

Student/Staff Supervision

A Manual For Kitsap County Schools
2010 - 2011



KCDEM

Kitsap County Department of Emergency Management

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Student Staff Supervision Instructions

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Responsibilities of the Student Staff Supervision Team

Checklist

- Check the injury status of your class before assisting another
 - Be aware of emotional reactions and prepare to take appropriate actions to reduce stress.
 - Assess medical issues. You may need to leave some children in the room and have search and rescue come get them.
 - Be prepared for aftershocks.

- Work with your buddy teacher to do the following:
 - Coordinate early disaster responses
 - Assume responsibility of both classes if teacher is injured.
 - Do a quick visual check on your buddy teacher and classroom if they are not evacuating.
 - Assist the substitute teacher if they don't know the procedure.

- Evacuate or shelter in place as per school policy
 - Hazards from an earthquake may mean that the fire route/fire assembly areas aren't safe.
 - Grab the classroom emergency bucket if you have one.
 - Determine the location of safe assembly areas, check for hazards there.

- Take Roll
 - Student/Teacher Accountability
 - The Command Post needs to know the number of missing people, extent of injuries, status of classroom, etc.
 - Remember to account for students during lunch time, recess, children in library, bathrooms, etc.
 - Account for your visitors/volunteers in the classroom

- Coordinate with the other response teams

- Know where the locations will be for:
 - Command Post (CP)
 - First aid/morgue/medication
 - Sheltering/bathrooms/food/replacement clothing
 - Parent/student reunion
 - Counseling Support, if activated

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- Assign staff/children to perform the following functions:

- Take children to first aid stations (medication/injuries)
- Take younger children to the bathroom
- Runners for the Command Post and Parent reunion escorts
- Help with set-up of shelters
- Help with document accountability



South Colby Drill (South Kitsap School District) -2009

- Plan activities and open entertainment kits to keep the students busy and less stressed. Until the Counseling Support Team is set up, you are responsible for the children's psychological health
 - Understand that some students will leave, follow your school procedure
 - Understand that staff will need breaks and assistance
 - Children will be concerned about parents, friends and pets. Convey the likelihood that parents may be delayed for several hours due to traffic.
 - Remind children that parents have been told that you will take care of them until they arrive.
 - Warn students of after shocks
 - Watch for staff exhibiting stress and exhaustion



**Additional
Information**

Before The Disaster

Identify:

Each classroom teacher will have an assigned buddy teacher

- Know their schedule.
- Know the limitations or special concerns of their students as well as your own.
- Practice together during drills and exercises.

Determine the location of assembly areas

Identify the needs of people with disabilities.

- Recruit specific individuals to assist persons with disabilities in advance of the disaster.
- Do not excuse children with special needs from participating in drills. This builds confidence in their ability to learn how to cope with the unexpected.
- Remind the students in a real earthquake not to wait for the command, instantly they should drop, cover and hold on.

Be Prepared:

Teachers must protect themselves first so they can help later

- Be aware of your own reactions as well as those of the students.
- Expect children and adults to be afraid.
- Realize you can not do everything, just do the best you can.

Consider furnishing each classroom with an easy to access emergency kit.

- It provides a trapped classroom with tools to secure their release.
- It provides the classroom with first aid materials to meet immediate needs that can't wait.
- You can bring it to the field and take care of injuries.
- A bucket stenciled with a room number provides a means of visual accountability following evacuation.
- Buckets can be used to haul things, portable toilets etc.

Develop entertainment kits

- List or procure activities such as board games, athletic activities, materials for drawing, cards, singing etc.
- Locate in an easy place to get to
- Determine how many you may need.



Suggestion of items to store in classroom emergency kit

Roll call form	Class status form	Missing persons form
Log of action taken form	First aid kit	Tarps
Megaphone	Whistle	Radio
Batteries	Toilet paper	Duct tape
Garbage bags	Baby/diaper wipes	Flashlights
Rope	Basic tools – (crowbar, hammer, scissors, knife, pens, pencils, permanent markers, leather gloves)	

Hints:

Five gallon plastic buckets may be available from local bakeries for free
You may want to stencil the bucket with a room number to provide a means of visual accountability following evacuation.
Keep the emergency kit near exit - determine who will grab it on the way out

Identifying At Risk Children

This is an outline of behaviors to look for in children when assessing them for risk. When considering the below behaviors, the clinician is looking for extremes, and should not identify an at risk child with mild behavioral indicators.

1. **Withdrawn/Quiet**
 - Holds head down
 - Lack of eye contact
 - Look of hopelessness, defeat, no “light in eyes”
 - Social isolation

What to do:

 - Respect the child’s need to be quiet
 - Try to find “a way in”
 - Consider cultural differences regarding eye contact
 - Tell child it is difficult to hear when their head is down
 - Focus on hopefulness, power, strength
 - Ask another child to respond to isolated child
2. **Overly Responsible/Parental**
 - Caretaking everyone
 - Doesn’t discuss own feelings/denial of feelings
 - Straight ‘A’ student who worries about ‘F’s
 - Latchkey children

What to do:

 - Give the child permission and encouragement to play
 - Acknowledge caretaking abilities and ask what can be done for him/her (you probably won’t get an answer, but it plants the seed)
 - Identify feelings in group, your own or other’s feelings
3. **Hyper**
 - No focus at all, can’t sit still
 - Distinction between high energy and hyper

What to do:

 - Child can leave group briefly to run around track, do cart wheels, etc.
 - Give task while in group
 - Child may have to be removed permanently from group and worked with individually
4. **Edgy, Jumpy**
 - Quick to anger
 - Hyper vigilant about others opinions of self
 - Quick to cry, overly sensitive
5. **Vying For Attention**
 - Raises hand at every question, may push it in therapist’s face
 - Constantly interrupts others
 - Has name on classroom board for talking too much

What to do:

 - Reflect child’s angry feelings, model verbalizing feelings
 - Notice and acknowledge anxiety of others’ reactions to self
 - Reflect these feelings to group
 - Allow tears to complete, then ask questions
6. **Flat Affect**
 - Attitude of non-caring
 - Little range of voice tone or volume

What to do:

 - Be animated, but not too excitable
 - Speak in “animal” voices and ask child to do same
 - Talk about how “other” people learn to not care
7. **Out Of Control Behavior**
 - Little or no respect for authority/limits
 - Lashing out at others

What to do:

 - Set clear limits and realistic consequences
 - Follow through with consequences
 - Give child respect

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5. **Vying For Attention**
- Raises hand at every question, may push it in therapist’s face
 - Constantly interrupts others
 - Has name on classroom board for talking too much
- What to do:**
- Acknowledge child’s enthusiasm and your desire to hear from him/her
 - Explain need to hear from others
 - Stop interruptions in progress
 - Acknowledge importance of child’s input
6. **Flat Affect**
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1. **Omission Of Key Figures/Issues**
 - Avoidance of discussing one parent/family member
 - Keeps discussion on surface issues
 - Changes subject

What to do:

- Ask about adults in child's life
- Proceed gently and with caution
- Allow subject to be changed and reinitiated later

2. **Previous Exposure To Trauma Of Any Kind**
 - Trauma involving injury/death to friends, relatives, pets, special toy, etc.
 - Damage to own home or physical surroundings
 - Previous trauma / little response
 - Child's reaction doesn't fit with magnitude of trauma
 - Kids not properly cared for emotionally, psychologically or physically following a traumatic experience may not trust or confide in you. Do not take it personally.

What to do:

- Magnify trauma and experience of child and child's family for the child
- Go slowly! Don't be in a hurry.
- Model appropriate emotional and psychological caring

3. **Conflict Between Kids In Group**

What to do:

- Identify the conflict to the group
- Ask if it needs to be addressed or if they can put it on hold and move on
- Have kids make an agreement not to fight in group
- Explain that if agreement is broken, one or both children leave.



Forms

Log Of Actions Taken

Date of this page:_____

Page Number _____ of _____

Time	Reporting Person	Student Name	Information/Message Action Taken

Take Time To Record Information – It Is A Legal Document!

Emergency Phone Numbers

School District Office	Number: _____	
Local Fire Department	Business Number: _____	Emergency: 911
Local Police Department	Business Number: _____	Emergency: 911
Sheriff/Coroner's Office	Business Number: _____	Emergency: 911
Ambulance (Fire Department)	Name: _____	Number: _____
	Name: _____	Number: _____
	Name: _____	Number: _____

Local Hospitals

Name: _____	Number: _____
Name: _____	Number: _____
Name: _____	Number: _____

Local Emergency Services Office
 Kitsap County DEM Number: 307-5870

School Numbers

Superintendent	Office: _____	Home: _____
Principal	Office: _____	Home: _____
School Emerg. Svcs. Coord.	Office: _____	Home: _____
School Nurse	Office: _____	Home: _____

Qualified Fire Aid Personnel

Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____

Utilities

Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____

Radio and TV Stations

Name: KIRO	Location: _____
Name: KOMO	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____
Name: _____	Location: _____

(Radio and TV stations may be requested to make announcements when students are to be sent home.)

Class Status

Teacher _____ : Room _____ : Date _____ Time: _____

Present _____

Teacher: _____

Present _____

Sub: _____

Instructional Asst: _____

Sub: _____

Students

_____ # Absent from School

_____ # Missing or Unaccounted for

_____ # At Medical Aid Station

_____ # Students with me now

For Command Post Use Only

Students/Adults	With Class	At First Aid Station	Nature of injury if known
1.			
2.			
3.			
4.			
5.			
6.			

Student/Adults	Last known location and description of clothing
1.	
2.	
3.	

Student Release Form

To be filled in by parent/authorized adult, verified by staff and taken by runner
(You also will need 2 copies of this form for every student)

Please Print

Student's Name _____

Teacher _____ Grade _____

Requested By: _____

To be filled in by Request Point Staff

Proof of I.D. _____ Name on Disaster Release Form _____
(Yes) (No)

Student's Status To be filled in by teacher

Sent with Runner _____ Absent _____ First Aid _____ Missing _____ Unknown _____
(If student is absent, in first aid, or missing, deliver this form to the Incident Command Team)

To be filled in by Release Point Staff

Proof of I.D. _____ Name on Disaster Release Form _____
(Yes) (No)

To be filled in by Requester At Release Point

Requester Signature: _____

Destination: _____

Date: _____ Time: _____

Volunteer Assignment Log

(Copy onto Orange paper then everyone will know these are the volunteers for Support/Security)

Volunteer Name	Time In/Initials	Team/Job	Assigned Time	Out/Initials
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	_____	_____	_____	_____
16.	_____	_____	_____	_____
17.	_____	_____	_____	_____
18.	_____	_____	_____	_____
19.	_____	_____	_____	_____
20.	_____	_____	_____	_____

**STATE OF WASHINGTON
EMERGENCY WORKER DAILY ACTIVITY REPORT**

County in which mission/incident took place:	Mission/Incident Number:
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Mission/Incident Name:	Date From:	Date To:
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Unit Name:	
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Unit Address:	
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EMERGENCY WORKER NAME	CARD No.	ASSIGN. OR TEAM	DATE		DATE		TOTAL HOURS	ROUND TRIP MILES (DRIVER)
			IN	*OUT	IN	*OUT		
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								

* The time a person could reasonably have expected to reach home without stopping enroute.

TOTAL PERSONNEL:	TOTAL HOURS:	TOTAL MILEAGE:
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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:

Print Name and Title	Signature
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EMD - 078 (02/00)