

EMERGENCY PLAN

YOUR SCHOOL NAME HERE

YOUR SCHOOL LOGO HERE

School address/phone/fax here

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GUIDELINES - MODEL PLAN

Washington State Emergency Management, in partnership with Kitsap County Department of Emergency Management, has developed a model plan for you to use to assist you in planning for any hazard that could affect your school. This is **just** a model plan. It will take you and your preparedness team time and effort to tailor the plan for your school!

LIMITATIONS

This model plan cannot be considered **your** school emergency plan until you tailor the plan to meet your needs. You will need to form a planning committee, determine if you will support employee response teams, etc. You and the policy makers of your school will need to decide if this is, in fact, how you will operate during an emergency or disaster. This model plan is not complete until you and your school tailor and adopt this plan.

ACKNOWLEDGEMENTS

Our sincere thanks to both Washington State Emergency Management and Kitsap County Emergency Management for the development of this plan. Credit for the Model Plan goes to:

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Bremerton School District - Sample - Standard Procedures
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for allowing Kitsap County to re-tool the Florida Assisted Living Emergency Planning Guide into an all hazard school planning guide and model plan.

SECTION I
EMERGENCY RESPONSE PLAN

(Insert School Name)

<p>Name:</p> <p>Address:</p> <p>Telephone Number:</p> <p>Fax Number:</p> <p>Emergency Telephone:</p> <p>Departments/Divisions located in School</p> <p>1.</p> <p>2.</p> <p>Operations located in School (include after/before school programs)</p> <p>School POC:</p> <p>Department Heads:</p> <p>Division Manager:</p>	<p>Telephone Number:</p> <p>Fax Number:</p> <p>Alternate Address:</p> <p>Emergency Phone:</p> <p>Property Maintenance Manager:</p>
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_____ **SAFETY/PLANNING COMMITTEE**
(Insert School Name)

Name	Phone Number	E-Mail Address	Other

FACILITY FACT SHEET

Facility Description	Vital Operations	Vital Equipment	Vehicles on Site	Vital Records Emergency Operations	Emergency Equipment on Site

HAZARD INFORMATION

(Insert School Name)

Hazard Specific - Facility Fact Sheet

Facility Description	Vital Operations	Vital Equipment	Vehicles on-site	Vital Records Emergency Operations	Emergency Equipment on-site	Facility Hazards Employees - (number) Visitors - (number)
						<p>Average Daily Statistics:</p> <p>Number of Staff _____</p> <p>Number of Volunteers _____</p> <p>Number of Staff and Students who may need assistance with evacuation:</p> <p>_____</p> <p>Where located:</p> <p>Room # _____</p> <p>Known Hazards Surrounding School Grounds:</p> <p>_____</p> <p>_____</p> <p>_____</p>

SECTION II

BASIC SCHOOL PLAN

I. INTRODUCTION

A. Purpose

The purpose of this plan is to identify emergency responsibilities for **(insert school name)** and its employees. This plan is intended to empower employees in an emergency and clarify emergency roles and response. These are guidelines and are meant to be revised and expanded on by those in each school to meet their specific needs. It is not intended as a rigid or restrictive plan.

B. Scope

This plan provides a basic emergency response plan, recommended emergency response teams, site specific hazard vulnerabilities, employee emergency procedures, training requirements, exercise procedures, and employee and family disaster preparedness. This plan:

1. Applies to all employees.
2. Applies to all employees tasked to provide response assistance in an emergency/disaster and describes actions to be taken in providing immediate response assistance.
3. Includes those actions and activities that support the school's effort to save lives, protect the health and safety of employees, and protect school property.

C. Mission and Goals

1. The mission of **(insert school name)** in an emergency/disaster is to:
 - Protect lives and property
 - Mitigate the effects of a disaster
 - Prepare for emergencies and disasters
 - Respond to emergencies
 - Aid in recovery from disasters

2. The goals of **(insert school name here)** are as follows:
 - a. Provide emergency response plans, services, and supplies for all facilities and employees.
 - b. Coordinate the use of school personnel and facilities within the school.
 - c. Restore normal services.

D. Definitions

1. **“Emergency”** as used in this plan means a set of circumstances that demand immediate action to protect life, preserve public health or essential services, or protect property. In an emergency, existing resources and capabilities are sufficient to cope with the situation.
2. **“Disaster”** is defined as any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
3. An emergency or disaster may be proclaimed by local government jurisdictions or the Governor as authorized by state or local statute.

E. Planning Assumptions

The following assumptions are the basis of this plan:

1. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
2. An emergency or disaster, such as an earthquake or hazardous material incident, may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.
3. Local and state government may be overwhelmed by a disaster, **(insert school name here)** employees may be on their own for the first 72 hours or longer after a disaster.

4. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
5. Assistance from other government and federal agencies will supplement the state's, but such assistance will take some time to request and deploy.
6. The first concern of **(insert school name)** employees will be for their families' safety.
7. A spirit of volunteerism among **(insert school name)** employees and other citizens will result in their providing assistance and support to emergency response efforts.

F. Limitations

It is the policy of **(insert school name)** that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, **(insert school name)** can only endeavor to make every reasonable effort to respond based on the situation, resources, and information available at the time.

II. CONCEPT OF OPERATIONS

A. Direction and Control

In a major emergency or disaster, Washington State schools may be damaged or need to be evacuated, people may be injured, and/or other emergency response may need to be taken. These activities need to be organized and coordinated for efficient management of the emergency response and/or the disaster activities. To provide for the effective direction, control and coordination of a response to an emergency/disaster, either single site or multi-incidents, the school Incident Management Team (IMT) will coordinate emergency response to the incident and manage the activities of the school's Emergency Response Teams (Section III).

Incident Management Team (IMT)

1. Before the Disaster

Made up of senior staff members of a school, building emergency coordinators and selected staff as directed. Coordinate school's planning activities and the recruitment of building emergency response teams.

2. During the Disaster

- a. Coordinates all emergency response activities at the school.

- b. Reports and coordinates all facilities emergency response activities with school district office.
- c. Coordinates the activities of all building emergency response teams.

3. After the Disaster

Assists the District as directed in recovery efforts.

B. Activation Procedures

(Insert school name) will activate the School Emergency Response Plan and activate these procedures under the following conditions:

1. Spontaneous Events

There is no warning for a spontaneous event, i.e. hazardous material incident, fire, etc. The school plan will be activated at the time of the incident. The Incident Management Team will manage the event.

2. Weather Warnings/Watches

The Incident Management Team will:

- a. Prepare for the immediate dismissal of employees and students due to the warning.
- b. Plan for the possibility of long-term absence from work due to severe weather.

C. Notification

(Insert school name) will be prepared to provide warning to employees and students for all types of emergencies/disasters that could affect the school. The Incident Management Team (IMT) will be the single point of contact for all warnings. Warnings will be issued by the IMT. In the event the incident is a single site emergency, the senior member of the Incident Management Team will notify the district office of the incident. These steps will be followed once a warning is issued:

- 1. Senior staff member(s) receives warning and activates Incident Management Team. (Notifies _____ as appropriate.

2. Team notifies employees/students.
3. Incident Management Team activates building Emergency Response Teams as needed.
4. School prepares for dismissal and/or evacuation of employees/students

D. Evacuation

(**Insert school name**) will comply with directions from local authorities that issue evacuation orders. The Incident Management Team will activate and comply with all evacuation orders. In the event of a fire, employees/students will evacuate.

1. If a single site emergency occurs, the senior staff member present will immediately notify _____ of the evacuation.
2. The building Evacuation Team will be activated (some schools may not have such a team).
3. The Evacuation Team will provide for a “safe” evacuation site until employees may return to the school and/or be dismissed.
4. The Evacuation Team will account for all employees.

E. Re-Entry

Before re-entry may occur, the school building Damage Assessment Team will complete a thorough damage assessment of school (as needed). During the damage assessment period, employees and students will stay at a “safe shelter” until notified that re-entry is possible. The Damage Assessment Team will:

1. Assess the school for damage.
2. If able, clean up any minor debris that would prohibit re-entry.
3. Remove all debris from fire evacuation routes.
4. Determine the need for a professional assessment and notify Risk Management.

F. Shelter-In-Place

During a hazardous materials event there may be times the school cannot evacuate and must "shelter-in-place". The following guidelines will assist you in sheltering-in-place.

1. During the Incident

- a. Activate the building First Aid Team.
- b. Close all windows, shut vents, and turn off all HVAC equipment.
- c. To reduce the possibility of toxic vapors, seal all entry routes as efficiently as possible, i.e. doors and windows.
- d. If an explosion is imminent - close drapes, curtains, and shades.
- e. If you suspect gas or vapor contamination - take shallow breaths through a wet or damp cloth or towel.
- f. Avoid contact with any spilled liquid materials, airborne mist or condensed solid chemical materials.
- g. Do not eat or drink any food or water that may have been contaminated.

2. After the Incident

- a. All persons needing medical assistance will report to the building First Aid Team.
- b. Report lingering vapors or contamination to the Incident Management Team.
- c. Do not leave the building until notification of “all clear” is given by the local emergency response personnel.

SECTION III

EMPLOYEE EMERGENCY RESPONSE TEAMS

I. INTRODUCTION

A. Purpose

The purpose of the employee Emergency Response Teams are to assist the Incident Management Team in managing the incident and to provide care for **(insert School Name)** employees, students and visitors in the event normal emergency services are not available due to a disaster. The following functions and teams are needed to respond to a disaster:

- O** Incident Management - **Incident Management Team** (Attachment A)
- O** Facility Evacuation - **Evacuation Team** (Attachment B) - **This function may be done by the Incident Management Team**
- O** Basic first aid for injured employees, students and visitors - **First Aid Team** (Attachment C)
- O** Search for missing or trapped employees/visitors - **Search & Rescue Team** (Attachment D)
- O** Contain minor fires in a disaster and turn off and/or save utilities as warranted - **Fire and Utilities Team** (Attachment E)
- O** Assess facility damage before re-entry occurs - **Damage Assessment Team** (Attachment F)
- O** Reunite parents and students and prepare school for dismissal of students **Student/Parent Reunion Team** (Attachment G)
- O** Provide for management of students so key response staff members may leave students and join team - **Student/Staff Supervision Team** (Attachment H)
- O** Provide security, sheltering (if necessary), know school building thoroughly - **Support and Security Team** (Attachment I)

Comment:

The Incident Management Team is responsible to identify, train and recruit employees to form Employee Emergency Response Teams for each function outlined above.

B. Scope and Functions

Each team has specific functions and training requirements. This section contains Attachments A-I, which outline the specific team's role and function.

C. Concept of Operations

Each team will function under the direction and supervision of the Incident Management Team. When activated teams will:

1. Only be used when normal fire/aid response is not available or delayed.
2. Report to the school's Command Post (location to be determined).
3. Assist the Incident Management Team as needed.
4. Provide functions as directed and trained.
5. Report all findings to the Command Post.

D. Attachments

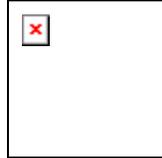
- A -1 Incident Management Team
- A-2 Incident Management Team Checklist
- A-3 Disaster Assessment Form
- B-1. Evacuation Team
- B-2 Evacuation Team Checklist
- C-1 First Aid Team
- C-2 First Aid & Triage Checklist
- C-3 Infection Control Guidelines for Protection of HIV Transmission in First Aid Situations

- D-1 Search and Rescue Team
- D-2 Search and Rescue Checklist
- E-1 Fire and Utilities Team
- E-2 Fire and Utilities Team Checklist
- F-1 Damage Assessment Team
- F-2 Damage Assessment Team Checklist
- F-3 Building Rapid Evaluation Form
- F-4 Building Detailed Evaluation Form
- G-1 Student/Parent Reunion Team
- G-2 Student/Parent Reunion Checklist
- H-1 Student/Staff Supervision
- H-2 Student/Staff Supervision Checklist
- I-1 Support/Security Team
- I-2 Support/Security Team Checklist

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HAZARDOUS MATERIAL INCIDENTS

As many as 500,000 products pose physical or health hazards and can be defined as hazardous materials. Accidents involving toxic substances have occurred in communities across the country. For example, tank cars containing toxic substances derailed and burned in Kentucky, forcing 7,500 residents to evacuate. A train derailment near Marysville, Washington resulted in hazardous materials fire and the evacuation of over 100 homes. Because HAZMAT incidents occur suddenly and generally without warning it pays to know what to do ahead of time.



Preparing

- Ask your local fire department about emergency warning procedures.
- Find out precise information about where reportable quantities of extremely hazardous substances are stored and where they are used.
- Ask your Local Emergency Planning Committee (LEPC) about community plans for responding to hazardous materials accidents.
- Determine how close you are to freeways, railroads or factories which may produce or transport toxic materials.
- Be prepared to evacuate.
- Have materials available to seal off your residence from airborne contamination.

Responding

- If you are a witness - call 911 or your local fire department.
- If you hear a warning signal - listen to local radio or television stations for further information. Follow all instructions.
- Stay away from the incident site to minimize the risk of contamination.
- If caught outside - stay upstream, uphill or upwind. Try to go one-half mile (10 city blocks) from the danger area.
- If you are in a car - close windows and shut off ventilation.
- Evacuate if told to do so.
- If local officials say there is time, close all windows, shut vents, and turn off attic fans and other ventilation systems to minimize contamination.
- To reduce the possibility of toxic vapors entering your home, seal all entry routes as efficiently as possible.
- If an explosion is imminent - close drapes, curtains and shades.
- If you suspect gas or vapor contamination - take shallow breaths through a cloth or towel.

- Avoid contact with any spilled liquid materials, airborne mist or condensed solid chemical materials.
- Do not eat or drink any food or water that may have been contaminated.

After a Hazmat Incident

- Seek medical help for unusual symptoms.
- If medical help is not immediately available and you suspect contamination - remove all clothing and shower thoroughly.
- Place exposed clothing and shoes in tightly sealed containers without allowing them to contact other materials: get directions for proper disposal.
- Advise others of your possible contamination.
- Get direction from local authorities on how to clean up your land and property.
- Return home only when directed to do so.
- Upon returning home, ventilate the house.
- Report lingering vapors or other hazards.

If you have questions or concerns about hazardous materials or would like information on Hazmat training opportunities in Washington State, call Ken Parrish at (360) 923-4548 or send e-mail to: parrish@gate.emd.wa.gov.

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PREPARING FOR WINTER STORMS

Winter storms can range from moderate snow over a few hours to blizzard conditions with blinding, wind-driven snow or freezing rain that lasts several days. The time to prepare is before the snow and ice begin to fall. Begin by learning the warning terms. A "winter storm watch" indicates that severe winter weather may affect your area. A "winter storm warning" indicates that severe winter weather conditions are definitely on the way. A "blizzard warning" means that large amounts of falling or blowing snow and sustained winds of at least 35 miles per hour are expected for several hours.

Before :

- Know the terms used by weather forecasters.
- Consider purchasing a battery-powered NOAA weather radio and stock extra batteries.
- Keep rock salt to melt walkway ice and sand to improve traction.
- Have an alternate heat source and a supply of fuel.
- Install storm windows or cover windows with plastic.
- Insulate walls and attics.
- Caulk and weather strip doors and windows.
- Keep your car "winterized" with fresh antifreeze. Use snow tires.

Keep the following items in your car:

- Flashlights with extra batteries and bulb.
- First aid kit with pocket knife and necessary medications.
- Several blankets and sleeping bags.
- Newspapers for insulation.
- Plastic bags for sanitation.
- Matches.
- Set of mittens, socks, wool cap, rain gear and extra clothes.
- Small sack of sand for generating traction under wheels.
- Small shovel and tools (pliers, wrench, screwdriver).
- Booster cables and tire chains or traction mats.
- Cards, games, and puzzles.
- Brightly colored cloth to use as a flag from your antenna.
- Brightly colored large cloth to attract attention.
- Canned fruits and nuts.
- Non-electric can opener.



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EARTHQUAKES: Before, During And After

Seventy million people in 39 states are at high risk from earthquakes. People in all states, however, are at some risk. Approximately 1,000 earthquakes occur in Washington State every year. While there is little we can do to avoid earthquakes, there is much we can do to prepare for them. Here a few things you can do before, during and after an earthquake.

Before :

- Get together with the members of your household and put together a [disaster plan](#).
- Assemble [disaster supplies](#) and store them in an easy-to-get to location.
- Identify safe spots and danger zones in each room.
- Consider buying earthquake insurance.
- Know how to shut off all utilities.
- Ensure your house is firmly anchored to its foundation.
- Anchor overhead lighting fixtures.
- Store breakable items on low shelves or in cabinets that can fasten shut.
- Place large or heavy objects on lower shelves.
- Fasten shelves to walls. Brace high and top-heavy objects.
- Repair defective electrical wiring, leaky gas and inflexible utility connections.
- Securely fasten water heaters and gas appliances.
- Anchor wood burning stoves to the floor. Secure stove pipe to the flue exit and securely fasten stove pipe segments together.

During :

- If indoors -- take cover under sturdy furniture or against an inside wall, and hold on, "Drop, Cover and Hold". Stay away from the kitchen!
- If outdoors -- stay there. Move away from buildings, street lights and utility wires.
- If outdoors near tall buildings -- step inside a doorway, drop down and cover your head and shoulders to protect yourself from falling glass and other debris.
- In a high-rise building -- take cover under sturdy furniture away from windows and outside walls. Stay in the building on the same floor. An evacuation may not be necessary. Wait for instructions from safety personnel. Do not use elevators.
- In a vehicle -- stop as quickly as safety permits, and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses or utility wires.

After :

- Check yourself and other for injuries.
- Prepare for after shocks.

- Wear sturdy shoes to prevent injury.
- Use flashlights or battery powered lanterns if the power is out.
- If you smell gas or hear a hissing sound - open a window, leave the building and shut off the main gas valve outside.
- If water pipes are damaged -- shut off the water supply at the main valve.
- Check your home for structural damage to include the chimney.
- Clean up spilled medicines, bleaches, and flammable liquids.
- Visually inspect utility lines and appliances for damage.
- Do not flush toilets until you know that sewage lines are intact.
- Open cabinets cautiously. Beware of objects that can fall off shelves.
- Use the phone only to report a life threatening emergency.
- Listen to the radio for the latest emergency information.
- Staff off the streets and avoid damaged areas, unless you have been asked to help by proper authority.

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- Bottled water.
- Change to make a phone call.

During :

- Listen to [NOAA Weather Radio](#) or local radio or television for weather reports and emergency information.
- Wear several layers of loose-fitting, light-weight, warm clothing rather than one layer of heavy clothing.
- Wear mittens instead of gloves.
- Wear a hat -- most body heat is lost through the top of the head.
- Avoid overexertion.
- Watch for signs of frostbite and hypothermia.
- If symptoms are detected, get medical help immediately.
- A loss of feeling and a white or pale appearance in fingers, toes, or nose and ear lobes are symptoms of frostbite. Symptoms of hypothermia include uncontrollable shivering, slow speech, memory lapses, frequent stumbling, drowsiness, and exhaustion. If frostbite or hypothermia is suspected begin warming the person slowly. Warm the persons trunk first. Use your own body heat to help. Arms and legs should be warmed last since stimulation of the arms and legs can drive blood to the heart and lead to heart failure. Never give a frostbite or hypothermia victim something with caffeine in it or alcohol. Caffeine can cause the heart to beat faster and hasten the effects cold has on the body. Alcohol can slow the heart and also hasten ill effects of cold body temperature.
- Conserve fuel by keeping your house cooler than normal.
- Refuel kerosene heaters outside and keep them at least three feet from flammable objects.
- If caught in your car during a blizzard or winter storm remain in your vehicle and wait to be found.

Preparedness Fact Sheet

WINDSTORMS... "When The Lights Go Out"

The state of Washington has experienced many violent windstorms in past years, and there is every likelihood they will come again and again. These storms have been known to kill and injure people, destroy homes and businesses, knock out public utilities and leave thousands of people without power anywhere from a few hours to ten or more days.

The following steps will help you prepare for the next windstorm and the power outages that generally accompany them.

BEFORE :

- Have a [disaster plan](#); and assemble a [disaster supplies kit](#) (include several flashlights, battery powered radio, extra batteries and a wind-up clock).
- Anchor outdoor objects that can blow away.
- Fill vehicles with gas in case the gas stations lose power.
- Register life-sustaining equipment with your utility.
- Consider buying a small generator to power electrically powered life-sustaining equipment.
- When installing generators, follow the manufacturer's instructions and have it inspected by the utility company and state electrical inspector.
- Have a corded telephone available. Cordless phones do not work when the power is out.
- Post the phone number of the New Construction, Repairs and Power Outage listing of your local utility.
- Learn how to open your electric garage door using the manual override.
- Make sure you have an alternate heat source and fuel supply.

DURING

- Do not drive or go outside in high winds. Avoid windows.
- Stay far away from downed power lines.
- Report the outage to your local utility, otherwise, use the phone for emergencies only.
- If you are the only one without power, check your fuse box or circuit breaker panel. Turn off large appliances before replacing fuses or resetting circuits.
- If power is out in the neighborhood, disconnect all electrical heaters and appliances to reduce the initial demand and protect motors from possible low voltage damage.
- Connect lights and appliances directly to a generator, not to an existing electrical system.

- If you leave home, turn off or unplug heat producing appliances.
- Unplug computers and other voltage sensitive equipment to protect them from power surges.
- Conserve water, especially if you are on a well.
- Keep doors, windows and draperies closed to retain heat.
- Keep refrigerator and freezer doors closed. If doors remain closed, a fully loaded freezer can keep foods frozen for two days.
- Be extremely careful of fire hazards caused by candles or other flammable sources.
- When using kerosene heaters, gas lanterns or stoves indoors, maintain ventilation to avoid a build-up of toxic fumes.
- Do not use charcoal indoors.
- Leave on light switch on to alert you when the power is restored.

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WILD LAND FIRES

The threat of wild land fires for people living near wild land areas or using recreational facilities in wilderness areas is real. Preparing for wild land fires and protecting structures in the wild land has special challenges. Here are a few things you need to know.

Design and landscape your home with wildfire safety in mind. A distance of 100 -150 feet around your home needs a comprehensive landscape approach. Select materials and plants that resist fire rather than fuel it. Use fire resistant or non-combustible materials on the exterior of the dwelling. Or, treat wood or combustible material used in roofs, siding, decking or trim with UL approved fire-retardant chemicals. Plant fire-resistant shrubs and trees.

Before :

- Maintain a 30 foot defensible space around your home to act as a fire break.
 - Clear a 10 foot area around propane tanks and the barbecue.
 - Regularly dispose of newspapers and rubbish.
 - Regularly clean roof and gutters.
 - Landscape in zones around your house.
 - Rake leaves, dead limbs and twigs. Clear flammable vegetation from around and under structures.
 - Remove dead branches that extend over the roof.
 - Ask the power company to clear branches from power lines.
 - Stack firewood at least 100 feet away and uphill from your home. Clear combustible materials within 20 feet and use only UL-approved wood burning devices.
 - Follow local burning regulations.
 - Store flammable materials in approved safety cans.
 - Inspect chimneys twice a year. Clean them at least once a year.
 - Use 2" mesh screen beneath porches, decks, floor areas and the home itself. Also, screen opening to floors, roof and attic.
 - Install smoke detectors on each level of your home; in your bedrooms; test monthly and change the batteries twice a year.
 - Keep a ladder that will reach the roof.
 - Consider installing protective shutters or heavy fire-resistant drapes.
 - Keep handy household items that can be used as fire tools: a rake, hand saw or chain saw, bucket and shovel.
-

If time permits, close windows, vents, doors, blinds, and noncombustible window coverings. Remove lightweight curtains. Shut off gas at the meter. Turn off pilot lights. Close Fireplace damper and screen. Move flammable furniture into the center of the home away from windows and sliding glass doors. Turn on a light in each room to increase visibility of your home in heavy smoke. Seal attic and ground vents with pre-cut plywood or commercial seals. Turn off propane tanks. Place combustible patio furniture inside. Connect the garden hose to outside taps. Place lawn sprinklers on the roof and near above-ground fuel tanks. Wet the roof. Wet or remove shrubs within 15 feet of the home. Gather fire tools.

When Fire Threatens

- Listen to your radio for reports and evacuation information.
 - Back your car into the garage or park it in an open space facing the direction of evacuation. Close doors and windows. Leave the key in the ignition. Close garage windows and doors, but leave them unlocked. Disconnect automatic garage door openers.
 - Confine pets to one room. Plan for their care if you must evacuate.
 - Arrange for temporary housing outside the threatened area.
 - If advised to evacuate, do so immediately.
 - Tell someone when you are leaving and where you are going.
 - If you evacuate your home place a note on the door indicating when you left and where you are going.
 - Wear protective clothing -- sturdy shoes, cotton or woolen clothing, long pants, a long-sleeved shirt, hat, gloves and a handkerchief to protect your face.
 - Take your disaster supplies kit.
 - Lock your home.
 - Choose a route away from fire hazards. Watch for changes in the speed and direction of fire and smoke.
-

Flood

Floods are the most common and widespread of all natural disasters and can occur nearly anywhere in the United States. Flooding along rivers is a natural and inevitable part of life. Knowing the warnings and what they mean could save your life.

To find out more about steps you can take to prepare, and ways you can protect your property following a flood, select a topic from the list below. To find out detailed information about potential flood areas in your community, call your [local emergency management office](#).

- [Floods](#)
- [Warning To Flood Victims](#)

For more information on floods, browse the Federal Emergency Management Agency ([FEMA](#)) web site.

Updated: March 15, 1997

[Washington State Emergency Management](#), A Division of Washington Military Department

ATTACHMENT A-1

INCIDENT MANAGEMENT TEAM

I. PURPOSE

In a major emergency or disaster, Washington State schools may be damaged or need to be evacuated, people may be injured, and/or other emergency response may need to be taken. These activities need to be organized and coordinated for efficient management of the disaster activities.

II. SCOPE AND FUNCTIONS

(Insert school name) senior managers and staff must be prepared to provide organization and management for the school for emergencies and disasters. Employees must be identified and trained to assist the school in coordination.

A Command Post will be established to direct operations. Two sites need to be selected for the Command Post. One indoor and one outdoor. The outdoor site should not require changing. The indoor site may need to change in the event of damage due to an earthquake. The Incident Management Team will perform the following functions:

Before the Disaster

- Determine who is on the Incident Management Team. The team should consist of senior manager(s) in the school system.
- Identify sites in and outside the facility that could be utilized as the Command Post.
- Identify and procure needed supplies and tools to manage the emergency/disaster.

During the Disaster

- Assemble team and determine Incident Management Team leader.
- Account for students and staff if building(s) evacuated.
- Establish a Command Post.
- Conduct an immediate disaster assessment. (Attachment A-5)
- Activate school's Emergency Response Teams as needed.
- Coordinate with government responders (EMS, Fire, Police, etc.)
- Document all activities.

After the Disaster

- Provide District Office with incident documentation.
- Assist with recovery efforts as needed or requested.

ATTACHMENT A-2

INCIDENT MANAGEMENT TEAM CHECKLIST

A. Establish Incident Management Team and Command Post

Team Leader(s) _____ Phone Number(s) _____

Team Members _____

Communications Runner _____

Command Post Location:

Indoors: _____

Outdoors: _____

- _____ 1. Identify and organize personnel present at the school on the Emergency Management Team.
- _____ 2. Assess and evaluate situation. See Disaster Assessment Form.
- _____ 3. Assure pre-selected sites are safe location for Command Post.
- _____ 4. Set up Command Post. Set up tent, table, chairs, communications equipment, and supplies as needed.

B. Account for students, staff and visitors.

C. Emergency Response Teams

- 1. Activate Emergency Response Teams as needed.

_____ Evacuation Team

_____ First Aid Team

_____ Search and Rescue Team

- _____ Fire and Utilities Team
- _____ Building Damage Assessment Team
- _____ Student/Parent Reunion Team
- _____ Student/Staff Supervision Team
- _____ Support and Security Team

2. Assign personnel
 3. Distribute checklists
 4. Gather equipment
- D. Contact government emergency responders as soon as possible.
- E. Communicate with all staff, programs and District office as soon as possible.
- F. Document emergency actions and decisions.
- G. Complete Disaster Assessment Form and forward (if possible) to District Office.

ATTACHMENT A-3

DISASTER ASSESSMENT FORM

(+ indicates surplus / - indicates required)

School Name/Address: _____

Date: ___/___/___ Time: ___:___ Author: _____

STATUS (Attach listing, by name of persons deceased or missing)

_____ Minor Injuries _____ Serious Injuries _____ Fatalities
_____ # Trapped _____ # Rescued _____ Total Occupants

ASSETS

Personnel Assets

_____ First Aid Personnel
_____ Search & Rescue
_____ Fire Control and Security
_____ Communications Personnel
_____ Other (specify) _____

Survival Assets

_____ Days of Food
_____ Days of Water
_____ Blankets
_____ First Aid Equipment

_____ Search & Rescue Equipment

_____ Flashlights
_____ Batteries
_____ Sanitary Equipment
_____ Other (specify) _____

Transportation Assets (State Vehicles)

Status: ___ Operational

___ Non-Operational

- ___ Cars
- ___ 4X2 Pickup Trucks
- ___ 4X4 Pickup Trucks
- ___ Van
- ___ Motorcycle
- ___ Motorhome
- ___ Other (specify) _____

Communications Assets

Status: ___ Operational ___ Non-Operational

- ___ Telephones
 - ___ Cellular Phones
 - ___ Radios
 - ___ Extra Batteries
 - ___ Chargers
 - ___ Pagers
 - ___ Other (specify) _____
- List number(s) - personnel assigned
- Type/Call-Sign

ATTACHMENT B - 1

EVACUATION TEAM

I. PURPOSE

In a major emergency/disaster, evacuation of the school may be warranted. The purpose of the Evacuation Team is to organize assembly sites for employees, students and visitors and to determine if all employees and students are accounted for.

II. SCOPE AND FUNCTIONS

School personnel must be able to evacuate a school for any and all hazards. Designated employees (students in upper grades could assist) will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place.

The Evacuation Team will provide the following functions:

Before the disaster:

- O Pre-determine assembly sites outside the school. The utilization of “fire” assembly sites will be utilized for all evacuations unless determined unsafe for other hazards.
- O Review all evacuation routes semi-annually. School design changes, desks and offices may be moved. Reviewing evacuation routes will assist team in training employees and students.
- O Pre-determine if the “fire” assembly site can be used for earthquake evacuation.
- O Pre-identify your school's “at risk” employees and students who may need special considerations to evacuate. Discuss with at-risk employees for their suggestions on how to evacuate. Assign them a “buddy” to assist with their evacuation.
- O Pre-determine ways to account for all employees, students and visitors (if possible). Create staff lists that are removed when evacuated.
- O Recruit sufficient team members to cover all sections/floors in a school.

During the disaster (excluding fire)

- O Assure evacuation route is safe and assembly site is free of any hazard, i.e., power lines/trees in the way.
- O In the event of an evacuation due to hazardous material incident, ensure assembly site is upwind of the incident and safe.
- O Once evacuated, account for all employees, students and visitors.
- O Report all findings to the School Incident Management Team.

After the Disaster

- O Review all evacuation routes and procedures. Determine if enhancements are needed and make recommendations to school Incident Management Team.

ATTACHMENT B-2

EVACUATION TEAM CHECKLIST

A. Evacuation Team Members

Team Leader(s) _____

Team Members _____

B. Assembly Sites _____

C. Evacuation Box

____ 1. School map

____ 2. Employee roster(s)

____ 3. Master keys

____ 4. Bullhorn (if needed)

____ 5. Signs to post, writing implements, clipboards

____ 6. ID vests

ATTACHMENT C - 1

FIRST AID TEAM

I. PURPOSE

In case of a major emergency or disaster, schools may be without normal emergency medical services. Large-scale disasters may affect emergency medical service providers by damaging or destroying school and equipment. Further, it is possible that regional medical school and aid stations may be relocated to areas that have sustained less damage or are more accessible. This plan provides for limited first aid services to be provided by selected personnel when other public and private services are unable to respond or cannot be contacted during and after a widespread disaster.

II. SCOPE AND FUNCTIONS

School personnel must be prepared to provide first aid services to the extent of their individual certification or training, not to surpass “basic life support.” Basic life support means *non-invasive emergency medical services requiring basic medical treatment skills*.

An onsite first aid station will be established at a safe location. The injured will be found and moved to the first aid station. In the event of mass casualties, triage will be performed. Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. Directions for performing triage follow the first aid and triage checklist (see page 2).

(Insert school name) will identify personnel with first aid and medical skills and activate First Aid Teams for each school, which will perform the following functions:

- Designate the person with the most skill, training, or medical certification as First Aid Team leader.
- Establish a first aid station at a safe location.
- Conduct triage.
- Gather first aid kits and emergency supplies.
- Provide care for the injured to the extent of abilities.

- Coordinate care with professional emergency medical service providers, if possible.
- Request or provide medical transportation of seriously injured to medical facility, if possible.

- Provide appropriate measures for the dead.

- Maintain records of injured and dead.

- Provide emergency shelter for injured.

III. TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below.

TRIAGE Priorities
Highest Priority
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Lowest Priority
1. Fractures or other injuries of a minor nature
2. Obviously mortal wounds where death appears reasonably certain

3. Obviously dead

IV. REFERENCES

- A. *1st Responder*, Second Edition, J. David Bergerson, 1987

- B. *Emergency Medical Services: First Responder Training Course Instructor Lesson Plans*, U.S. Department of Transportation, National Highway Traffic Safety Administration.

ATTACHMENT C-2

FIRST AID AND TRIAGE CHECKLIST

A. Establish First Aid Team and First Aid Station

Team Leader _____

Team Members _____

First Aid Station _____

- _____ 1. Identify and organize personnel present at the school with emergency first aid, CPR, and medical knowledge into a team or teams.
- _____ 2. Brief First Aid Team on the situation and assign duties.
- _____ 3. Establish a first aid station in any safe location, depending on the extent of the disaster or emergency.
- _____ 4. Identify first aid treatment and holding areas.

B. Triage - Treatment

- _____ 1. Direct and coordinate the efforts of the First Aid Team(s) in triage and treatment of the injured. (See Triage Guidelines.)
- _____ 2. Request medical transportation services for the injured or deceased. If the disaster effects make normal means of medical transport unavailable, provide transportation using private vehicles.
- _____ 3. Identify and record the disposition of the injured, the deceased, and their belongings.
- _____ 4. Maintain communications with responding emergency medical services providers, onsite emergency teams, the Command Post, and the Emergency Operations Center, if activated.

C. Logistical Support

- _____ 1. Ensure the acquisition and maintenance of health and medical supplies and equipment.
- _____ 2. Coordinate the transportation of health and medical supplies, equipment and personnel.
- _____ 3. Establish, if necessary, an emergency shelter for victims, employees, rescuers, etc.

ATTACHMENT C-3

INFECTION CONTROL GUIDELINES FOR PROTECTION OF HIV TRANSMISSION IN FIRST AID SITUATIONS

I. Hand washing

Hand washing is the single most effective means of preventing the spread of infection. Hand washing procedures should be followed even if gloves have been worn. **If an emergency situation precludes proper hand washing, the hands should be washed as soon as possible after exposure.**

Any skin surface that comes into contact with blood or other body fluids should be cleansed using the same procedures used for hands. Hands should be washed:

- Before and after contact with a patient.
- Before and after touching open wounds (even if gloves are worn).
- Before eating.
- After any direct exposure to blood or other body fluids.
- After removing gloves.
- After handling soiled or contaminated items and equipment.
- After using the toilet.

The correct method used for hand cleaning and decontamination is with soap and water:

1. Wet hands.
2. Lather hands with either bar soap or liquid soap.
3. Rub repeatedly for at least 15 seconds.
4. Rinse.
5. Turn faucets off using a dry paper towel.
6. Dry hands properly and dispose of used paper towel in plastic bag.

In areas where running water is not readily available:

1. Remove obvious soil with a wet towelette.

2. Use waterless foams or rinses to clean skin.

II. Barrier Precautions

A medical history and examination cannot readily identify all patients infected with HIV or other blood-borne organisms. Therefore, blood and other body fluid precautions should be consistently used for all patients. These include patients at first aid stations where the risk of exposure by blood is possible and where the infectious status of the patient is usually unknown.

All health care workers should use the following barrier precautions to prevent exposure of skin and mucous membranes when contact with blood or any other body fluids of any patient is anticipated.

- Disposable latex gloves (which do not have to be sterile) should be worn for touching blood or other body fluids (urine, stool, semen, infected wounds, vomit), mucous membranes, or non-intact skin of all patients.
- Gloves should be worn for handling items or surfaces soiled with blood or other body fluids.
- Gloves should be changed between each patient.
- Hands and other skin surfaces should be washed immediately and thoroughly on contact with blood or other body fluids.
- Hands should be washed immediately after gloves are removed.
- Masks and protective eyewear or face shields should be worn during procedures that are likely to disperse droplets of blood or other body fluids, so that exposure of mucous membranes of the mouth, nose, and eyes is prevented.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

III. Rescue Breathing

There is no evidence that the HIV/AIDS virus has been transmitted through contact with saliva. However, pocket masks for all age groups should be available to first aid stations for use whenever CPR is administered. To use the pocket mask, the first aid responder must have had previous instructions.

After resuscitation is complete, pocket masks, if used, should be correctly cleaned and disinfected, or discarded if disposable.

IV. Eye Rinse

If the eye is splattered with blood or any other body fluid, it should be flushed immediately with saline or water rinses. Goggles should be available for use in those situations where splattering of blood is anticipated.

V. Precautions to Prevent Injuries From Needles, Scissors, and Other Sharp Instruments

All health care workers should take precautions to prevent injuries caused by scissors, needles, lancets, and other sharp instruments during use and during handling, cleaning, or disposal. Used needles and pointed instruments are the medical instruments most frequently implicated in accidental exposure to blood-borne diseases. Health care workers should:

- Be extremely careful in handling all scissors, needles, and sharp instruments.
- Minimize handling of such instruments.
- Not attempt to recap used needles or sharp instruments.
- Discard disposable needles, syringes, lancets, and sharp instruments as soon after use as possible in an impervious, closed container (hard plastic or metal can).

ATTACHMENT D-1

SEARCH AND RESCUE TEAM

I. PURPOSE

In the event of a major emergency or disaster involving damage of buildings, school personnel may be required to perform light urban search and rescue (SAR) to find missing or trapped students or staff. Personnel will be identified and trained in search and rescue. A checklist is provided to aid in search and rescue operations.

II. SCOPE AND FUNCTIONS

The Search and Rescue Checklist is a guide to light urban search and rescue. Any major search and rescue operations must be performed by trained search and rescue teams provided through local/state government. However, immediate emergency search and rescue can be performed by school personnel.

The Incident Management Team(s) will activate the Search and Rescue Team(s) which will perform the following functions:

- Conduct primary and secondary searches of school.
- Rescue trapped victims where possible.
- Report location of victim(s) to First Aid Team if rescue cannot be accomplished.
- Document rescue activities and victim information.
- Look for obvious problems as you search: structural damage, hazardous material spills, etc.
- Record nature and location of observed problems on checklist.
- Report imminent danger to Search and Rescue Team leader when feasible.
- Mark areas of search to avoid duplications and oversight.

ATTACHMENT D-2

SEARCH AND RESCUE CHECKLIST

A. Form and Equip Teams

Team Leader

Team Members

- _____ 1. Form Search and Rescue Teams of at least two persons per team.
- _____ 2. Establish communications. Check with the Command Post for information on the status of school and possible hazards.
- _____ 3. Equip team members with hard hats, gloves, and tools as needed. Review safety equipment and guidelines.

B. Primary Search

- _____ 4. Establish a search plan. Divide the school into manageable areas prior to starting to search. Use a floor plan area map or a sheet of paper to identify the sections searched and the problems encountered. Mark the areas searched.
- _____ 5. Record the positions of the unconscious or dead for identification purposes. Note any identifying objects found with each person.
- _____ 6. Make every effort to find victims. Call out, use a whistle, or otherwise announce the presence of the team so that trapped victims can respond to notify them of their location.
- _____ 7. Move victims carefully to avoid further injury. Take those with injuries to the first aid station. Remove the dead to a temporary or permanent morgue.

Emergency Response Teams

- _____ 8. Care for the dead respectfully: cover bodies, avoid mutilation, and collect and preserve identification (clothes, watches, purses, wallets, and the like). Log names.

C. Secondary Search

- _____ 9. Conduct a second search after all first search victims have been cared for and moved. Record building damage and observations.

- _____ 10. Document all activities of the Search and Rescue Teams. This should include areas searched, victims found, damage noted, times, team members, etc. Information regarding victims must be reported to school Incident Management Team.

ATTACHMENT E-1

FIRE AND UTILITIES TEAM

I. PURPOSE

In the event of a disaster, Washington State schools may have damage causing fires, gas leaks, water line ruptures, downed power lines, or other utility problems. This plan provides for limited fire suppression and utility services to be provided by selected **(insert school name)** personnel when other public and private services are unable to respond or be contacted during and after the event.

II. SCOPE AND FUNCTIONS

School personnel must be prepared to deal with fires and utility problems to the extent of their training and experience. Personnel will be selected for fire suppression training. The Fire and Utilities Team will perform the following functions:

- Designate the person with the most skill and training as Fire and Utilities Team leader.
- Gather equipment and supplies.
- Provide evaluation of fire outbreaks and dangers.
- Provide minimal fire suppression.
- Evacuate school in case of major fire threat.
- Provide evaluation of dangers and deficiencies of utilities.
- Provide shut-off precautionary measures.

ATTACHMENT E-2

FIRE AND UTILITIES TEAM CHECKLIST

A. Form and Equip Teams

Team Leader _____

Team Members _____

B. Fire Team

- _____ 1. Confirm reported existence and location of fires.
- _____ 2. Carry out suppression actions for small fires.
- _____ 3. Immediately report discovery of larger fires to team leader.
- _____ 4. Assist in evacuation or search and rescue activity if needed.
- _____ 5. If necessary, secure and post area following suppression of small fires.

C. Utilities Team

- _____ 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 systems
 - Bathrooms
- _____ 4. Report assessment to Command Post and/or the Emergency Operations Center.
- _____ 5. Survey extent of apparent structural and site damage.
- _____ 6. Report damage to Command Post and/or the Emergency Operations Center.

D. Equipment List

1. Hard hats
2. ID vests
3. Valve wrenches
4. Basic tools
5. Gloves

ATTACHMENT F-1

DAMAGE ASSESSMENT TEAM

I. PURPOSE

In the event of a disaster, Washington State schools must be prepared to conduct a rapid building assessment of the school to evaluate the safe occupation by students and staff. Designated personnel will be identified and trained in Applied Technology Council (ATC) #20 techniques. In the event an ATC course is not available, the team should take a course that provides the lay person enough tools to assess building damage. Persons selected should be familiar with the building and possible damage from earthquakes. This attachment provides forms to aid in building assessment.

II. SCOPE AND FUNCTIONS

(Insert school name) employees will conduct building assessments of only school buildings. These are only initial assessments until professional structural engineers can be consulted. When in doubt, the building is to be evacuated and closed.

The Incident Management Team will activate the Damage Assessment Team(s) which will perform the following functions:

- Conduct evacuation assessment if time and conditions permit.
- Conduct rapid building assessment of all floors and facilities.
- Close building or cordon off all danger areas.
- Document building damage.
- Request professional help as needed.

ATTACHMENT F-2

BUILDING ASSESSMENT CHECKLIST

A. Form and Equip Teams

Team Leader _____

Team Members _____

- ___ 1. Form Building Assessment Teams of at least two persons per team.
- ___ 2. Establish communications. Check with the Command Post for information on the status of school and possible hazards.
- ___ 3. Equip team members with hard hats, gloves, and tools as needed. Review safety equipment and guidelines.

B. Evacuation Assessment

- ___ 1. Check evacuation routes for safety.
- ___ 2. Check assembly areas for safety - gas/water pipe ruptures, downed power lines, trees, landslide danger, hazardous materials, etc.

C. Rapid Building Assessment

- ___ 1. Establish an assessment plan. Divide the school into manageable areas prior to starting to evaluate. Use a floor plan area map or a sheet of paper to identify the sections and the problems encountered. Mark the areas evaluated.
- ___ 2. Review structures for conditions listed on the forms.
- ___ 3. Indicate condition of the building. Close building if necessary and cordon off dangerous areas with barrier tape, signs, barricades, etc.
- ___ 4. Make recommendations on safety of building and notify Command Post.
- ___ 5. Document all activities of the Building Assessment Teams. This should include areas searched, victims found, damage noted, times, team members, etc. Information regarding victims must be reported to Incident Management Team.
- ___ 6. Submit Building Rapid Evaluation Form to Command Post.

ATTACHMENT F-3

BUILDING RAPID EVALUATION FORM

Building Description

Overall Rating (check one)

Name _____

_____ Inspected (green)

Address _____

_____ Exterior only

_____ Exterior & Interior

_____ Limited Entry (yellow)

of stories _____

_____ Unsafe (red)

Basement: Yes____No____Unknown____

Inspector _____

Department _____

Building Type:

Inspection Date (m/d/y) _____

_____ Apartment

Inspection Time _____:_____ am/p.m.

_____ Office

_____ Residential

_____ Warehouse

_____ Other (specify) _____

Structural System:

_____ Wood frame

_____ Un-reinforced masonry

_____ Reinforced masonry

_____ Tilt up

_____ Concrete frame

_____ Steel frame

_____ Other (specify) _____

Main Occupants:

_____ Students/Staff

_____ Handicapped

_____ Non English speaking

_____ Staff

_____ Outside agency

_____ Other (specify) _____

Instructions

1. Review structure for conditions listed below.
2. A "yes" answer to 1,2,3 or 4 is grounds for posting the entire structure UNSAFE.
3. If more review is needed, post LIMITED ENTRY.
4. A "yes" answer to 5 requires posting AREA UNSAFE and/or barricading around the hazard.
5. Hazards such as a toxic spill or an asbestos release are covered by 6, and are to be posted and/or barricaded to indicate AREA UNSAFE.

Emergency Response Teams

<u>Condition of Building</u>	Yes	No	More Review Needed
1. Collapse, partial collapse, or building off foundation.	_____	_____	_____
2. Building or story noticeably leaning.	_____	_____	_____
3. Severe racking of walls, obvious severe damage and distress.	_____	_____	_____
4. Severe ground or slope movement present.	_____	_____	_____
5. Chimney, parapet, or other falling hazard.	_____	_____	_____
6. Other hazard.	_____	_____	_____

Recommendations

- _____ No further action needed.
- _____ Detailed evaluation required
- _____ Structural
- _____ Geotechnical
- _____ Other _____
- _____ Barricades needed in these areas:
- _____
- _____
- _____ Other (specify) _____

Comments: _____

Building Equipment Damage Assessment

	OK	Damaged/ Operable	Damaged/ Inoperable	Comments
Main boilers	_____	_____	_____	_____
Chillers (for HVAC)	_____	_____	_____	_____
Emergency generators	_____	_____	_____	_____
Fuel tanks	_____	_____	_____	_____
Battery racks	_____	_____	_____	_____
Fire pumps	_____	_____	_____	_____
On-site water storage	_____	_____	_____	_____
Communication equipment	_____	_____	_____	_____
Main transformers	_____	_____	_____	_____
Elevators	_____	_____	_____	_____

Emergency Response Teams

Other Fixed Equipment

Gas main

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Special Concerns

Toxic chemical storage:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Other

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comments:

Geotechnical Hazards

	OK	No	Unknown	Comments
Slope failure, debris	_____	_____	_____	_____
Ground movement, fissures	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Non Structural Hazards

Parapets, ornamentation	_____	_____	_____	_____
Cladding, glazing	_____	_____	_____	_____
Ceilings, light fixtures	_____	_____	_____	_____
Interior walls, partitions	_____	_____	_____	_____
Elevators	_____	_____	_____	_____
Stairs, exits	_____	_____	_____	_____
Electric, gas, other utilities	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

SEND COPY OF THIS FORM TO COMMAND POST

ATTACHMENT G-1

STUDENT/PARENT REUNION TEAM

I. PURPOSE

In the event of a disaster, Washington State schools must be prepared to reunite students and parents. The purpose of the Student/Parent Reunion Team is to establish site(s) for the orderly dismissal of student to parent.

II. SCOPE AND FUNCTION

(Insert school name) personnel must be able to quickly prepare for the quick arrival of parents wanting to remove their child from the school grounds after a disaster. Designated employees will be trained to establish student/parent reunion sites at entrances to the school.

The Student/Parent Reunion Team will provide the following functions:

Before the Disaster:

- Pre-determine reunion sites at entrances to the school.
- Prepare box of student emergency release cards for each reunion site.
- At each site have pre-printed release forms.

During the Disaster:

- Establish reunion sites.
- Assign staff and parent volunteers to man these sites.
- Have prepared in advance: student release forms, copies of student emergency release cards.
- Prepare to dismiss students to parents or authorized agent as quickly as possible.

After the Disaster:

- Reconcile release forms with student population count at the Command Post.

ATTACHMENT G-2

STUDENT/PARENT REUNION TEAM CHECKLIST

A. Student/Parent Reunion Team members:

Team Leader(s) _____

Team Members _____

B. Designated Reunion Sites _____

C. Reunion Box

- _____ 1. Copy Student Emergency Release Form
- _____ 2. Authorization to Release Student in Emergency forms
- _____ 3. Student Accounting
- _____ 4. Runner Form
- _____ 5. Signage (**REUNION SITE**)
- _____ 6. Class Rosters

ATTACHMENT H-1

STUDENT/STAFF SUPERVISION TEAM

I. PURPOSE

In the event of a disaster, Washington State schools must be prepared to respond to the incident with the available staff on duty at the time of the incident. The purpose of the Student/Staff Supervision Team is to supervise the students while the first response teams (Search and Rescue, First Aid, etc.) are responding to the incident.

II. SCOPE AND FUNCTION

(Insert school name) personnel must be able to both supervise the students and assemble the first response teams to respond to the incident. Designated employees and substitute staff will remain with the students while other staff are forming the first response teams.

The Student/Staff Supervision Team will provide the following functions:

Before the Disaster

- Identify staff that will remain with students during the incident.
- Assign Team members with "**buddy**" classes. These buddy classes must be near you so you can check up on the teacher of buddy class.
- Develop procedures to assume responsibility of your buddy classes.
- Prepare **Activity Box** to be used if you must manage more than one class to keep students occupied.

During the Disaster

- Determine the extent of injuries in your class.
- Assess the ability to evacuate (**in case of fire, evacuate according to your fire plan**).
- Check on your pre-established buddy classes.
- Evacuate classroom .

- Once in the assembly area, receive buddy class.

After the Disaster

- Once students have been dismissed, assist the Command Post with any additional emergency functions.

ATTACHMENT H-2

STUDENT AND STAFF SUPERVISION TEAM CHECKLIST

A. Student/Staff Supervision Team members:

Team Leader(s) _____

Team Member(s) _____

B. Assigned Buddy Class(s)

C. Tool Box

____ 1. Class Roster of your class and buddy classes

____ 2. Classroom Emergency Kit

____ 3. Forms, missing students, injury etc.

____ 4. Activities to keep students occupied: games, books, etc

ATTACHMENT I-1

SUPPORT AND SECURITY TEAM

I. PURPOSE

In the event of a disaster, Washington State schools must be prepared to provide security for the school building and its grounds and prepare to take care of the students until such time as parents or their designated representative can safely pick up the students.

II. SCOPE AND FUNCTION

(Insert school name) personnel must be able to first and foremost provide the security that may be needed to maintain the safety of the school, students and staff, and to prepare the school in the event students and staff may not be able to return home immediately following the incident. Personnel usually assigned to this team are facilities maintenance personnel along with other staff.

The Support and Security Team will provide the following functions:

Before the Disaster

- Identify key staff personnel who will assist facilities maintenance staff with team functions.
- Assemble tool box with: school's master keys, barrier tape, pre-written placards and signs, school diagram.
- Volunteer job descriptions - neighbors will come to assist the school. Be prepared to assign them jobs **not dealing with the students**.

During the Disaster

- Immediately following the evacuation, secure grounds (if possible), after the first response teams (Search and Rescue, First Aid, etc.) have completed tasks, secure building as requested by Command Post.
- Cordon off any areas with apparent structural damage or other damage (coordinate this activity with school's Damage Assessment Team).
- Station team members at school's access points and direct them to Student/Parent Reunion areas.
- If needed, prepare to set up sheltering, sanitary areas for students and staff.

After the Disaster

- Prepare to work closely with both Command Post, engineers and staff in re-establishing school.

ATTACHMENT I-2

SUPPORT AND SECURITY TEAM CHECKLIST

A. Support/Security Team Members:

Team Leader(s) _____

Team Members _____

B. Assure evacuation assembly areas are safe

C. If needed, prepare sanitation areas

D. Prepare to receive neighbors and other volunteers

E. Secure school and grounds

F. Prepare tool box

____ 1. Master keys

____ 2. Two-way radios

____ 3. Barricades, ropes, tape

____ 4. Pre-written placards and signs

____ 5. Site diagrams

____ 6. Volunteer job descriptions

____ 7. Toilet facilities - poles, black polyethylene sheeting, portable jons, spare bags, 5 gal. urinal buckets, toilet paper and holders, disposable hand wipes

SAMPLE

ACCIDENTS

Minor accidents can happen at any time during school activities. Responding appropriately to the needs of victims of the accident is of utmost importance.

The following procedures should be taken in the event of an accidental injury to students and staff:

1. The first adult on the scene assumes responsibility for appropriate procedures to be taken until an administrator arrives.
 - X Keep injured person still and quiet.
 - X Check for breathing and bleeding, administer immediate first aid if necessary.
 - X Call 911 if appropriate, give necessary information, see AReporting Information.≡
 - X Call for administrative assistance, nurse.
 - X Collect the facts of the cause or nature of the injury.
2. The Administrator or Designee will:
 - X Contact parent/guardian or relative/spouse for employee, if needed.
 - X Complete necessary forms, accident report, insurance forms, etc.

SAMPLE

BOMB THREATS

ALL BOMB THREATS WILL BE TAKEN SERIOUSLY. It is most likely that a threat of a bomb or other explosive will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT 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, if the threat is received by phone, attempt to gain more information.
3. The most important information is:
A. When will the bomb explode? B. Where is the bomb located?
4. Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat report" form.
5. Turn off cellular phone and/or walkie-talkie (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

1. Notify county sheriff or police department. Request assistance. Call 911.
2. Notify Superintendent of Schools or Assistant Superintendent for Educational Services.
3. Implement a quiet inspection of the facilities.
4. Evacuate the building using fire drill procedures.
5. Organize a search team to check for foreign objects; a bomb can be disguised to look like any common object.
6. Instruct search team not to touch or move any foreign object located! If the object doesn't belong there, leave it alone.
7. Maintain an open telephone line for communications.
8. Secure all exits to prevent re-entry to buildings during the search period.
9. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
10. Re-occupy buildings only when clearance is given by proper authorities.
11. Fill out Incident Report form and send to Financial Services.

SAMPLE

BUS ACCIDENTS

Bus Accident- Non-Injury

1. Driver reports details of accident by radio or second party.
 - X Who? Bus number- Driver name.
 - X Where? Exact location and direction of travel.
 - X What? Describe incident.
2. Transportation department notified of incident. Call 911 with information.
 - X Who? Name of district department.
 - X What? Describe briefly the vehicles involved/nature of accident.
 - X Where? Exact location/address.
 - X When? Time of incident.
3. Transportation department dispatches bus, mechanic and replacement driver with route information and camera .
4. Transportation notifies Executive Director for Transportation and Superintendent or Designee. Supervisor should go to scene of accident.
5. Transportation notifies schools regarding accident and delay or change in routes.
6. Transport students to their destination.

Bus Accident - Involving Serious Injury or Death

1. **Driver Response:** Use a pre-arranged code to notify office by radio. (The reason for using a code is to avoid unnecessary curious onlookers/ambulance chasers and anticipation, confusion and stress to those who may be monitoring our radio frequency).
 - X Who- Bus number and driver name.
 - X What- Code.
 - X Where- Exact location, address and direction of travel.
 - X Office announces over radio to all district vehicles to lower the volume on their radio. (This is to avoid unnecessary stress to students.)
2. **Office Response:**
 - X Call 911 with information.
 - X Who- Name of School District and department.
 - X What- Describe briefly the facts as known.
 - X Where- Exact location/address.
 - X When- Time of accident.
 - X Dispatch bus with driver and a mechanic with all route information and camera.
 - X Notify the Superintendent and Assistant Superintendent for Support Services and

- Finance and Operations Director.
 - X Notify school and Crisis Team.
 - X Complete student roster.
 - X School will notify parents/legal guardians.
 - X Activate support group for students.
3. District personnel will follow-up with an investigation of the accident and respond to the media.

SAMPLE

CHEMICAL SPILL/POISONING PROCEDURES

CHEMICAL SPILL:

1. In the event of a chemical spill in a school building, students and employees must be moved to a safe location immediately, using fire drill procedures.
2. Try to address the spill at the **lowest level possible**. Calling the Fire Department escalates it to the highest level, which may be unnecessary for many types of spills.
3. Call Fire Department and appropriate district personnel, if necessary, depending on the severity of the spill.
4. Once the Fire Department is called, all control of the situation is taken out of district hands.
5. When a chemical spill occurs either inside or outside of the school building, follow the advice of the authorities. Fire Department, County Health Department, etc...)
6. Wait for permission from authorities before returning to the school building.
7. Check MSDS Sheets.

HAZARDOUS MATERIALS INFORMATION:

1. The school district will provide Material Safety Data Sheets (MSDS) training to inform all employees of potentially hazardous materials in the work place.
2. Each location has a Chemical Hazard Notebook that contains MSDS for hazardous products. All substance containers should be clearly labeled. Hazardous chemicals transferred to other containers must be labeled.

POISONING:

If a student ingests a poisonous substance:

1. Call Poison Control Center 1-800-732-6985.
2. Call parents.
3. Check with school nurse.

Following any emergency, please fill out Incident Report form and send to Financial Services.

SAMPLE

CHILD ABUSE

REMEMBER: Failure to report a suspected incident of child abuse, within 48 hours, is a gross misdemeanor. Protect the victim and protect yourself.

Important First Steps for...

Sexual Assault (Child assaulted on or near school property):

1. Accompany victim to safe place at school and remain with her/him.
2. Protect evidence of sexual assault.
3. Notify parent/legal guardian, school nurse, CPS, and police without delay.
4. Once student has been cared for, notify immediate director.
5. Complete a Child Abuse and Neglect Report. Send a copy to Health Services.

Sexual Abuse (Suspicion of past sexual incidents):

1. Notify school nurse immediately.
2. Notify CPS and describe evidence.
3. Leave notification of family to CPS.
4. Notify immediate director/supervisor.
5. Complete a Child Abuse and Neglect Report. Send a copy to Health Services.

Suspected Physical Abuse or Significant Neglect:

1. Notify school nurse immediately. If unable to reach her/him, proceed directly to #2.
2. Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
3. Notify immediate director/supervisor.
4. Complete a Child Abuse and Neglect Report. Send a copy to Health Services.

***DO NOT DESTROY EVIDENCE OF RAPE:**

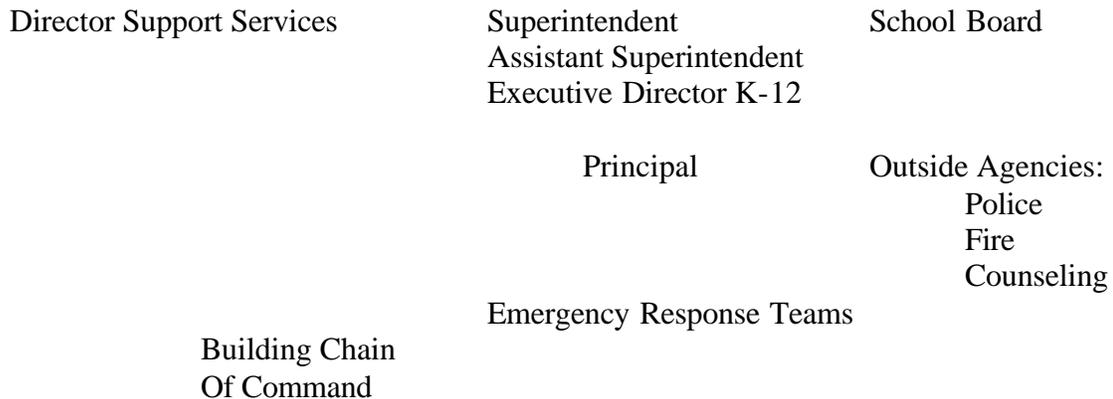
- X **Do not wash** clothes or victim=s body or underwear.
 - X **Do not allow victim to wash** or wipe body.
 - X **Do not wipe** away dirt, semen or dried blood.
- Stay with the victim and reassure her/him of safety.**

SAMPLE

DISTRICT CHAIN OF COMMAND (Bremerton Model)

The School District

1. Chain of Command:



Emergency Contacts

- X School Nurse
- X Support Services
- X Switchboard/Personnel
- X Key Communicators
- X Parents/Guardians

2. Director for Support Services is authorized to allow outside agencies to use School District equipment.
3. Superintendent or Designee shall Authorize the emergency use of facilities or funds.
4. District wide Emergency Response Team.
 - X Composed of five (5) or six (6) district employees chosen for voluntary participation by the Superintendent.
 - X Team is activated by Superintendent or Designee, as needed.
 - X Team is trained in crisis intervention techniques.
 - X Team members will be assigned specific tasks.
 - X Tasks will include response to emergencies in the District that merit their expertise.
5. Following an emergency situation, building Principal will submit a brief report to the Superintendent.

6. Central Office Administrator's on-site management responsibilities at school emergencies are:

- Highest ranking Central Office Administrator is to briefly inform any news media on-site of the situation and inform them that the principal is the chief spokesperson for the school.
- All other Central Office Administrators will help the principal through crowd control, providing communications within the building, answering the telephone or other tasks as assigned.

SAMPLE

EARTHQUAKES

Students and staff within buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.

Students and staff outside buildings at the beginning of an earthquake should immediately get as far away as possible from buildings and other elevated objects.

Staff in portable classrooms should turn off heating and lighting units immediately.

Students and staff in classroom(s) where hazardous chemicals or electrical services are present should vacate those rooms in the event of an earthquake. Such classes include, but are not limited to, general science, chemistry, biology, electronics, power mechanics, metals and craft. Students and staff should move toward the interior of the building into the hall while avoiding those hallways in which skylights are located and areas adjacent to the end of halls where glass is present.

Students and staff should remain where they are following an earthquake. When the ground stops shaking, class should evacuate building in an orderly manner following the fire evacuation route whenever possible.

The school emergency plan shall be activated and employee response team leaders will report to the outside Command Post. The building shall remain evacuated if it is found to be weakened in any respect.

Adopted: _____

Revised: _____

Affirmed: _____

SAMPLE

EARTHQUAKES

Volcanoes generate a wide variety of phenomena that can alter the Earth's surface and atmosphere and endanger people and property. Volcanic dangers include not only an eruption of the mountain and associated lava flows, but also ash fall and falling debris.

During an earthquake, the solid earth moves like the deck of a ship. The motion is frightening, but unless it shakes something down on you, it is harmless. **KEEP CALM!!** Ride it out. Your chances of survival are excellent if you know what to do and have drilled and educated staff/students in advance. Be alert to signs of panic. Provide reassurance and stop rumors. If you are near a mountain range be familiar with the following.

1. **Before a volcanic eruption:**

- X Plan ahead. Have emergency supplies, food and water stored.
- X Plan an evacuation route. Have a building map that identifies the location of utility shut-offs.
- X Designated alarm building determines most appropriate system, i.e. use intercom-bell system- **TO BE ACTIVATED BY BUILDING PRINCIPAL OR DESIGNEE.**
- X Keep a battery operated radio available at all times.
- X If there is an eruption predicted, monitor the radio, TV stations, or NOAA Weather Radio for evacuation information and follow the advice given.

2. **AT POINT OF RECOGNITION OF AN EARTHQUAKE, ALL PERSONS SHOULD DROP, COVER AND HOLD.**

- X Do not leave the room.
- X Stay away from windows, bookcases, file cabinets, heavy mirrors, hanging objects that could fall and doors.
- X Stay under cover until the shaking stops.
- X Hold onto the desk or table, if it moves, move with it.
- X Remain covered until instructed to evacuate.
- X Faculty should remain calm and in control.

3. **IF OUTDOORS**, stay in the open.

- X Keep away from buildings, trees and electrical wires. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as **ALIVE**).
- X Remain outside until further notice.

4. **IF ON A SIDEWALK** near a tall building, get into a building=s doorway to protect yourself from falling bricks, glass and other debris.
5. **IF YOU ARE IN AN ASSEMBLY**, stay in your seat or get under it if possible, and protect your head with your arms. Do not try to leave until the shaking is over.
6. Check yourself and those around you for injuries.
7. **BE PREPARED FOR AFTER SHOCKS!!**
8. Check neighboring room to insure safety of colleague and return to your room.
9. Principal or designee will direct students to pre-determined evacuation areas.
10. Take student roster with you upon evacuation .
11. Administrators will account for all staff. Teacher will account for all students.
12. If you smell gas or hear a hissing sound- open a window and leave the building. Support Services/Custodian to contact utilities and/or utility shutoff.
13. Aid for injuries will be notified.
14. **REMAIN CALM AND IN CONTROL.**

ACTIVATE SCHOOL EMPLOYEE RESPONSE TEAMS!

SAMPLE

EMERGENCY CLOSURE- BAD WEATHER

When the Superintendent is advised by emergency service authorities to close schools, (while school is in session), or decides to close schools, Principals will be notified by telephone or the District Emergency Radio System.

In the event of snow, and it becomes necessary to close schools or operate on an emergency schedule, or if the weather is so bad you cannot make it to work, these guidelines should be followed:

Notification that an Emergency Exists:

In the case of inclement weather or other situations severe enough for the District to determine that an emergency exists, the following radio stations will be notified:

AM Stations

FM Stations

Employees should listen to the radio (**insert your school radio station here**) to discover if schools are closed or operating under emergency conditions.

If Schools are Closed

1. The following employees are expected to report to work:
 - X District Office Administration
 - X Bus Mechanics
 - X Maintenance
 - X Principals
 - X Custodians
 - X Support Services
 - X Transportation Clerical Support Personnel

2. The following employees are not required to report to work. They will work those days later when the school days are made up. Those employees include:
 - X Teachers
 - X Clerical Support Personnel (10- month only)*
 - X Food Service Personnel
 - X Bus Drivers
 - X Instructional Assistants

*12-month clerical support may report for work or provide for their absence as other full- year employees would do if the entire District is closed down.

SAMPLE

EMERGENCY COMMUNICATIONS

1. **Emergencies within a school:**

- X Internal communications will be via:
 - X Public address systems.
 - X Message runner.
 - X District telephone/emergency radio to administration offices.
- X External communications will be via:
 - X Key communications network.
 - X News bulletins, as needed, by appointed personnel only.

2. **Emergencies affecting two or more schools:**

- X In-district communications will be via:
 - X District telephone network, if operable.
 - X District radio system for internal communications.
- X Superintendent or designee and/or Principal will release information to news media and prepare necessary bulletins.
- X A ACrisis Communications Center≡ will be established to collect and release information if the emergency is of a continuing nature.

3. **When using the District radio system:**

- X Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as Afive-one≡, not Afifty-one≡.
 - X Unit to Base
 - X Identify yourself by unit number to Base.
 - X Base will respond to your unit number.
 - X Give message, after transmission is complete. Base will end with AKCW 633 clear≡.
 - X Unit to Unit
 - X Use unit number to begin and end transmissions.
 - X School Bus to unit
 - X Use Unit number to begin and end transmissions.
 - X DO NOT interrupt when someone is transmitting- exception- emergency information.
 - X Portable units should remain in charger when not in use.
 - X Portable units keep a usable charge for 8 to 12 hours.

4. Superintendent and/or designee will direct the use of hand-held radios within the schools.

5. Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
- X Use established communication channels to keep employees, students, parents, key communicators and community informed.
 - X Keep secretary briefed on situation changes and what to tell people who phone the School District.
 - X Hold briefings with employees, student leaders and other key communicators.
 - X Enact telephone tree to quickly communicate updates.
 - X Prepare bulletins to distribute to employees, students, parents and key communicators, as needed.
 - X Supply Superintendent office and public information offices with a copy of each bulletin.
6. **Working with the news media:**
- Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.
 - X News media personnel are not to be on school grounds, except in designated areas.
 - Staff are to report any news media personnel that appear elsewhere on campus.
 - X If media personnel are allowed anywhere else on campus, they must be accompanied by an assigned designee.
 - X Alert staff of appearance.
 - X Report only factual information.
 - X Employees are to:
 - X Read special news bulletins and communicate only the facts.
 - X Cooperate with the news media as directed by the Principal.
 - X Provide only appropriate information.
 - X Defer unnecessary information; alert Principal of concerns.
 - X Assure the news media do not invade the privacy rights of students/parents/staff.

SAMPLE

EMERGENCY LOCKDOWN PROCEDURES

1. 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 will be: ATHIS IS A CODE RED EMERGENCY, REPEAT, THIS IS A CODE RED EMERGENCY.®

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.
3. Teachers will keep all students in the classroom until an all clear has been sounded.
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. Head secretary will man the phones and radio. Assistant secretary 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 Crisis Response 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. These 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.

SAMPLE

EMPLOYEE RESPONSIBILITIES

Employees are responsible for familiarizing themselves with this guide. In an emergency situation, they are responsible for following directives from administrators and cooperating with emergency service personnel.

1. **Major Emergencies - activate Employee Emergency Response Teams - if teams have not been formed, the following shall apply:**

X **The Office Secretary will:**

- X Follow instructions from the Principal to give administrative and communications aid.
- X Provide first aid as necessary.

X **The Custodian will:**

- X Inspect buildings, electrical power lines, gas and water mains, systems and equipment for damage and malfunctions.
- X Alert Principal to any damage/malfunction necessitating school evacuation/closure.
- X Provide first aid and serve school as advised.
- X Coordinate repairs with district's operations/maintenance and utility company personnel.

X **The School Nurse/Service Aide will:**

- X Provide first aid as necessary.
- X Coordinate medical treatment and the movement of the ill or seriously injured until emergency services personnel arrive.
- X Aid emergency services personnel.

X **Teachers will:**

- X Be accountable for students in their charge.
- X Remain calm and direct students in taking cover or following evacuation procedures.
- X Report missing students to the Principal or designee.
- X Seek aid for injured students or provide aid as appropriate.
- X Select more responsible students to help monitor the situation, if necessary.

X **Unassigned staff, librarian, cook, aide, counselor or other persons without assigned students will:**

- X Secure work area and evacuate building.

SAMPLE

POLICE OR FIRE

EMERGENCY SITUATION NEAR OR ON SCHOOL GROUNDS

1. Principal convenes Crisis Team.
2. Principal informs Superintendent of situations and what additional personnel are needed for such activities as crowd control, answering telephones, dealing with media.
3. Consideration is to be given to:
 - X Safety of students - are the students safer at school, at a different location or at home?
 - X Making arrangements for the safety of students who live at or near where emergency situation is occurring.
 - X Providing additional help at the school to answer phones or for crowd control.
 - X Providing extra counseling.
4. The agency in charge of the emergency (Police or Fire) will be responsible for making recommendations for school response and procedures. In the absence of clear direction, the Principal will consult with the Superintendent or designee and the school Crisis Team.
5. If students are kept at school, maintain as normal a routine as possible.
6. Parents may need to be informed and told of alternate arrangements for dismissal or transportation. This may be done through the school telephone tree or the Emergency Communication Network through Support Services.

SAMPLE

EVACUATION

1. **In an emergency evacuation, the Principal will:**
 - X Determine appropriate evacuation areas which have been pre-designated.
 - X Activate alarm/PA system or send message runner.
 - X Telephone emergency service personnel:
 - X 911
 - X Superintendent's office
 - X Utilities
 - X Activate key personnel to :
 - X Attend to the injured.
 - X Assure complete evacuation and student/staff are accounted for.
 - X Secure school for specific emergency.
 - X Clear road/fire lanes for emergency vehicles (pre-assigned).
 - X Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
 - X Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
 - X Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
 - X Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
 - X Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
 - X If possible, have students/staff re-enter parts of the school that are declared safe.
 - X Make sure all students/staff are accounted for once outside.
2. **In an emergency evacuation employees will:**
 - X Upon emergency alert, secure work area as advised and depart/report to assigned area.
 - X Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
 - X DO NOT re-enter the building without permission or request of emergency service authorities.
 - X Remain in the general assembly areas and calm students if not assigned another duty.
 - X If dismissed, inform Principal of departure.
 - X When signaled to re-enter safe areas of the school, quickly do so.

- X Upon safe re-entry, report anything amiss to the Principal.
- 3. **In an emergency evacuation teachers will also:**
 - X Upon alert, assemble students for evacuation using designated routes and account for all students.
 - X Secure room as advised.
 - X Upon arrival at the assembly area, account for all students.
 - X Secure medical treatment for injured students.
 - X Report any students missing or left behind because of serious injuries.
 - X Stay with and calm students.
 - X If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
 - X If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
 - X Check room and report anything amiss to the Principal.
 - X ADebrief≡ students to calm fears about the evacuation.
- 4. **If it is necessary to evacuate to another school or relief center, the Principal will:**
 - X Contact the Superintendent or designee to arrange bus transportation for students/staff accompanying them.
 - X Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
 - X Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

SAMPLE

FIRE OR LIGHTNING STRIKES

FIRE:

1. Evacuate the buildings immediately for any fire or suspected fire.
2. Sound alarm if it has not already been done.
3. Call 911, identify problem, school building address and location of fire (if known).
 - X Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.
 - X Fire Extinguisher Instructions:
 - X **P- Pull** safety pin from the handle;
 - X **A- Aim** at the base of the fire;
 - X **S- Squeeze** the trigger handle;
 - X **S- Sweep** from side to side.
 - X **If your clothes (or someone elses) catch fire, STOP, DROP AND ROLL!!**
4. Upon arrival, the Fire Department will assume command.
5. Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
6. Notify Superintendent/Assistant Superintendent of incident.

LIGHTNING STRIKES

Lightning seeks the path of least resistance between cloud and earth and the path will course through any object which stands out because of its height or isolation. That object might be a building, a pole, a tree, an antenna or a human body.

The time reference from seeing the stroke of lightning to hearing the thunder is the Flash-To-Bang measurement of lightning distance:

For each five second count, lightning is one mile away. So 25 seconds = five miles away, 20 seconds = four miles away. At a count of 15 seconds (3 miles) take immediate defensive actions. There are four types of lightning conduction: direct, contact voltage, side flash and lightning channels.

1. If **outdoors**, avoid water, hilltops and trees. Avoid all metal objects such as electrical wires, fences, machinery, motors, tools, etc. Avoid direct contact with other people. Unsafe places include tents, small open-sided rain shelters or isolated trees. If any

vehicle is nearby, get inside (cloak of metal not the tires that give the protection), closing windows completely.

2. If **outdoors**, in a level field far from shelter and if you feel your hair stand on end, it is possible that you will be struck by lightning. Drop to your knees and bend forward. **DO NOT LIE FLAT ON THE GROUND!**

3. If in a **building**:
 - X Sound alarm, or sound bull horn if it has not already been done.

 - X Call 911 (**UTILIZING CELLULAR PHONE**) identify problem and building address.

 - X Avoid touching any metal structures/objects connected to the building that have been struck.
 - Avoid touching telephones, computer terminals, and anything metal/electrical inside and outside of the building, however, if the opportunity exists, turn off or unplug all electrical devices.

 - X Stay away from windows

 - X Avoid plumbing and plumbing pipes/fixtures.

Do not handle flammable materials in open containers.

SAMPLE

INTRUDER ON CAMPUS **SUSPECTED OF CARRYING 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. Ordinarily, **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 the civil authorities.

SAMPLE

LOST CHILD/KIDNAPING

Any report of a lost student brought to the attention of school staff should be considered serious. When the student is reported missing coming to or going from school functions, school personnel will become involved.

When a student is reported lost:

1. Call parent/guardian and encourage them to call 911.
2. Notify Superintendent/Assistant Superintendent.
3. Gather the following information for the patrol officer:
 - X Who made the report?
 - X Time last seen, where and with whom?
 - X Physical description and how dressed?
 - X Playmates, friends names, addresses and phone numbers.
 - X Student normal path, mode of transportation to and from school. (Contact Transportation to track possible information).
 - X Contact teachers or counselors to see if student shared any information with them that might be helpful.
 - X Provide counselor with information regarding those who may be distraught over the situation.

When a student is reported kidnapped:

1. Upon report of kidnapping, call parent/guardian and/or 911. Relay whatever available information to the dispatcher.
2. Notify Superintendent/Assistant Superintendent.
3. Keep school procedures as normal as possible.
4. Gather witnesses in private area to meet with patrol officer.
5. Obtain description of suspect(s) and vehicle, if possible.
 - X **Suspect:** Height, weight, hair color, race, facial hair, clothing,
 - X **Vehicle:** Color, make, year, license plate number, noticeable damage.
6. Clarify Atype≅ of kidnapping - custodial or other.
 - X If suspect is custodial problem, obtain information from legal guardian/parent and relay to 911 dispatcher.
 - X If suspect is other than parent/guardian:
 - X Obtain name of kidnapped victim's best friend who may know ex-boy or girl friend of the person kidnapped. He/she should be available for Patrol Officer.
 - X Obtain photograph of victim- yearbook, personal files or parent/guardian.
7. Provide counseling for those distraught over the situation.

SAMPLE

MAJOR CRIME

Violent Crimes Against People

1. Get the facts (who, what, when, where and why).
2. If crime is still in progress, call 911 for Police/Sheriff and request aid car.
3. If crime is over and suspect is gone, the Police/Sheriff office will be called.
4. Meet immediate medical needs of victim.
5. Superintendent, Assistant Superintendent, Director of Finance and Operations and Transportation Director will be notified.
6. Parent/legal guardian and key communicators will be notified.

SAMPLE

MASS CASUALTY

In the event of a Mass Casualty Incident (MCI):

1. Determine what the problem is and call 911.
2. Identify the problem and give the school address.
3. School representative will meet Command Officer who will determine exact nature of incident.
4. Evaluate using the procedures if school buildings are involved. Keep calm, reassure students.
5. Fire Department will notify appropriate agencies for additional help.
6. Crisis Team will convene and contact Superintendent to determine need to send students home.

VIOLENCE- VANDALISM

1. Immediately inform Administrator of anyone trespassing or acting in a disruptive or unlawful manner on school property or property adjacent to it.
2. Report to the Principal what you have observed- assault, extortion, blackmail, coercion, attempted abduction or missing persons.
3. DO NOT get physically involved, unless necessary.
4. DO NOT inquire about a weapon.
5. DO NOT try to disarm anyone.
6. Try to be calm and calm others.
7. In case of extortion, blackmail or coercion of staff or a student, have witness and victim wait for authorities.

HOSTAGE- SNIPER

1. Get the facts (who, what, when, where and why).
2. Call 911, identify the problem.
3. Respond to immediate conditions/safety of hostages.
4. Evacuate other staff and students from the scene, if possible.
5. Secure buildings, limit movement near windows.
6. Until the SWAT team arrives to assume command, wait out the incident. DO NOT anger or excite the hostage taker.
7. Crisis Team will be assembled to decide what to do with the rest of the students, media and trauma of others as a result of incident.
8. Superintendent, Assistant Superintendent, Director of Finance and Operations and Transportation Director will be notified.
9. Parent/legal guardian and key communicators will be notified.

SAMPLE

MEDICAL EMERGENCIES

1. Calmly and carefully assess the medical emergency you are faced with.
2. **First Aid for Rescue Breathing**
 - X Gently tilt the head back and lift the chin to open the airway.
 - X Pinch the nose closed.
 - X Give two slow breaths into the mouth.
 - X Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
 - X If you are doing the procedure correctly you should see the chest rise and fall.
3. **To Stop Bleeding**
 - X Apply direct pressure to the wound. **You should always wear latex or rubber gloves.**
 - X Maintain the pressure until the bleeding stops.
 - X If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. **Treatment for Shock**
 - X Do whatever is necessary to keep the person's body temperature as close to normal as possible.
 - X Attempt to rule out a broken neck or back.
 - X If no back or neck injury is present, slightly elevate the person's legs.
5. **Choking**
 - X Stand behind the person.
 - X Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
 - X Grasp your fist with your other hand, give an abdominal thrust.
 - X Repeat until the object comes out.

SAMPLE

OPERATIONAL FAILURE

Operational failures include breakdown of the heating/air conditioning system, broken water, steam or gas lines, or loss of electrical, sewer or water service.

1. Notify the Principal of operational failure that endangers building occupants or buildings.
2. Principal will:
 - X Notify custodian and/or Support Services.
 - X Notify utility company(s) serving the school.
 - X Alert employees/staff and students to evacuate.
 - X Call 911.
3. Fire Department, district maintenance and utility personnel will attempt to correct the problem.
4. Superintendent will be notified of incident and will make decision on whether or not to dismiss students.

ELEVATOR FAILURE

1. If you are in an elevator that stops between floors or the doors will not open, use the elevator phone or alarm button to call for help.
2. Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury.

HAZARDOUS MATERIALS INCIDENT

1. Staff will evacuate the area immediately, if appropriate. Stand upwind of fumes, if possible.
2. Call 911, identify the problem, give school address and location of incident.
3. Follow procedures as if a fire.
4. Determine the type of hazardous material from teachers/staff, students or other witnesses.
5. DO NOT remove hazardous materials from the scene.
6. Fire Department will assume command.

SAMPLE

REPORTING INFORMATION

When calling 911, give the following information when requesting aid for an emergency:

1. Your name and position.
2. Your school building.
3. Building address and phone number.
4. What has happened/victim=s name.
5. Nature/degree of emergency.
6. Specific location of emergency in the building and name of person to report to.
7. Assure message has been understood before hanging up.

KEEP THIS GUIDE ACCESSIBLE AT ALL TIMES

SAMPLE

SCHOOL EMERGENCY PREPAREDNESS

EACH SCHOOL SHALL HAVE IN PLACE

1. An in-building Emergency Response Team:
 - X The team will be composed of at least the following: Principal, Secretary, Nurse, Faculty representative, Assistant Principal, Counselor, Advisor of Student Government (secondary level) and Custodian.
 - X The team is activated by Principal or designee, as needed, to respond to school emergency or crisis.

2. A chain of command with the Principal as the lead person.
 - X The Principal will be the chief spokesperson for the school and all media questions will be referred to the Principal. This may be coordinated with the spokesperson for any other agency which may be involved in an emergency.
 - X At the secondary level, the Assistant Principal will be second in the chain.
 - X A Back-up administrator will be identified in the absences of the building administration.
 - X At all Schools, the Secretary will be next in line and be responsible for:
 - X Implementing the in-building communication system.
 - X Answering the phone and giving the agreed upon message.
 - X Instructing other people who answer phones of the agreed upon message.

3. Staff phone numbers and emergency information cards for each employee.

4. A staff phone tree.

5. Current rosters and photographs of each student.

6. A method to contact parents and a procedure to allow parents to pick-up children following an emergency. High schools should have staff in parking lots to check student drivers and passengers.

7. An in-building communication system including:
 - X A signal for alerting staff to an emergency.
 - X Guidelines for using or not using the PA system in emergency situations.

8. A system to contact outside agencies or personnel. Buildings are to contact in the following order:
 - X Emergency Agency (depending on emergency).
 - X School Nurse.

- X Support Services (if emergency involves building systems).
 - X Superintendent/Assistant Superintendent (all cases).
 - X Switchboard Personnel (to put message on recorder, and give correct information).
 - X Parents/Legal Guardians.
 - X Key Communicators.
9. A media area where media will be directed. Media will not be allowed in other places on the campus.
10. Key communicators who are influential patrons and who are expected to give the correct information to the community.
11. A system to contact siblings.
12. A system to provide information and support to the surviving group (students and staff) including the provision for using both large and small groups.
13. Alternate places to house students on a temporary basis.
14. Necessary equipment/material provided by the Building Safety Committee:
- Shelter and portable communication system
 - Battery powered radio
 - Two-way radio
 - Food and water for 24 hours
 - First aid equipment
 - Plastic garbage bags
 - Filters and masks
 - Flashlights
 - Blankets
 - Paper towels
 - Current emergency telephone list

SAMPLE

STRANDED STUDENTS AND/OR STAFF

Prior to leaving on an extended (out of county) or overnight field trip including all extra curricular activities, the Staff Supervisor will:

- X Provide the bus driver the completed "AList of Participants" form before departure.
- X If a van is used, the AList of Participants form must be given to the Transportation Department prior to keys being issued.
- X The AList of Participants form is to be kept in an emergency folder in the vehicle.

In the event of being stranded:

1. The teacher/advisor/coach is to contact his/her supervisor who will start an emergency phone tree. If a van is used, they are to contact the Superintendent/Assistant Superintendent, or
2. The bus driver will contact the Supervisor of Transportation who makes contact with Support Services Division and the Superintendent/Assistant Superintendent.
3. Depending on the situation:
 - X The Transportation Department will make arrangements for alternate transportation.
 - X The Principal will convene an Emergency Response Team.
 - X The Superintendent will convene the District Emergency Response Team.
4. When telephone lines are down or inaccessible, and it is difficult to give and get information to the District, the responsible adults are to keep students safe and secure until contact can be made with the District.

SAMPLE

SUICIDE OR DEATH

Any Suicide Attempt Should Be Taken Seriously.

Suicide Threat

1. Notify Principal or Counselor immediately. School Counselor will screen severity and determine need for assessment.
2. Counseling staff involved with identification of risk will notify parents/legal guardian.
3. Parent/legal guardian will be provided clear information of intervention and appropriate crisis phone numbers.

Suicide Attempt- No Injury

1. Call 911 if weapon is involved.
2. **DO NOT LEAVE PERSON ALONE.**
3. Notify Principal, who will notify Crisis Team to assess situation.
4. School Crisis Team will meet to determine necessary action.
5. Parent/legal guardian will be called.
6. A verbal and written report will be made to the District Office. Principal and/or Counselor will make report.

Suicide Attempt- Injury

1. Call 911 **immediately.**
2. Office will notify Nurse and Principal, who will alert Crisis Team.
3. Call parent/legal guardian, specify what is going to happen, where to go (office or hospital) and have someone ready to meet parent/legal guardian.
4. Crisis Team goes into action to disseminate information and request extra help as needed. As much factual information as possible will be presented to disconnect the rumor mill.
5. Principal will make follow-up report.

Completed Suicide

1. Call 911, **immediately.**
2. Crisis Team is activated by Principal. District Emergency Response Team will become part of the Crisis Team.
3. Superintendent and District Emergency Response Team is alerted.
4. Emergency staff meeting will be called. As much factual information as possible will be presented to disconnect the rumor mill and to provide consistent data to share with students when school convenes. The Principal and Crisis Team will tell staff about strategy for the day.

5. An intervention area will be available for counseling for staff and students.
6. The Principal is the spokesperson for the school and the only person to talk to the media/press.

Death of Student or Staff (Non-Suicide)

School Crisis Team will gather information, evaluate situation and establish plan as appropriate.

SAMPLE

DISTURBANCE- DEMONSTRATION- UNLAWFUL ASSEMBLY

Student Involvement

1. Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
2. 911 will be called to alert them to situation and possible future need.
3. The Crisis Team will be alerted.
4. Superintendent/Assistant Superintendent will be notified of situation.
5. Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible. Passing times may be adjusted for student protection.
6. Principal will request to meet with a group of 3 to 5 students to discuss concerns, encouraging others to return to class.
7. Students will not be released until it is determined by the Principal that they will not be at risk of harm.
8. If necessary, students will be removed from the school grounds via an alternate route.

Non-Student Involvement

1. Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
2. 911 will be called to alert them to situation and possible future need.
3. The Crisis Team will be alerted.
4. Superintendent/Assistant Superintendent will be notified of situation.
5. Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible. Passing times may be adjusted for student protection.
6. District Administrator or Principal will inform demonstrators of laws and policies regarding unauthorized assembly.
7. Demonstrators will be asked to leave school grounds. The Administrator will offer to meet with a spokesperson.
8. If negotiations fail, the authorities will be called to the scene.
9. Principal or Designee will be a spokesperson for the media.
10. Students will not be released until it is determined by the Principal that they will not be at risk of harm.
11. If necessary, students will be removed from the school grounds via an alternate route.

Staff Guidelines

1. Exercise good judgement and reasonable action to guard against escalating the disturbance/demonstration.
2. Record observations of any incidents, including date, time, place, names and actions of those involved, and any intervention attempts. Report to the Principal.
3. Maintain normal classroom operations as much as possible.
4. If the disturbance/demonstration is outside the building, keep students away from windows and shades down in order to keep students as safe as possible.

SAMPLE

VOLCANIC ERUPTION

1. Superintendent will institute chain of command.
2. Superintendent will evaluate the situation based on information provided by local Emergency Management.
3. Principal will provide for emergency support for students and staff.
 - X Provide shelter, filters/masks.
 - X Wait for further instructions.
4. Custodians will check and secure all buildings.
5. Maintenance and transportation staff will protect district equipment to prevent damage from ashfall.
6. Evacuation:
 - X When and if roadways are open and buses are operable, students will be transported to designated bus stops.
 - X Follow evacuation procedures where feasible.
7. Notification procedures:
 - X Contact Puget Sound Emergency Communications System with message.
 - X Continue to inform and work with outside agencies.
8. American Red Cross and/or emergency use of facilities:
 - X District will provide housing for the community if asked by any appropriate authority.

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