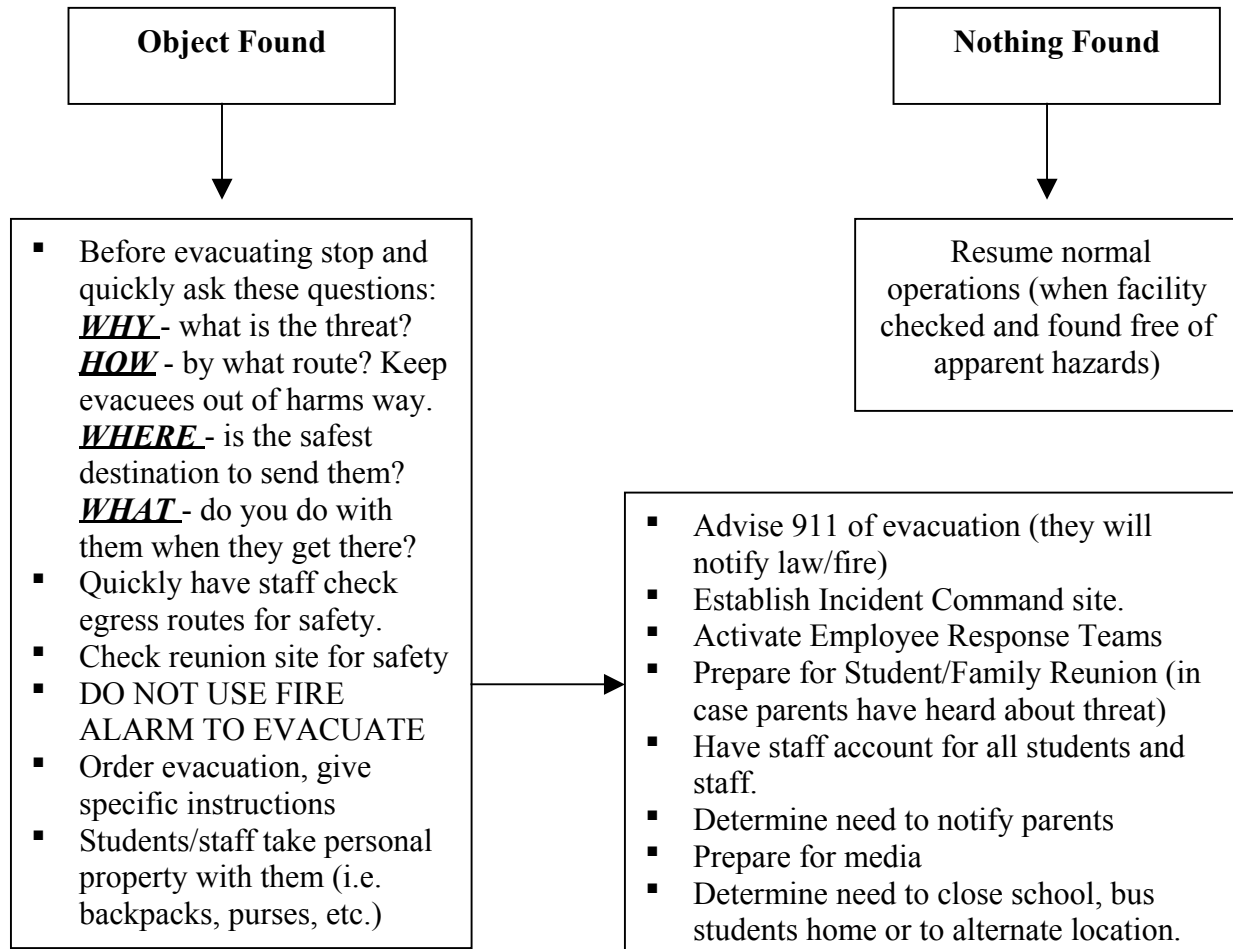
REPORTED BY

Date _____
 Name _____
 Position _____
 Phone Number _____

Bomb Threat Event Response Flowchart



Bomb Threat Event – Response Flow Chart (continued)



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

Buddy Teacher	The designated teacher in a room close to yours who takes your class so you can join your team.
EOC	Emergency Operations Center. The location where the Incident Command Team directs the response.
ICT	Incident Command Team
K-PREP	Kitsap Practices Responsible Emergency Preparedness. A program of the Kitsap County Department of Emergency Management serving schools, businesses and neighborhoods.
MCI	Mass Casualty Incident
Treatment Area	The place where the injured are taken to be treated by the First Aid Team.
Triage	To sort. The evaluation of victims' injuries as to severity and need for treatment.

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

Position	Reports To	Oversees (if assigned)	Responsibilities	Coordinates With
Incident Commander	Is in charge	General Staff: <ul style="list-style-type: none"> • Operations • Planning • Logistics • Finance/Admin. Command Staff <ul style="list-style-type: none"> – Safety Officer – Liaison Officer – Public Info. Officer 	<ul style="list-style-type: none"> • Assess situation • Determine objectives • Prioritize objectives • Develop and implement the incident action plan • Develop organizational structure • Manage incident resources • Coordinate overall emergency activities • Ensure responder safety • Coordinate activities of outside agencies • Authorize release of information to the media • Assign responsibilities, as needed 	<ul style="list-style-type: none"> • Other agencies involved in the incident • General and command staff personnel
Operations Team Leader	Incident Commander	Supervisors or team leaders of response teams: <ul style="list-style-type: none"> • Damage Assessment • Fire & Utilities • Search & Rescue • First Aid 	<ul style="list-style-type: none"> • Directs and controls all response activities as listed in the plan • Help IC develop objectives for the incident • Develop operational plans • Request or release resources through IC • Keep IC informed of situation and resource status within the section 	<ul style="list-style-type: none"> • Incident Commander • Response Team Leaders

Position	Reports To	Oversees (if assigned)	Responsibilities	Coordinates With
Planning Team Leader	Incident Commander	<ul style="list-style-type: none"> • Student/Staff Supervision • Parent/Student Reunion • Documentation staff • Situation analyst • Resource person 	<ul style="list-style-type: none"> • Collects information on incident and resources • Reports information received • Disseminates information to IC, Operations and incident personnel <p>Assist IC in:</p> <ul style="list-style-type: none"> • Developing the incident action plan based on projected needs • Modifying the incident action plan to meet changing needs • Anticipating changes in resource requirements • Preparing alternate strategies and tactical options based on projections 	<ul style="list-style-type: none"> • Incident Commander • Operations and incident personnel
Logistics Team Leader	Incident Commander	<ul style="list-style-type: none"> • Equipment, supplies and personnel support • Support & Security 	<ul style="list-style-type: none"> • Provides facilities, equipment, and supplies for response teams • Keeps IC informed of activities within section 	<ul style="list-style-type: none"> • Incident Commander • Operations staff
Finance/ Admin. Team Leader	Incident Commander	<ul style="list-style-type: none"> • Personnel assigned to monitor and document: • Payroll/ timekeeping • Procurement of supplies • Cost recovery 	<ul style="list-style-type: none"> • Tracks all incident costs • Evaluates financial/ administrative costs for the incident • Oversees personnel assigned to document financial information 	<ul style="list-style-type: none"> • Incident Commander • Other agencies involved in financial/ administrative issues • Operations & Logistics

Position	Reports To	Oversees (if assigned)	Responsibilities	Coordinates With
Safety Officer	Incident Commander		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Incident Commander • Media • Agency PIOs
Liaison Officer	Incident Commander	Other staff as needed	<ul style="list-style-type: none"> • Serve as a point of contact for assisting or coordinating agencies • Work with private contractors to establish mission, radio communication and oversight 	<ul style="list-style-type: none"> • Incident Commander • Other agencies • Private contractors

Chapter 28A.605 RCW - Parent Access

Sections

28A.605.010	Removing child from school grounds during school hours.
28A.605.020	Parents access to classroom or school sponsored activities
28A.605.030	Student education records-Parental Review-Release of records -Procedure

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 Parent's 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. 1232g. (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

Dave LaRose
360-874-7063

North Kitsap

Greg Epperson - (206) 779-8701
Alice Treffery - (206) 779-8788