

Summer 2000

## **A Crisis Management Guide for Ilalko Elementary School**

Ryan Brent Foster

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Educational Administration and Supervision Commons](#), and the [Educational Assessment, Evaluation, and Research Commons](#)

---

A CRISIS MANAGEMENT GUIDE FOR  
ILALKO ELEMENTARY SCHOOL

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Education Administration

by

Ryan Brent Foster

August 3, 2000

## ABSTRACT

### A CRISIS MANAGEMENT GUIDE FOR ILALKO ELEMENTARY SCHOOL

by

Ryan Brent Foster

August 3, 2000

The current building level emergency procedures manual for Ilalko Elementary School in the Auburn School District in the State of Washington was reviewed and critiqued. The manual contains the school's emergency preparedness policies and procedures to be implemented in the event of a disaster. The results of the review showed a need for updating policies and practices at the building level as well as creating additional resources to guide the school should other disasters occur which were not addressed in the current manual. A handbook was also created to increase teacher response effectiveness in the event of an emergency situation.

## ACKNOWLEDGMENTS

Throughout the course of this project and the master's degree in general there have been several individuals who have contributed time, effort, and energy into this project and the attainment of my master's degree. I want to take advantage of this opportunity to express my thanks to the following individuals:

Jesus Christ - My Savior and Lord of my life who has given me grace and guidance throughout my life and has blessed me with a beautiful family, professional support, and a career that continues to bring joy and advancement while touching lives.

Brenda Foster - My life advisor, wife, and best friend who has put up with many nights away while I attended class, the several trips to Ellensburg and the cluttered office this summer as I completed the research and drafting of this project. I love you Bren.

R. Blake Foster - My first son. You have taken it easy on your mother and I in the first year of your life, a time that often required me to be gone in the evenings. You are a true gift from God.

Dr. Susan Madley - My master's degree advisor, instructor, and committee chair who has endured long faxes, time after class discussing the in's and out's of completing the master's degree and the Initial Principal Certification, and the humor that accompanied each step of the process. Thank you for the time you have invested in my professional growth.

Dr. Jack McPherson - My internship supervisor, committee member, and instructor who has guided me successfully through the internship with a sense of professionalism, caring, and respect. Thank you for the time you have invested in my professional growth.

Dr. David Shorr - My instructor and committee member who has created in me the sense of sound research and documentation as well as a critical eye towards the presentation of research in the field of education. Thank you for the time you have invested in me through this committee and the education research class.

## TABLE OF CONTENTS

Chapter	Page
1. Background of the Project .....	1
Introduction.....	1
Purpose.....	2
Limitations .....	2
Definitions.....	3
2. Review of Related Literature .....	4
Introduction.....	4
School Emergency Preparation Background Information .....	4
Legal Provisions and Regulations Regarding Emergency Preparedness.....	7
A Review of Selected Publications and School District Plans .....	11
Summary .....	18
3. Procedures of the Project .....	19
Introduction.....	19
Need for the Project .....	19
Development and Support for the Project.....	20
Planned Implementation .....	20
Assessment and Evaluation.....	20
4. The Project.....	21
Introduction.....	21
Ilalko Elementary School Emergency Procedures Manual	
Ilalko Elementary School Quick Response Handbook	
5. Summary, Conclusions, and Recommendations.....	22
Summary .....	22

Conclusions.....	23
Recommendations.....	24
6. References.....	25

# CHAPTER ONE

## Background of the Project

**“An ounce of prevention is worth a pound of cure.”**

-Henry de Bracton

### **Introduction**

Emergency planning and preparedness are foundational components of a healthy school environment, and require that the school has sound procedures which address emergency situations arising during the school day. The Washington State Emergency Management Division in partnership with Kitsap County Emergency Management have published a guide titled, “Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools” (1998). This guide serves as the baseline for planning and implementing school safety plans in the state. Through the use of this guide as well as board policy, current research, and other school’s plans Ilalko’s emergency procedures manual was revised and updated to provide a comprehensive approach to any disaster situation that may arise. School personnel and students need to be able to respond in an effective and efficient manner at the on set of any crisis. The manual is a tool to help facilitate an appropriate response.

The principle task of any school is to provide a safe learning environment for the students. A safe environment insures protection from physical and emotional trauma. This trauma could come from natural disasters, accidents, and purposeful intent. Students must feel safe while at school in order to fulfill their potential to achieve. Disasters that have impacted students in the past include natural disasters such as flooding, fires,

earthquakes, tornadoes, and hurricanes. Accidents such as explosions, gas leaks, chemical spills, and vehicular accidents have also impacted schools. Disasters that are purposeful in nature such as bombs, suicide, assault, and rape have taken a toll on students as well. It is the school's responsibility to protect students from these crises through prevention training, intervention procedures, and post-crisis planning. It is also imperative that the events in the past create the impetus to plan for future contingencies. Planning for any crisis, on or off the school grounds, has the potential for creating a safe environment. Crises cannot always be avoided, but with careful planning and training before a crisis strikes, the emotional and physical damage students experience may be minimized.

### **Purpose**

The purpose of this project was to develop an updated emergency procedure manual for Ilalko Elementary School in Auburn, Washington. Along with the manual a quick response handbook to increase teacher response effectiveness in the event of an emergency was also developed.

### **Limitations**

1. This project was developed and intended for use by Ilalko Elementary School in the Auburn School District.
2. The handbook was created in response to Ilalko's school population, building layout, use of facilities, and the unique geographic location of the Auburn School District.



3. Revision of the manual and development of the handbook had to be in compliance with emergency guidelines and policies of the State of Washington and the Auburn School District.

### Definitions

1. **Emergency Handbook** - A quick reference tool for the initial management of a potential crisis. This will be housed in each classroom for staff to use at the onset of a crisis.
2. **Emergency Procedures Manual** - Procedures found in the staff handbook for managing an effective emergency crisis response from the onset through the post-crisis phases of a crisis.
3. **Emergency Response Team (ERT)** - A team of predetermined staff who are responsible for completing a portion of the response effort in the event of a crisis.
4. **Incident Commander (IC)** - The person in charge of managing and organizing a response to a crisis including the coordination of outside resources and support such as city officials, civilian authorities, and federal authorities.
5. **Incident Command Station (ICS)** - A predetermined location where the Incident Commander carries out his/her responsibilities during a crisis. The station is only able to be accessed by the four officers appointed by the Incident Commander.
6. **Revised Code of Washington (RCW)**- The laws enacted by the State of Washington legislature.
7. **Washington Administrative Code (WAC)**- The administrative rules adopted by the State Board of Education.

## **CHAPTER TWO**

### **Review of Related Literature**

#### **Introduction**

The research and literature in chapter two was primarily identified through a search of on-line databases. The search primarily utilized the Education Research Information Center (ERIC). Additionally, related information was obtained from the Internet, other schools and districts, and the Common School Manual, 1999. The review has been organized to address:

1. School Emergency Preparation Background Information
2. Legal Provisions and Regulations Regarding Emergency Preparedness
3. A Review of Selected Publications and School District Plans
4. Summary

#### **School Emergency Preparation Background Information**

In the 1999-2000 school year the Auburn School District mandated that all schools review the emergency plans in place and make revisions as each building deemed necessary. A district-wide safety committee was formed and met throughout the 1999-2000 school year to review emergency plans for the district. This effort was initiated by the publication of the "Toolbox for Safer Schools," a joint effort between the State of Washington's Attorney General's Office and the Superintendent of Public Instruction. The safety committee recommended that any emergency plan in the district should use the model published by the state as a minimum requirement. Therefore, each school site was required to review the model plan and compare it to the existing building plan.

Ilalko's plan was reviewed by the principal and the project's author and found to be deficient in many areas. The scope of the emergency procedures manual was broadened and updated to provide a more comprehensive response to any crisis that may occur at, or near, Ilalko Elementary School.

Each year the principal and staff of Ilalko Elementary School review and update the school's emergency procedures manual. Updating reflects staffing changes, room assignments, etc. which in turn requires republication of the manual during the summer months. All of this takes an inordinate and unnecessary amount of time.

The revised manual also accounts for the growth of Ilalko's school community. Since the last major revision, three portables and approximately 100 more students have been added to Ilalko Elementary School. The physical plant as well as the increased number of students strained the applicability of the previous emergency procedures manual decreasing its effectiveness. The revised plan takes into account these changes as well as allowing for continued growth.

In order to accurately plan for future emergencies, the author studied the history of emergencies occurring at Ilalko Elementary School, along with events occurring in the areas surrounding the Auburn School District, including recent national school emergencies. These events provided a preview of what kind of emergencies may occur. Such information, along with documents and publications that follow any major crisis, allows emergency planners to learn from each tragic event. The data, when used appropriately, allows others to benefit by reviewing the events leading up to the tragedy, reactions during the tragedy, and recovery efforts following the tragedy. It also helps to create plans which may help to minimize tragic effects or to avoid catastrophic situations.

The impact of a catastrophic event affects so many lives that it is imperative that schools create plans which proactively address prevention, along with procedures to minimize the effects of such events.

Some examples of what has happened and continues to happen on and around school campuses can be found in most articles written about emergency planning. Dr. George Goens discusses his account of a shooting of a vice principal in "Anatomy of a Crisis: Report From the Front Line" in School Business Affairs (Goens, 1996). He recounts the event, as superintendent of schools in a Milwaukee, Wisconsin suburb, as well as the review of the response by school officials in order to contain the crisis.

Melissa Caudle, the principal of John H. Martyn High School recounts several events in her experience as a principal that have required her to utilize the school's emergency plans. In the article "When Crisis Strikes," in The Executive Educator Caudle (1994) asks the reader to

"... Consider the following examples from my own experience and that of other school executives:

- In one elementary school, a student brought a can of pepper spray to school and sprayed the contents in the classroom. The result: 40 students and staff members had to be rushed to the hospital.
- A middle school student brought a gun to school to show his classmates. While the boy was wrapping his jacket around the gun, the firearm accidentally discharged, injuring a fellow student in the next classroom.
- A pipe bomb exploded on a school bus before the morning run. (The timer on the bomb malfunctioned; it had been set to go off when the bus was en route to school.)
- A high school student went into his house to get his gun when his brother became involved in a fight in the front yard. The boys' mother tried to confiscate the gun, and during the struggle the gun accidentally went off, killing one of the boys. The school had to provide grief counseling for the boy's classmates."

It is events such as these above as well as the Columbine High School and Moses Lake shootings that cause a tremendous amount of damage, not only to those directly involved, but to many others impacted by the events. Schools must have plans in place so that intervention can happen to divert a crisis. But when an event such as these above does strike a campus, school officials and students also must respond appropriately to minimize the impact of the tragedy.

### **Legal Provisions and Regulations Regarding Emergency Preparedness**

The State of Washington Common School Manual (1999) is a document published by the Superintendent of Public Instruction in Olympia, Washington. This document is broken into three major sections. The first section addresses the Common School Laws of the State of Washington, the second the Rules and Regulations of the State Board of Education, and the third the Rules and Regulations of the Superintendent of Public Instruction. These laws, rules, and regulations are taken from the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC) and provide the policies for the public school system in the State of Washington. These policies outline the need for the development of emergency preparedness plans as well as other guidelines to ensure the safe operation of schools.

In the first section the State Board of Education is required to:

“ . . . provide for instruction of pupils in the public and private schools carrying out a K through 12 program, or any part thereof, so that in case of sudden emergency they shall be able to leave their particular school building in the shortest possible time or take such other steps as the particular emergency demands, and without confusion or panic; such rules and regulations shall be published and distributed to certificated personnel

throughout the state whose duties shall include a familiarization therewith as well as the means of implementation thereof at their particular school.”  
-RCW 28A.305.130

The State Board of Education is therefore required to provide schools and districts time, training, and resources to create and implement timely evacuation and emergency contingency plans to provide for a safe learning environment, both in the public and private sector.

Another measure to ensure school safety is the use of enhanced 911 services.

This system provides automatic location identification at any and all phones located on school district property. The provision is specified in RCW 28A.335.320:

By January 1, 1997, or one year after enhanced 911 service becomes available or a private switch automatic location identification service approved by the Washington utilities and transportation commission is available from the serving local exchange telecommunications company, whichever is later, all common and public schools located in counties that provide facilities direct access to telephones that are connected to the automatic location identification for each telephone in a format that is compatible with the existing and planned county enhanced 911 system during all times that the facility is in use. . . .

The enhanced 911 system allows an emergency call to be identified by the building and room it was made from. This, in turn, creates a way for emergency personnel to pinpoint where in a school building the emergency is occurring and provides for a faster response time.

Chapter 180-41 in the Common School Manual (1999) is devoted solely to the evacuation of school buildings in a sudden emergency, and defines what RCW 28A.305.130(11) mandates. WAC 180-41-015 defines the role of school authorities and says they must provide instruction to students and develop plans and procedures consistent with the superintendent of public instruction’s rules and procedures. A second

provision is that school authorities must ensure compliance with the rules and procedures set forth by the above RCW and the guidelines provided by the superintendent of public instruction.

WAC 180-41-020 outlines the need for safety education at all grade levels in order that each student may develop a sense of security in the orderly and safe exiting of a building in any emergency situation. WAC 180-41-025 deals with the unstructured times of the day when students are passing from classroom to classroom. The schools must make provisions so that in the event of an emergency or drill, students can safely exit the building with “. . . a minimum of confusion and consternation . . . .” It further states that student and faculty representatives should develop regulations regarding traffic in halls, stairways, and elsewhere on school grounds to allow for the safe evacuation in the event of an emergency.

WAC 180-41-030 addresses the need for training and review of emergency plans by school personnel. It mandates that all school staff are provided periodic orientation in the procedures and instructions regarding their specific responsibilities in an emergency situation necessitating an evacuation of the building. The principal is also required to provide an opportunity to evaluate the effectiveness of the school’s drills, following each drill. This section ends with the provision that in the event the principal is not in the building, the designee is familiar enough to execute the emergency exit drill procedures effectively and efficiently.

WAC 180-41-035 specifically addresses emergency exit drills. Drills should be conducted without prior knowledge “. . . as frequently as may be necessary to assure rapid and orderly evacuation of the building in the event of an emergency. Drills should

be executed at irregular times of day or evening so as to eliminate any possible distinction between a drill and an actual emergency situation. . . .” Under this WAC the plans and procedures of the exit drills should be posted in each room and special provisions were made for the removal of the disabled and handicapped persons. It further states that all occupants of the building will be given a “. . . full and explicit. . .” explanation of the instructions on the drills in order that they will be able to conduct an efficient and effective evacuation of the building. The final provision of this section requires practice in ways to overcome barriers to exiting procedures such as blocked exits and/or stairway so that in the event of an emergency students and staff have been trained for these types of contingencies.

The last section of WAC 180-41 deals with the alarm itself. Section 040 states:

- The alarm must be used only in emergencies.
- A backup system must be in place in the event of a power failure.
- Signal stations must be located at readily accessible points in the building with a minimum of one on each floor.
- All occupants of the building should be familiar with the locations of the fire alarm boxes.
- The alarm must be a continuous ringing sound.

The second part of this section deals with the recall alarm. This alarm must be distinct and separate from any other sound so that there is no way to mistake it for another signal allowing staff or students to mistakenly return to a building that is not yet safe to occupy.

All of the above legal provisions and regulations regarding emergency preparedness in school buildings ensure a safe learning environment for all students and



staff. Without these minimum requirements, children's and adults' lives might be risked on any school day. It is imperative, though, that these provisions serve only as a minimum. School district personnel cannot allow these to be the only provisions taken to ensure safety. The WAC's and RCW's have been written in way that give flexibility to school personnel to create plans that fit their unique building and staff situations.

### **A Review of Selected Publications and School District Plans**

The information that was obtained from several schools and districts as well as different agencies provided the foundation to not only review and update Ilalko's emergency procedures manual, but allowed for a more global picture regarding preparedness planning. Each resource provided a different view of the same basic need, namely a comprehensive plan which addressed each emergency that may arise while outlining specific procedures to be taken at the onset of an emergency situation. The information came from a variety of articles, current school and district plans, and the Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools (1998) developed by the Washington State Emergency Management Division in partnership with Kitsap County Emergency Management.

The article "Emergency Procedures For Aquatic Facilities" by Allen Wagner published in the Parks and Recreation journal (Wagner, 1985) discussed the need for the identification of all possible emergencies that may arise and then the need for a plan specifically addressing each emergency scenario. Wagner also emphasized the need to provide training for staff and the public regarding the emergency preparedness plans. While the article primarily addressed aquatic facilities, it provided the author of this

project the needed guidelines for an effective review and revision of Ilalko's emergency procedures manual.

"Managing Crises," written by Carol Nation for the National Association for Elementary School Principals' service publication Streamlined Seminar (Nation, 1988), outlined and reviewed a plan developed for the Arlington School District in Arlington, Virginia. It highlighted the need for simple procedures in any school's emergency plan. It also prescribed step by step actions that a school should take to create, implement, and assess the emergency plan throughout the course of the year. Special attention was drawn to the need for periodic assessment of the policies and procedures under which a school operates.

"Making Schools More Disaster-Resistant" was published in the journal School Business Affairs by James Witt (1998), director of the Federal Emergency Management Agency (FEMA) at the time. In Witt's article he discussed the need for the development of a crisis response plan that focuses on prevention. He also references FEMA's website which contains a variety of information regarding the agency's work and efforts to not only respond to disasters across the country, but also in prevention. In addition, the website has links that provide curricula for teachers to use to make disaster and emergency lessons more interesting for children.

Kenneth Stevenson, Leonard Pellicer, and Thomas Surratt (1983) wrote an article "Emergency Preparedness Plans-How to Develop, Operate" in the NASSP Bulletin (National Association of Secondary School Principals) for principals and suggests ten steps to follow when developing emergency plans, and specific details on how to keep the plans current.

An article in The Journal of Experiential Education, written by Daniel Garvey and titled "Risk Management: An International Perspective" (Garvey, 1998), addressed risks involved in international student programming. When a crisis happens that affects students traveling abroad, the author believes the endorsing agency must be able to minimize the damage. The article was broken into three parts: what to do in preparing for an international crisis, what to do during a crisis, and finally what to do following a crisis that occurs abroad and its impact on traveling students. The article concluded with emphasis placed on the acknowledgment that there are risks associated with traveling abroad, but that the extent of the impact could be lessened if adequate preparation and planning were undertaken before leaving.

An article titled "Disaster, Controversy-Are you prepared for the worst?", written by Robert Heller, Beth Woodworth, Stephen Jacobsen, and James Conway (1991), appeared in The Executive Educator. The article was a compilation of national surveys covering all aspects of school administration and was completed by school district administrators. One of the major points of the article, and the survey, was the percentage of school systems planning for earthquakes and fires in earthquake-prone states. Interestingly, the results showed an alarming percentage of school districts without proper plans in place to address such emergencies. This underscored the need for plans, not only in earthquake-prone states, but in each school district across the country. The article points out that it is important not only to prepare for earthquakes and fires, but for any and all emergencies that can potentially impact our schools and students.

Additional articles were also read that provided food for thought and helped the author of this project revise and update the emergency procedures manual for Ilalko Elementary School. Those articles are as follows:

1. Randy Altenberg, (1989) "Emergency! Are Your Schools Ready?". This article suggested that school districts scrutinize their plans concerning planning, home phone contact lists, communications plans, staff I.D. cards, utility shut off, and food and shelter considerations.
2. Adele Brodtkin and Melba Coleman, (1984) "Equip Kids to Deal with Disaster". This article is a response to a letter concerning kids coping in the aftermath of a school disaster in the Los Angeles Unified School District. It addresses what to do before, during, and after an emergency crisis.
3. Christine Brokaw, (1989) "A Twist of Fate". This article reviews four different camps' responses before, during and after the same tornado rips through all of them. It interviews the camp officials and discusses the extent of the damage at each camp and their survival efforts.
4. Dick Dodds & Donna Swiniarski, (1994) The First 120 Minutes: A Guide to Crisis Management in Education. This book discussed the necessary steps to take in the first two hours following a crisis. It also underscored the impact of the public's perception regarding the appropriateness of the response by the school system when it responds to a crisis.
5. Susan Everett, (1991) "Crisis Management in Schools". This thesis discusses the origins of crisis intervention in schools, the effectiveness of the team approach, the establishment of a crisis team, primary components of existing

crisis intervention plans and the role of the school counselor in crisis intervention.

6. Miriam Kahn, (1994) "Fires, Earthquakes and Floods: How to Prepare Your Library. This article discussed the need for emergency planning in order to resume library services as quickly as possible following an emergency or crisis.
7. Miriam Kahn, (1993) "Mastering Disaster". This article recounts the aftermath of Hurricane Andrew on the Miami-Dade County Public Library in Florida. It also discusses disaster recovery services that are available.
8. Michael Rothman, (1992) "Three Campus Crises". This article discusses three different crisis situations that struck a college campus in two years and the effects they had on the staff, students, and other stakeholders in the all female college.
9. Robert Watson, (1990) Containing Crisis: A Guide to Managing School Crisis. This book gives advice to educators on how to prepare for and respond to tragedies on campus and makes several recommendations regarding planning efforts.

A study of existing district emergency plans was also undertaken. The plans reviewed were:

- The Auburn School District, (1999) Emergency Organization Plan
- The Rainier Middle School, (1999) Emergency Plan
- The Carmel Clay School Corporation, (1999) Crisis Management Plan

- Prosser School District, (1999) Emergency Procedures Manual

Each of the four plans provides a different model which in turn encourages a more comprehensive approach to emergency planning.

The Auburn School District's Emergency Organization Plan contained the operations of the district-wide emergency teams. It also provided the template for many school site emergency response procedures. Furthermore, it provided the forms that the building would use in the event of an evacuation and subsequent release of students. The plan addressed the evacuation procedures, accountability procedures, and earthquake procedures, but did not address any other types of emergencies that could occur in the course of a school year.

The Rainier Middle School Emergency Plan provided a checklist for emergency preparedness to ensure that adequate resources and equipment are available throughout the year as well as the need for periodic checking of the equipment to guarantee its effectiveness in an emergency. Rainier's plan also provided a model for a secondary evacuation site in the event that an evacuation lasted for an extended period of time. A secondary site allows for the effective, efficient, and controlled release of students to a reunion site in the event the building cannot be re-occupied.

The Carmel Clay School Corporation's Crisis Management Plan was a district-wide plan that, in general, covered the procedures for a generic crisis response. It also contained different prepared statements that dealt with several incidents that could occur on a school campus. The statements were written for the administrator to read over the public address system following a school-wide crisis. The plan also contained letters to send home informing parents about a crisis that had impacted the school. Similar letters

are found in the Auburn School District Emergency Organization Plan. At the conclusion of the Carmel Clay plan was a list of books for children and adults that would be helpful in the debriefing effort following a school crisis.

The final plan that was reviewed was the Prosser School District Emergency Procedures Handbook. This handbook was obtained through the superintendent of the Prosser School District at the Association of Washington School Principals' (AWSP) annual School Safety First conference. The comprehensive handbook was presented during the final meeting of Auburn's district-wide emergency planning committee. It was agreed at the meeting that Auburn should develop a similar handbook to be utilized at each school site to provide staff with a quick response tool in the event of an emergency situation. The flip-chart format of the Prosser handbook was appealing to the committee along with several of the specific procedures. Prosser's procedures were reviewed, some adopted, and then modified to be in compliance with Auburn School District's emergency response policies.

An important resource that the author of this project used to review and revise Ilalko Elementary's emergency procedures manual was the Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools (1998). The plan was developed by a joint partnership between the Washington State Emergency Management Division and Kitsap County Emergency Management. The plan is expected to become the baseline for all emergency plans in the state. At Auburn's district-wide emergency planning meetings during this past school year, members of the committee were instructed to use the Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools as a minimum baseline of what each school building's

plan should contain and address. Each building was responsible for tailoring the state plan to fit the uniqueness of their staff, students, and geographic location. The model plan for suicide, first aid triage, chemical spill and poisoning procedures, sexual assault, and fire and lightning strikes procedures was also incorporated into Ilalko's emergency procedures manual. These added topics to Ilalko's emergency procedures manual were carefully examined and modified to fit Ilalko's unique needs.

### **Summary**

The review of literature in chapter two provided the necessary background and information to:

1. Revise and develop a current emergency procedures manual for Ilalko Elementary School.
2. Develop and create a more comprehensive set of procedures and emergency strategies for Ilalko Elementary School.
3. Understand the legal requirements and ramifications of emergency preparedness plans in the State of Washington.
4. Proactively plan and prepare for emergency situations.
5. Review current practice as well as legal implications when creating an emergency plan.
6. Share ideas and procedures that help create a safe environment for students and all those working in schools.



## **CHAPTER THREE**

### **Procedures of the Project**

**“The success of any emergency procedure plan will depend on the ability of the participants to understand and carry out their assigned responsibilities.”**

-Allen Wagner

#### **Introduction**

The purpose of this project was to develop a current emergency procedure manual for Ilalko Elementary School in Auburn, Washington. Along with the manual a handbook to increase teacher response effectiveness in the event of an emergency was also developed.

#### **Need for the Project**

The project was created to meet the district’s mandate that each building in the Auburn School District revise their emergency procedure manual in response to the state of Washington’s publication of an all hazards manual in the fall of 1999. This manual was published to serve as a baseline for schools to create a comprehensive crisis response guide at the district and school site level. The current emergency procedures manual for Ilalko Elementary School was reviewed and found to contain only one kind of natural disaster response plan, namely earthquakes, and the procedures for searching and accounting for students and staff. Ilalko’s administrator and author of this project, upon study of existing procedures, decided that the scope of the emergency procedure manual needed to be updated and made more comprehensive.

### **Development and Support for the Project**

The Auburn School District sent teams of individuals from each level to a variety of conferences and workshops over the course of the past year to provide the background and knowledge needed to create a comprehensive district-wide crisis response manual. These teams met over the course of the year to collaborate and share information as well as review and revise current practices as they related to their individual buildings. The author of this project was given the responsibility of overseeing and addressing the emergency needs and procedures for Ilalko Elementary School.

### **Planned Implementation**

The updated emergency procedures manual and newly designed quick response handbook for Ilalko Elementary School will be reviewed and revised for implementation in the 2000-2001 school year.

### **Assessment & Evaluation**

The Ilalko Elementary School emergency procedures manual was assessed initially in the fall of 1999 and found to be deficient. In April of 2000 a total school evacuation drill was held at Ilalko and feedback following that drill was also used to update the emergency procedures manual for the 2000-2001 school year. The manual and handbook will be revised annually, or more frequently, depending on staff and building needs.

## **CHAPTER FOUR**

### **The Project**

#### **Introduction**

The purpose of the project was to develop a current emergency procedure manual for Ilalko Elementary School in Auburn, Washington. Along with the manual a quick response handbook to increase teacher response effectiveness in the event of an emergency was also developed. The manual and handbook are presented in the following pages of chapter four.

The emergency procedures manual and quick response handbook are separated into two sections and do not have page numbers. The emergency procedures manual will be hole punched and placed in a binder and included in the Ilalko Staff Handbook. The quick response handbook is designed to be used in “flip chart” form.

ILALKO ELEMENTARY  
SCHOOL

**EMERGENCY  
PROCEDURES  
MANUAL**

**An emergency is defined as:  
“A sudden, generally unexpected occurrence or set of occurrences  
demanding immediate action.”**

-Webster’s New World dictionary of the American Language

Emergency planning is the foundation upon which schools must build to ensure a safe learning environment for students and staff. The planning should not be static in nature but continually developed throughout the life of the school. It is imperative that students and staff receive instruction and practice on how to effectively execute the procedures designed and developed to handle the crisis situation.

Equally important is the need for an ongoing assessment of the plan and procedures throughout the course of the school year. In addition, effected personnel should be given an opportunity to give feedback as soon as possible after an incident or drill as part of the ongoing assessment of emergency planning procedures.

# **ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS**

## **TABLE OF CONTENTS**

### **EMERGENCY PROCEDURES**

Emergency Preparedness Checklist  
Earthquake Procedures  
Evacuation Procedures  
Lock-Down /Intruder Plan

### **CHAIN OF COMMAND**

Emergency Preparedness Organization Chart  
Incident Commander Responsibilities

### **OFFICER RESPONSIBILITIES**

Logistics Officer Responsibilities  
Operations Officer Responsibilities  
Public Information Officer Responsibilities  
Safety Officer Responsibilities  
Incident Command Station

### **EMERGENCY RESPONSE TEAM RESPONSIBILITIES**

Damage Assessment Team Responsibilities  
First Aid Team Responsibilities  
Sanitation & Shelter Team Responsibilities  
Search & Rescue Team Responsibilities  
    Search & Rescue Team A Checklist  
    Search & Rescue Team B Checklist  
    Search & Rescue Team C Checklist  
    Search & Rescue Team D Checklist  
Student Release Team Responsibilities  
Suicide Response Team Responsibilities  
Supplies & Sanitation Team Responsibilities  
Utility Team Responsibilities

### **EMERGENCY FORMS**

Buddy Team-Initial Safety Check Sheet  
Classroom Student Accounting Form

# **SECTION 1**

# **EMERGENCY PROCEDURES**

# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## EMERGENCY PREPAREDNESS CHECKLIST

The following is a checklist to insure that all equipment, plans, and information are in place in preparation for an unexpected emergency or crisis.

### SEPTEMBER:

1. Check and inventory Ilalko's emergency preparedness kits
2. Check and inventory classroom emergency kits
3. Check and inventory trauma/first aid kits
4. Update staff training
5. Check the function of all emergency communications equipment in the building:
  - Megaphone, radios, intercom, etc.
6. Review emergency procedures manual with staff
7. Send building emergency procedures manual to district and the lieutenant of the local fire department
8. Review post evacuation accountability system
9. Inform parents about the school's emergency plan
10. Post room evacuation maps in each room
11. Post building evacuation maps at each fire pull station
12. Review maps showing locations of emergency water, power and gas turn-off, first aid kits, emergency preparedness kit, food, and water
13. List of staff emergency teams
14. Review emergency team responsibilities with each team
15. Review the plan for student release to parents
16. Review procedures for recording events and information in a crisis

### MONTHLY:

1. Conduct monthly fire drills at varying times during the day and pull alarms at different locations in the building (the goal is to create a unique experience each time a drill is held)
2. Coordinate drills with fire department
  - Fire drills: sound alarm and evacuate building
  - Earthquake drills: no alarm, announce drill-students drop cover hold for 60 seconds and then evacuate classroom per fire drill procedures

### FEBRUARY:

1. Check building emergency preparedness kit
2. Check classroom emergency kits
3. Check the function of all emergency communications equipment in the building:
  - Megaphone, radios, intercom, etc.
4. Review team responsibilities with each emergency team

### ONGOING

1. Provide curricula about earthquake/disaster preparedness as appropriate and needed
2. Mitigate non-structural hazards in and around facility
3. Remind staff/students to have "home" emergency plans



# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## EARTHQUAKE PROCEDURES

### BEFORE THE EARTHQUAKE:

1. Keep earthquake kit by the outside exit door
2. Include a current roster and student release information (see student release procedures)
3. Drill as an individual class
4. Whole school disaster drill

### DURING THE EARTHQUAKE

#### **INSIDE THE BUILDING:**

1. DROP/COVER/HOLD under a desk or table if available. In the absence of tables and desks, inner walls and doorways provide suitable safety. Stay clear of hanging light fixtures, bookcases, or other heavy objects. Do not have students facing windows.
2. Staff and students remain where they are under cover until shaking stops, a minimum of 1 minute. Staff member should then count an additional 10 seconds and then evacuate the building per evacuation procedures.

#### **OUTSIDE THE BUILDING:**

Students and staff outside the building during an earthquake should remain away from the building, trees, electrical lines, and other elevated objects which may fall or scatter debris. Students and staff outside the buildings should drop and cover their heads until the shaking has stopped. Staff that are supervising the playground will move all students to the closest and safest area, (open field, weather permitting) and remain with the students until the building supervisor can determine if it is safe to re-occupy the building.

### FOLLOWING THE INITIAL SHOCK:

#### **Classroom Teacher:**

1. STAY CALM
2. Check your class for injuries
3. Take roll
4. Check to see if buddy teacher or students have serious injuries
5. Check exit door for safety
6. Instruct students to line up at outside exit door (get coats?)
7. Mark door with emergency status sign (Green-OK, Red-HELP, use masking tape)
8. Pick up emergency kit (place outside door, or take with you)
9. Lead class to area designated for emergency evacuation
10. If it is raining cover each student with plastic bag after you are away from the building
11. Recheck roll
12. Fill out **STUDENT ACCOUNTING FORM** and give it to the Search & Rescue Team Leader for your hallway:  
\_\_\_\_\_ Kindergarten/Office/Music/Gym Leader                      \_\_\_\_\_ 300 Hall Leader  
\_\_\_\_\_ 200 Hall Leader    \_\_\_\_\_ 400 Hall Leader
13. Comfort students and treat minor injuries such as scrapes
14. Wait for cue from **Incident Commander** (or designee) to return to building or move to secondary student holding area (grass on west side of campus)



# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## LOCK-DOWN/INTRUDER PLAN

1. All outside doors except the main entrance doors and the 300 unit exterior hall doors will be locked at all times during the student day.
2. All visitors to the building will stop at the office to get a visitor's pass. The pass will have the visitor's name and date. Visitors without a pass will be asked to get a pass or escorted to the office. High school helpers must wear an ID pin.
3. The playground supervisors will carry a 2-way radio at all times when on supervision duty during the thirty minute recesses. The custodian will carry a 2-way radio, and the receiving 2-way radio will be with the secretary.
4. When an unauthorized person is noticed on campus, the office must be notified of the person's location immediately.
5. If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert staff of an intruder. The announcement will be brief: "We are having an (inside or outside) lock-down."
6. Upon hearing this bulletin, the following steps must be implemented:
  - A. Teachers will quickly check the hallways and any child near the classroom will be held in that classroom until the alert is canceled. Teachers should use the room phone to notify the child's teacher.
  - B. Any class in transit needs to go as quickly as possible to the nearest appropriate room: their own classroom, or back to music, PE, or Library.
  - C. The teacher in room 311 will lock the exterior doors of the 300 hall, 207 and 410 will make sure the exterior doors in the 200 and 400 hall are locked respectively. The custodian will make sure all other exterior hallway doors are locked. Teachers will make sure the curtains are closed if instructed to do so and/or paper covering any other windows. If the intruder is in your room do not close the curtains or cover windows.
  - D. Any staff not with children will report to the office for instructions.
  - E. Office manager will man the phones and 2-way radio. Office EA will deliver messages as needed and work with the principal and security.
  - F. Students will respond by sitting on the floor underneath their desks.
  - G. Classroom doors will not be opened for any reason unless there has been communication with the office via the intercom and the person at the door identifies him/herself.
7. IF STUDENTS ARE OUT AT RECESS WHEN THE ALERT IS GIVEN:
  - A. Teachers move quickly to their classroom.
  - B. If recess supervisors see no intruder in the area, they will have students immediately line up at their outside door and the teacher will let them in and implement the proper procedures.
  - C. If an intruder is on the playground and it has been determined he/she has a weapon, students must be directed by adults (either lay down and cover their heads or zigzag a course to shelter).
  - D. If there is a drive by shooting, students must drop, duck and cover, be calmed by adults, and wait for instructions.

AS SOON AS POSSIBLE A STAFF MEETING WILL BE HELD TO DISCUSS EFFECTIVENESS OF THE LOCK-DOWN PROCEDURES AND COMMUNICATE THE SITUATION CONCERNING THE LOCK-DOWN.

## **SECTION 2**

# **CHAIN OF COMMAND**

# ILALKO EMERGENCY PREPAREDNESS ORGANIZATION CHART

## INCIDENT COMMANDER

1. Dispatch Search & Rescue Teams

### Suicide Response Team

1. See Responsibilities sheet

### Safety Officer

After Search & Rescue is complete:

1. Dispatch Utility Team (Ensure utilities have been shut off).
2. Report to IC for further instructions.
3. Make sure no one runs off w/o checking w/ IC first.
4. REPORT ONLY TO INCIDENT COMMANDER!

### Public Information Officer

After Search & Rescue is complete:

1. Dispatch Security Team.
2. Handle all outside communication.
3. REPORT ONLY TO INCIDENT COMMANDER!

### Operations Officer

1. Dispatch Damage Assessment Team
2. Follow up on Search & Rescue details.
3. Keep First Aid Team supplied.
4. Inventory all supplies periodically (obtain more if necessary).
5. REPORT ONLY TO INCIDENT COMMANDER!

### Logistics Officer

After Search & Rescue is complete:

1. Distribute First Aid supplies.
2. Set up Incident Command Station (ICS).
3. Set up sanitation/food/water.
4. Delegate Volunteer responsibilities.
5. REPORT ONLY TO INCIDENT COMMANDER!

### Security Team

1. See Responsibilities sheet

### Supplies/Volunteers

1. See Responsibilities Sheet

### Sanitation & Shelter Team

1. See Responsibilities Sheet

### Student Release Team

1. See Responsibilities sheet

### Utility Team

1. See Responsibilities sheet

### Search & Rescue Teams

1. See Responsibilities sheet

### First Aid Team

1. See Responsibilities sheet

### Damage Assessment Team

1. See Responsibilities sheet

# **SECTION 3**

# **OFFICER RESPONSIBILITIES**

ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS

**INCIDENT COMMANDER**

**RESPONSIBILITIES:**

**IF SUICIDE WAS ATTEMPTED OR THREATENED:**

1. Convene Suicide Response Team (see Suicide Response Team Responsibilities sheet for further actions)

**IF BUILDING WAS EVACUATED:**

1. Coordinate survival effort by:
  - a. Dispatch **Search & Rescue Teams** with 2-way radios to collect **CLASSROOM STUDENT ACCOUNTING FORMS** from respective classrooms and then report to Operations Officer
  - b. Designate:
    - Safety Officer \_\_\_\_\_
    - Public Information Officer \_\_\_\_\_
    - Operations Officer \_\_\_\_\_
    - Logistics Officer \_\_\_\_\_
2. Keep records of assignments
3. Keep log of actions, decisions, and events

**ADDITIONAL RESPONSIBILITIES:**

1. Coordinate communications between officers
2. Instruct Operations Officer to dispatch **Damage Assessment Team** to check building for possible reuse
3. Dismiss staff when student load is reduced

ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS

**LOGISTICS OFFICER**

**RESPONSIBILITIES:**

**AFTER INITIAL EVACUATION OF BUILDING:**

1. Report to Incident Command Station
2. Designate Supplies/Volunteer Leader \_\_\_\_\_
3. Designate Sanitation & Shelter Team Leader \_\_\_\_\_
4. Dispatch Supplies & Shelter Team
  - Set up morgue if needed

**AFTER SEARCH & RESCUE IS COMPLETE:**

1. Coordinate relief efforts by outside agencies and neighbors (Police, Fire, City Officials, Red Cross, FEMA, Auburn Riverside High School, other businesses/etc. needing/offering relief)
2. Report information to Incident Commander periodically
3. Compile reports from Supplies/Volunteer Team
4. Delegate volunteers starting with area of greatest need
5. Coordinate dissemination of supplies as needed to respective locations
6. Reassign staff/duties as needed
7. Other duties as assigned by Incident Commander



ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS

**OPERATIONS OFFICER**

**RESPONSIBILITIES:**

**AFTER INITIAL EVACUATION OF BUILDING:**

1. Report to Incident Command Station
2. Designate Search & Rescue Team Leaders \_\_\_\_\_
3. Designate First Aid Team Leader \_\_\_\_\_
4. Designate Damage Assessment Team Leader \_\_\_\_\_
5. Collect **CLASSROOM STUDENT ACCOUNTABILITY FORMS** from Search & Rescue Team leaders
6. Dispatch Search & Rescue Teams to gather supplies and begin Search & Rescue efforts at point of greatest need in designated search areas
7. Support Search & Rescue Teams with supplies and staff as needed
8. Dispatch First Aid Team

**AFTER SEARCH & RESCUE IS COMPLETE:**

1. Support First Aid Team with supplies and staff as needed
2. Dispatch Damage Assessment Team
3. Support Damage Assessment Team with supplies & staff as needed
4. Report information to Incident Commander periodically
5. Reassign staff/duties as needed
6. Other duties as assigned by Incident Commander

ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS

**PUBLIC INFORMATION OFFICER**

**RESPONSIBILITIES:**

**AFTER INITIAL EVACUATION OF BUILDING:**

1. Report to Incident Command Station
2. Designate Security Team Leader \_\_\_\_\_

**AFTER SEARCH & RESCUE IS COMPLETE:**

1. Dispatch Security Team
2. Coordinate efforts to ensure no one is taking students without checking in with Student Release Post.
3. Handle all external communication (press releases, etc.)
4. Report information to Incident Commander periodically
5. Reassign staff/duties as needed
6. Other duties as assigned by Incident Commander

ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS

**SAFETY OFFICER**

**RESPONSIBILITIES:**

**AFTER INITIAL EVACUATION OF BUILDING:**

1. Report to Incident Command Station
2. Designate Student Release Team Leader \_\_\_\_\_
3. Designate Utility Team Leader \_\_\_\_\_
4. Dispatch Utility Team

**AFTER SEARCH & RESCUE IS COMPLETE:**

1. Report information to Incident Commander periodically
2. Dispatch Student Release Team (if applicable)
3. Compile report from Utility Team
4. Make sure no one is taking students without checking in with Student Release Post
5. Support Student Release Team with personnel and supplies as needed
6. Reassign staff/duties as needed
7. Other duties as assigned by Incident Commander

# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## INCIDENT COMMAND STATION

(Location: Between Playshed and southwest big toy area)

### PERSONNEL:

Principal  
Secretary & Office EA

### RESPONSIBILITIES:

1. **Secretary:** Assist Principal in set up of Incident Command Station
2. **Office EA:** Keep records of assignments  
Keep log of actions, decisions, and events
3. **Principal:** Coordinate survival effort by:
  - a. Dispatch **Search and Rescue Teams** with two-way radios to collect **CLASSROOM STUDENT ACCOUNTING FORMS** from respective classrooms and then report to Operations Officer
  - b. Designate:
    - Safety Officer \_\_\_\_\_
    - Public Information Officer \_\_\_\_\_
    - Operations Officer \_\_\_\_\_
    - Logistics Officer \_\_\_\_\_

### ADDITIONAL RESPONSIBILITIES:

1. Coordinate communications between officers
2. Instruct Operations Officer to dispatch **Damage Assessment Team** to check building for possible reuse
3. Dismiss staff when student load is reduced
4. 2-4 Hours after Initial Disaster dispatch teams to:
  - a. Organize food and supplies
  - b. Establish shelters

### EQUIPMENT & SUPPLIES:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Table and Chairs | <input type="checkbox"/> Job Descriptions clipboard               | <input type="checkbox"/> Gas meter key    |
| <input type="checkbox"/> Master Keys      | <input type="checkbox"/> Emergency Procedures Manual              | <input type="checkbox"/> Duplicate Roster |
| <input type="checkbox"/> Bullhorn         | <input type="checkbox"/> Clipboard w/medical treatment victim log |   |

### **STUDENT ACCOUNTABILITY FORMS**

- Incident Command Station tote tray (pens, markers, tape, school & district radios, AM/FM radio, flashlights, etc.)

## **SECTION 4**

# **EMERGENCY RESPONSE TEAM RESPONSIBILITIES**

# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## DAMAGE ASSESSMENT TEAM (between playshed and end of 300 hall)

### **PERSONNEL:**

Lead Custodian (after Utility Team has completed initial duties)

Volunteers

### **RESPONSIBILITIES:**

1. Inspect all school buildings for damage
2. Identify structural problems (cracks in walls, damage to rooms and other areas)
3. Provide barriers for dangerous areas with barrier tape/danger signs
4. Assess building for possible reuse
5. Report information to Operations Officer

### **EQUIPMENT & SUPPLIES:**

- Hard hats
- School map
- Damage Assessment Forms
- Barrier tape
- Map of gas and water lines
- Map of interior of building
- Cleaning chemicals
- Kitchen chemicals
- List of potentially dangerous materials

# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## FIRST AID TEAM

(by container behind portables 411 & 412)

### PERSONNEL:

School Nurse/Health Technician  
Educational Assistants  
Volunteers

### RESPONSIBILITIES:

1. Obtain first aid supplies from Logistics Officer
2. Designate area or container where supplies are kept
3. Determine need to provide first aid for persons trapped in the building where Search & Rescue cannot evacuate the individual without further help and/or equipment
4. Triage injuries:

<b>TRIAGE PRIORITIES</b>	
<b>HIGHEST PRIORITIES</b>	
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
<b>SECOND PRIORITY</b>	
1.	Burns
2.	Major multiple fractures/broken bones
3.	Back injuries with or without spinal cord injuries
<b>LOWEST PRIORITY</b>	
1.	Fractures or other injuries of a minor nature
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously dead

1. Administer first aid **IF HAVE 1<sup>st</sup> Aid/CPR card** according to triage above
2. Record information about injuries and first aid administered
3. Determine need for medical assistance
4. Assure availability of necessary first aid supplies and equipment

### EQUIPMENT & SUPPLIES:

First aid supplies

Emergency Cards

Health Cards

Stretchers

- Blankets
- Water
- Emergency food supply
- Flashlight & batteries
- 2-way radio
- 1<sup>st</sup> Aid books
- Plastic bags

**ADDITIONAL INFORMATION:**

1. Any special health needs of particular children - need to have such information easily accessible
2. Cellular phone - at school
3. Slap - open ice bags/water
4. Location and plan to evacuate in case of flood
5. Determine need to use backup school generator (custodians know how to operate)



# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## SANITATION & SHELTER TEAM (at east & west Big Toy)

### PERSONNEL:

Available staff

Volunteers

### RESPONSIBILITIES:

1. Set up sanitation facilities
2. Monitor sanitation and properly care for waste until it can be disposed of
3. Set up areas for sheltering, sleeping, and/or eating as needed
4. Set up morgue, if needed, on north side of 200 hall in the grass area

### EQUIPMENT & SUPPLIES:

- Master keys
- 2-way radios
- Rope
- Tape
- Pre-written placards and signs
- Site diagrams with each important area clearly indicated
- Toilet facilities:
  - Black plastic
  - Duct tape
  - Wire
  - Toilet paper
  - Toilet seats (3-6)
  - Baby wipes
  - Tarps (10)
  - Stakes
  - Hammers (2)

# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## SEARCH AND RESCUE TEAM (basketball court on primary side of playground)

### PERSONNEL:

Search and Rescue Team leaders  
Staff made available by buddy system  
Volunteers

### RESPONSIBILITIES:

1. Collect **CLASSROOM STUDENT ACCOUNTABILITY FORMS** from teachers in your designated area
2. Report to Operations Officer at Search & Rescue station
3. Retrieve Search & Rescue supplies and equipment from container and/or inside building
4. Check with Operations officer for **KNOWN** injuries, hazards, and other vital information
5. Search and Rescue Team Leaders assign 2 person teams to help with search effort
6. Obtain all necessary safety equipment (sturdy shoes, long sleeves)
7. Use clipboard with pre-drawn area to be searched
  - Note fire extinguishers on map
8. **Before entering** a room put a single slash (/) on the wall adjacent to the doorknob side of the door
9. Search using vision and hearing (Listen)
10. Exit room through same door as entry was made, put single slash (\) across first slash to make an "X" on the wall
11. Report findings to Operations Officer via radio or runner **after each room** or note on a clipboard if radio or runner is not available
12. Keep radio communication brief (use simple English, no codes)
13. Report damage and/or request for rescue/medical equipment and personnel as needed to Operations Officer

### EQUIPMENT/SUPPLIES:

- First Aid supply backpack
- Master keys on neck lanyard
- Safety Equipment
- Two-way radio
- Job descriptions clipboards with map of search area
- Search and Rescue bucket with:
  - Flashlights (2)
  - Goggles (2)
  - Gloves (2 pair)
  - Safety Vests (2)
  - Masking Tape (2 inch)
  - Railroad Crayons (large chalk)
  - Dust masks
  - Permanent Sharpie marker (2)
  - Steno Pad
  - Pencils
  - 18 inch pry bar

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**SEARCH & RESCUE: TEAM A  
(KINDERGARTEN/OFFICE/MUSIC/GYM)**

TEAM LEADER : \_\_\_\_\_  
ASSISTANT: \_\_\_\_\_

**RESPONSIBILITIES:**

1. \_\_\_\_\_ COLLECT CLASSROOM STUDENT ACCOUNTING FORMS FROM:

- 106 \_\_\_\_\_
- 107 \_\_\_\_\_

2. REPORT TO OPERATIONS OFFICER AT SEARCH & RESCUE STATION (by basketball court on primary side) & PICK UP GEAR

3. START SEARCH AND RESCUE (AT POINT OF GREATEST NEED)

- |  |  |
|--|--|
| <input type="checkbox"/> 100 Main Office                   | <input type="checkbox"/> 113 PTA Office          |
| <input type="checkbox"/> 101 Nurse's Office/Bathroom (A&B) | <input type="checkbox"/> 114 Men's Restroom      |
| <input type="checkbox"/> 102 Principal's Office            | <input type="checkbox"/> 115 Women's Restroom    |
| <input type="checkbox"/> 103 Assistant Principal's Office  | <input type="checkbox"/> 116 Storage             |
| <input type="checkbox"/> 104 Counselor's Office            | <input type="checkbox"/> 117 Custodial Room      |
| <input type="checkbox"/> 105 Conference Room               | <input type="checkbox"/> 118 _____ ESL Room      |
| <input type="checkbox"/> 107 _____ Classroom               | <input type="checkbox"/> 119 Staff Lounge        |
| <input type="checkbox"/> 108 _____ Gym                     | <input type="checkbox"/> 120 OT/PT/SLP Office    |
| <input type="checkbox"/> 109 _____ Classroom               | <input type="checkbox"/> 122 Kiln Room           |
| <input type="checkbox"/> 110 PE Storage Room               | <input type="checkbox"/> 123 _____ Resource Room |
| <input type="checkbox"/> 111 Furniture Storage Room        | <input type="checkbox"/> 124 Paper Storage Room  |
| <input type="checkbox"/> 112 Stage                         |  |

5. REPORT TO OPERATIONS OFFICER

6. RECHECK WITH ALL TEACHERS LISTED TO MAKE SURE ALL STUDENTS ARE ACCOUNTED FOR

7. REPORT THE STATUS OF STUDENTS BACK TO OPERATIONS OFFICER

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**SEARCH & RESCUE: TEAM B  
(200 WING )**

TEAM LEADER : \_\_\_\_\_

ASSISTANT: \_\_\_\_\_

**RESPONSIBILITIES:**

1. \_\_\_\_\_ COLLECT CLASSROOM STUDENT ACCOUNTING FORMS FROM:

- 201 \_\_\_\_\_
- 202 \_\_\_\_\_
- 203 \_\_\_\_\_
- 204 \_\_\_\_\_
- 205 \_\_\_\_\_
- 206 \_\_\_\_\_
- 207 \_\_\_\_\_
- 208 \_\_\_\_\_

2. REPORT TO OPERATIONS OFFICER AT SEARCH & RESCUE STATION (by basketball court on primary side) & PICK UP GEAR

3. START SEARCH AND RESCUE (AT POINT OF GREATEST NEED)

- |  |  |
|--|--|
| <input type="checkbox"/> 201 _____ Classroom | <input type="checkbox"/> 208 _____ Portable              |
| <input type="checkbox"/> 202 _____ Classroom | <input type="checkbox"/> 125 Custodial Storage Room      |
| <input type="checkbox"/> 203 _____ Classroom | <input type="checkbox"/> 126 Boiler Room                 |
| <input type="checkbox"/> 204 _____ Classroom | <input type="checkbox"/> 127 Electrical Room             |
| <input type="checkbox"/> 205 _____ Classroom | <input type="checkbox"/> 128 Custodial Office            |
| <input type="checkbox"/> 206 _____ Classroom | <input type="checkbox"/> 129 Kitchen (also rooms A&B)    |
| <input type="checkbox"/> 207 _____ Classroom | <input type="checkbox"/> DOUBLE CHECK UTILITIES SHUT OFF |

5. REPORT TO OPERATIONS OFFICER

6. RECHECK WITH ALL TEACHERS LISTED TO MAKE SURE ALL STUDENTS ARE ACCOUNTED FOR

7. REPORT THE STATUS OF STUDENTS BACK TO OPERATIONS OFFICER

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**SEARCH & RESCUE: TEAM C  
(300 WING/LIBRARY)**

TEAM LEADER : \_\_\_\_\_

ASSISTANT: \_\_\_\_\_

**RESPONSIBILITIES:**

1. \_\_\_\_\_ COLLECT CLASSROOM STUDENT ACCOUNTING FORMS FROM:

- 302 \_\_\_\_\_
- 303 \_\_\_\_\_
- 304 \_\_\_\_\_
- 306 \_\_\_\_\_
- 305 \_\_\_\_\_
- 307 \_\_\_\_\_
- 310 \_\_\_\_\_
- 311 \_\_\_\_\_

2. REPORT TO OPERATIONS OFFICER AT SEARCH & RESCUE STATION (by basketball court on primary side) & PICK UP GEAR

3. START SEARCH AND RESCUE (AT POINT OF GREATEST NEED)

- |   |  |
|---|--|
| <input type="checkbox"/> 130 Library (Also rooms A&B) | <input type="checkbox"/> 305 _____ Classroom |
| <input type="checkbox"/> 131 Staff Women's Restroom   | <input type="checkbox"/> 306 _____ Classroom |
| <input type="checkbox"/> 132 Staff Men's Restroom     | <input type="checkbox"/> 307 _____ Classroom |
| <input type="checkbox"/> 133 Staff Workroom           | <input type="checkbox"/> 308 Boy's Restroom  |
| <input type="checkbox"/> 301 Custodial Storage        | <input type="checkbox"/> 309 Girl's Restroom |
| <input type="checkbox"/> 302 _____ Classroom          | <input type="checkbox"/> 310 _____ Classroom |
| <input type="checkbox"/> 303 _____ Classroom          | <input type="checkbox"/> 311 _____ Classroom |
| <input type="checkbox"/> 304 _____ Classroom          |  |

5. REPORT TO OPERATIONS OFFICER

6. RECHECK WITH ALL TEACHERS LISTED TO MAKE SURE ALL STUDENTS ARE ACCOUNTED FOR

7. REPORT THE STATUS OF YOUR STUDENTS BACK TO OPERATIONS OFFICER

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**SEARCH & RESCUE: TEAM D  
(400 WING)**

TEAM LEADER : \_\_\_\_\_

ASSISTANT: \_\_\_\_\_

**RESPONSIBILITIES:**

1. \_\_\_\_\_ COLLECT CLASSROOM STUDENT ACCOUNTING FORMS FROM:

- 401 \_\_\_\_\_
- 402 \_\_\_\_\_
- 403 \_\_\_\_\_
- 404 \_\_\_\_\_
- 405 \_\_\_\_\_
- 406 \_\_\_\_\_
- 409 \_\_\_\_\_
- 410 \_\_\_\_\_
- 411 \_\_\_\_\_
- 412 \_\_\_\_\_

2. REPORT TO OPERATIONS OFFICER AT SEARCH & RESCUE STATION (by basketball court on primary side) & PICK UP GEAR

3. START SEARCH AND RESCUE (AT POINT OF GREATEST NEED)

- |  |  |
|--|--|
| <input type="checkbox"/> 121 Book/Kit Storage Room | <input type="checkbox"/> 407 Boy's Restroom  |
| <input type="checkbox"/> 401 _____ (Also A&B)      | <input type="checkbox"/> 408 Girl's Restroom |
| <input type="checkbox"/> 402 _____ Classroom       | <input type="checkbox"/> 409 _____ Classroom |
| <input type="checkbox"/> 403 _____ Classroom       | <input type="checkbox"/> 410 _____ Classroom |
| <input type="checkbox"/> 404 _____ Classroom       | <input type="checkbox"/> 411 _____ Portable  |
| <input type="checkbox"/> 405 _____ Classroom       | <input type="checkbox"/> 412 _____ Portable  |
| <input type="checkbox"/> 406 _____ Classroom       |  |

5. REPORT TO OPERATIONS OFFICER

6. RECHECK WITH ALL TEACHERS LISTED TO MAKE SURE ALL STUDENTS ARE ACCOUNTED FOR

7. REPORT THE STATUS OF YOUR STUDENTS BACK TO OPERATIONS OFFICER

# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## STUDENT RELEASE TEAM (on asphalt between 409 & portables)

### PERSONNEL:

Office manager  
Available staff  
Runners  
Volunteers

### RESPONSIBILITIES:

1. Obtain equipment from Logistics Officer to set up Student Release Post
2. Place signs to show where the post is located (outside or inside: see location below)
3. Secure area against unauthorized access

### LOCATION:

- If the Student Release Post is outside it will be between room 409 and the portables on the blacktop
- If the Student Release Post is inside it will be located on the stage (room 112)
- The Student Release Post should be close to the Incident Command Station, but not too close to cause congestion
- Signs will be posted to indicate to parents where the Student Release Post will be

### SET UP:

1. Organize release forms in alphabetical order
2. **STUDENT RELEASE FORMS** will have the information already filled out on opposite side by the parent
3. Have all personnel wear orange safety vests including student runners

### PROCEDURES:

1. When adults arrive they will identify which student(s) they are to pick up
2. The requesting adult fills out the **STUDENT RELEASE FORM(S)** and submits it to the staff member
3. Staff member asks for identification
4. Check emergency card of each student to verify the release to an adult specified on the card
5. If verified then staff member fills out the bottom portion of the form
6. Runner is sent to get the student and bring to the Student Release Post
7. Confirm with the student that the individual is a legitimate, authorized adult.
8. Release student to the requesting adult if confirmation is verified

### IF THE STUDENT IS WITH THEIR CLASS:

1. The runner is given the **STUDENT RELEASE FORM** and is sent to the area the student's class is assigned to
2. The runner submits the **STUDENT RELEASE FORM** to the staff member responsible for the student at the time
3. The staff member verifies with the student that the adult requesting to take the student is authorized
  - If student confirms then the runner takes the student and **STUDENT RELEASE FORM** to the Student Release Post
  - If the student does not confirm then the runner returns to the Student Release Post with the **STUDENT RELEASE FORM** and reports to the Office Manager

- Office manager will decide necessary action and will contact Incident Commander to verify the steps to be taken
4. The runner hands the **STUDENT RELEASE FORM** to the release personnel and student is reunited with the requesting adult
  5. The **STUDENT RELEASE FORM** is filed in the **OUT** box
    - This box will be used to document where and who students were released to

**IF THE STUDENT IS NOT WITH THEIR CLASS:**

1. The assigned staff covering student's class will write on the **STUDENT RELEASE FORM**:
  - Absent: If the student did not come to school that day
  - First Aid: If the student is in the First Aid Area
  - Missing: If the student came to school, but now cannot be located
2. The runner will then return to the Student Release Post and the staff will direct the runner to the appropriate area to retrieve the student
3. If the student is retrieving multiple students and one or more are missing they should return the available students to the Student Release Post with the **STUDENT RELEASE FORM** and then verify the missing students

**NOTE:**

IF A PARENT REFUSES TO WAIT AND CANNOT BE CONTAINED, **DO NOT ARGUE**, NOTE THE TIME WITH APPROPRIATE COMMENTS AND PLACE CARD IN THE **OUT** BOX

**EQUIPMENT & SUPPLIES:**

- File box containing student emergency cards
- Empty file box labeled OUT
- Table with 2 chairs
- Orange safety vests
- 2-way radio
- Extra disaster cards and release forms
- Pens and pencils
- Extra note pads for notations
- Post-It note pads
- Signs indicating location of Student Release Post



# ILALKO ELEMENTARY SCHOOL EMERGENCY PREPAREDNESS

## SUICIDE RESPONSE TEAM

(location to be determined by Incident Commander)

### PERSONNEL:

Principal  
Counselor  
School Nurse/Health Technician  
Others as deemed necessary

### RESPONSIBILITIES:

#### SUICIDE THREAT:

1. Determine severity and need for assessment
2. DO NOT LEAVE PERSON ALONE
3. Counseling staff involved with identification of risk will notify parents/guardian
4. Parent/guardian will be provided clear information of intervention and appropriate crisis phone numbers

#### SUICIDE ATTEMPT-NO INJURY:

1. Call 911 if weapon is involved if not already called
2. DO NOT LEAVE PERSON ALONE
3. Suicide Response Team will meet to determine necessary action
4. Call parent/guardian
5. Notify superintendent
6. Complete necessary paperwork

#### SUICIDE ATTEMPT-INJURY:

1. Call 911 immediately if not already called
2. Call parent/guardian, specify what is going to happen and where to go to meet their student
3. Designate a person to meet the parent/guardian when they arrive
4. Disseminate information and request help as needed
5. Administrator will complete necessary paperwork

#### COMPLETED SUICIDE:

1. Call 911 immediately if not already called
2. Contact superintendent and enlist any support that is needed
3. Emergency staff meeting called as soon as possible to disseminate factual information and plan for remainder of day and week
4. Intervention area is designated by administration and Suicide Response Team begins counseling staff and students
5. Administration will designate PIO for the media

#### DEATH OF STUDENT OR STAFF (NON-SUICIDE)

1. Gather information, evaluate situation, identify level of impact, and determine plan to operate under as a result of incident

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**SUPPLIES/VOLUNTEER TEAM**

**(initially at Incident Command Station, TBA after initial meeting)**

**PERSONNEL:**

Available staff

Volunteers

**RESPONSIBILITIES:**

1. Report to Logistics Officer at Incident Command Station
2. Assist in set up of Incident Command Station
3. Distribute First Aid supplies to First Aid Team
4. Distribute supplies and help set up Student Release Post
5. Distribute supplies to Sanitation & Shelter Team

**EQUIPMENT & SUPPLIES:**

2-way radio

Safety equipment (long sleeves, hard shoes, etc.)

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**UTILITY TEAM  
(report to Incident Command Station)**

**PERSONNEL:**

Lead Custodian  
Volunteers

**RESPONSIBILITIES:**

1. Check utilities according to pre-assigned area of responsibility
2. Take whatever action is necessary to minimize danger and/or further damage
3. Shut off electrical and gas if needed
4. Assess what services are still available: water, electricity, telephone, sewer lines, heating/ventilation system, bathrooms, etc.
5. Report assessment to Safety Officer

**TEAM A WILL RECHECK UTILITIES SHUT OFF (When their "search and rescue" is completed)**

**EQUIPMENT & SUPPLIES:**

- 2-way Radio
- Safety goggles
- Signs (Danger) or "KEEP OUT" tape
- Dust masks
- Key to shut off water
- Other shut-off tools

# **SECTION 5**

# **EMERGENCY FORMS**

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

**BUDDY TEACHERS - INITIAL SAFETY CHECK**

Immediately following the disaster, please check to see if your buddy has a seriously injured student he/she needs to stay with or if the teacher has been seriously injured. After your initial check one of the teachers will report the results to the team leader for the hall you are in. Team leaders will then forward that information to the Incident Command Station (ICS).

<b>100 Hall Buddies Team Leader:</b>	
<b>Room Numbers</b>	<b>Staff Buddy Names</b>

<b>200 Hall Buddies Team Leader:</b>	
<b>Room Numbers</b>	<b>Staff Buddy Names</b>

<b>300 Hall Buddies Team Leader:</b>	
<b>Room Numbers</b>	<b>Staff Buddy Names</b>

<b>400 Hall Buddies Team Leader:</b>	
<b>Room Numbers</b>	<b>Staff Buddy Names</b>

**ILALKO ELEMENTARY SCHOOL  
EMERGENCY PREPAREDNESS**

Auburn School District No. 408  
915 Fourth Street Northeast, Auburn, Washington 98002

**CLASSROOM STUDENT ACCOUNTING FORM**

School Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Room # \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Currently Enrolled: \_\_\_\_\_ Reported By: \_\_\_\_\_

Not in School Today: \_\_\_\_\_ Command Post Signee: \_\_\_\_\_

Present Now: \_\_\_\_\_ Unaccounted For: \_\_\_\_\_

**1. Students or classroom volunteers unaccounted for (off campus, left in room, other locations, etc.)**

Name	Last Known Location

**2. Students or classroom volunteers accounted for needing more first aid that the teacher can handle.**

Name	Site Location	Problem

**3. Additional Comments: (Report fires, gas/water leaks, blocked exits, structural damage, etc.)**


**ILALKO ELEMENTARY SCHOOL**

***QUICK  
RESPONSE  
HANDBOOK***

While this handbook reflects district policy it has not been formally adopted by the Auburn School District.  
The handbook offers guidelines to follow in specific situations, but is not inclusive and the suggested  
procedures are not mandatory.

## Emergency Numbers:

### Fire Departments:

Auburn/Algona 253 931-3060  
Pacific 253 833-7928  
County Fire District #46 253 833-7284

Child Protective Services 253 872-2665

American Red Cross 206 323-2345

### Police Departments:

Auburn 253 931-3080  
Pacific 253 833-8486

Auburn School District 253 931-4900

Superintendent 253 931-4914

Maintenance 253 931-4955

Personnel 253 931-4916

Transportation 253 931-4938

Food Services 253 931-4972

King County Sheriff 206 296-3311

Federal Bureau of Investigation 206 622-0460

City of Auburn

Maintenance & Operations 253 931-3048

### Hospitals

Auburn Regional Medical Center 253 833-7711

St. Francis Hospital 253 838-9700

Valley Medical Center 425 228-3450

Puget Sound Energy 888 225-5773

Washington Poison Control 800 732-6985

U.S. West Communications 800 603-6000

## **EMERGENCY NUMBERS**



## Accidents

Minor accidents can happen at any time before, during or after 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
  - Check for breathing and bleeding, administer first aid if necessary
  - Determine if help has been summoned, if not then call 911
  - Notify building administrator who will then notify central office
  - Collect the facts of the cause or nature of the injury(ies)
2. The administrator or designee will:
  - Contact parents, spouse, or others on emergency card
  - If no one can be reached from emergency card notify supervisor
  - Complete necessary forms: accident report, insurance forms, etc.

## **ACCIDENTS**

## Assaults/Fights

### **On School Campus or at School Sponsored Events/Activities**

1. Send for help & notify building administration
2. Approach situation with caution
3. Identify yourself verbally in a loud voice
4. Demand combatants to separate in a loud voice
5. Separate combatants if possible and safe to do so
6. Identify witnesses to the assault
7. Remove one of the combatants from the area
8. Escort combatants to a safe area and remain with them
9. Administer First Aid if necessary

## **ASSAULTS/FIGHTS**

## **Bomb Threat**

PERSON RECEIVING CALL SHALL ATTEMPT TO:

1. Obtain detailed information about the bomb and log information onto **BOMB THREAT LOG FORM**
2. Keep the caller talking, but do not upset him/her

THE PRINCIPAL OR DESIGNEE SHALL:

1. Notify police and fire departments by calling 911 immediately
2. Notify superintendent's office
3. Evacuate building, do not reenter until authorized
4. Prior to leaving your area of responsibility check for any unusual objects and report to Incident Command Center
5. The recommendation to close school will be made after consultation with central office, police/fire department, and building administration
6. Do not use 2-way radios! Cell phones OK
7. In the event of inclement weather determine need to move to secondary site

## **BOMB THREAT**

## **Bus Or Field Trip Emergencies**

### DRIVER:

1. Evaluate need for evacuation
2. Remain with the bus or van
3. Secure the bus/van in a safe location, turning off power, ignition and lights
4. Account for all students and staff
5. Evaluate first aid needs
6. Place triangle reflectors behind bus/van
7. Contact transportation and report situation
8. Keep all passengers together and make a list of first aid needs and all student names
9. Complete all accident forms that apply

### TEACHER OR SUPERVISING ADULT:

1. Stay with students
2. Evaluate first aid needs
3. Assist driver as needed

## **BUS OR FIELD TRIP EMERGENCIES**

## Communicating in a Crisis

In the first 30 minutes following the onset of a crisis the Incident Commander will:

1. Initiate the Emergency Preparedness Plan as outlined
2. Contact the superintendent's office and request support as needed
3. Decide with superintendent:
  - Will reporters be allowed in campus?
  - Will reporters be allowed to speak with students?
  - Is a parent release necessary if/when reporters speak with students?
  - Will school photographs be released?
4. Principal will hold a staff meeting as soon as possible for informational purposes

**It is important that in a crisis everyone receives and gives accurate, factual information as soon as possible**

## **COMMUNICATING IN A CRISIS**

## **Drugs Or Weapons**

### **DRUGS:**

1. If presence of drugs or drug paraphernalia is suspected, notify administration immediately
2. Administration will conduct a search
3. Any drugs or paraphernalia will be reported to the police
4. Appropriate sanctions will be assigned
5. Parent will be notified by administration

### **WEAPONS:**

1. If a weapon is suspected, notify administration immediately
2. Administration will conduct a search
3. The weapon will be reported to the police
4. The superintendent will be notified immediately after police notification
5. Appropriate sanctions will be assigned
6. Parents will be notified by the administration

## **DRUGS OR WEAPONS**

## Fire/Explosion/Lightning Strikes

### FIRE/EXPLOSION:

1. Evacuate building immediately
2. Sound alarm if it has not already been pulled
3. Call 911 immediately, if possible
  - Identify problem, school address and location of fire if known
  - Never attempt to fight a fire larger than wastebasket size
  - Never attempt to fight a fire alone, call for help
  - Always stay between the fire and the exit
  - Fire Extinguisher Instructions
    - **P- Pull** safety pin from the handle
    - **A- Aim** at the base of the fire
    - **S- Squeeze** the trigger handle
    - **S- Sweep** from side to side
  - If your clothes (or someone else) catch fire STOP, DROP, AND ROLL!!
4. The Fire Department will assume command upon arrival
5. Principal accountable for staff, staff accountable for students
6. Notify Superintendent as soon as possible

### LIGHTNING STRIKES

1. If outdoors avoid water, hilltops, trees, metal, contact with other people
  - If a vehicle is nearby, get inside and close all windows
2. If in a level area 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 instruct staff and students to remain calm, stay away from metal objects or structures attached to the building that have been struck
4. Avoid touching any electrical connections, wires, plugs (except to unplug or turn off power)
5. Stay away from windows
6. Avoid plumbing/plumbing fixtures

## **FIRE/EXPLOSION/LIGHTNING STRIKES**

## **Hazardous Materials/Chemical Spill/Poisoning**

(Internal or External Spill and/or Toxic Cloud)

### INTERNAL CHEMICAL/HAZARDOUS MATERIALS SPILL:

1. Evacuate students and staff to safe location immediately, using fire drill procedures
2. 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 arrives all control of the spill is in the Fire Department's hands and out of the district's hands
5. Wait for permission from authorities to reoccupy building
6. Check MSDS sheets

### EXTERNAL CHEMICAL/HAZARDOUS MATERIALS SPILL:

1. Notify administration immediately
2. Administrator may lock down building and/or activate **Sanitation & Shelter Team** to initiate Shelter-In-Place procedures

### HAZARDOUS MATERIAL INFORMATION:

1. The school district will provide Material Safety Data Sheets (MSDS sheets) training to inform all employees of potentially hazardous materials in the work place
2. Each building has a Chemical Hazard Notebook containing MSDS sheets for all chemicals used at the school site. All substance containers should be properly labeled

### POISONING:

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

Following any emergency, an **INCIDENT REPORT FORM** should be completed and sent to the administration building

## **HAZARDOUS MATERIALS/CHEMICAL SPILL/POISONING**



## **Hostages Taken**

1. Notify administration immediately if suspected hostage situation arises

### ADMINISTRATOR WILL:

1. Verify report of hostage taken and assess the situation
2. Notify 911
3. Isolate the area containing hostage and hostage taker by a controlled evacuation of the building
4. Contact superintendent
5. One person communicates information to the police when they arrive
6. Determine if anyone has a close relationship with the hostage taker
7. If necessary take evacuated students to alternate site and begin informing parents about student release post and pick up information
8. Designate PIO

## **HOSTAGES TAKEN**

### Intruder/Lock-down

1. If an unauthorized or suspicious person is seen on campus without a guest pass clearly visible intervene only if it can be done in a safe manner
2. Request that the individual check in at the office
3. Identify other witnesses
4. **Notify administration immediately**

NOTICEABLE WEAPON, PERSON OUT OF CONTROL, THREATENING, etc.

1. Do not intervene, **notify administration immediately**
  - ADMINISTRATION WILL:
    1. Initiate lock-down over PA system regarding the precautions to take in the particular case (i.e.: interior lock-down, exterior lock-down, lock-down/cover all windows)
    2. Call 911
    3. Attempt to communicate to individual after assessing the information and considering safety
    4. Contact superintendent's office

POST LOCK-DOWN FOLLOW-UP

1. Administration will hold staff meeting as soon as possible following lock-down to assess effectiveness, make changes as necessary, and answer any questions about procedures and efficiency of lock-down
2. Discuss events and situation leading to lock-down
3. Administrator will designate PIO for press release, if necessary

### **INTRUDER/LOCK-DOWN**

## **Runaway/Kidnapped/Missing Children**

### **RUNAWAY CHILDREN:**

1. Contact administration immediately
2. Give information regarding the situation as well as a description of the student and last known whereabouts to the administrator

### **ADMINISTRATION WILL:**

1. Notify district police
2. Conduct search of campus with 2-way radios, look for witnesses
3. Pursue student, if necessary and considering the student (do not chase students into a street or other dangerous area)
4. Notify parents as soon as possible
5. Assign disciplinary sanctions as applicable

### **MISSING/KIDNAPPED CHILDREN:**

1. Notify administration immediately
2. Give description and other information regarding last known whereabouts
3. Conduct search of the campus, identify witnesses
4. If student is not found contact police as well as superintendent
5. Notify parents
6. Contact court services or probation officer if student is on probation
7. Identify close friends of student to gather additional information

## **RUNAWAY/MISSING/KIDNAPPED CHILDREN**

## Sexual Assault/Rape

1. Escort victim to administrative or counseling office
2. Notify administration/counselor/nurse immediately
3. Protect the evidence of sexual assault
  - **Do not wash** any clothes or any part of the victim's body
  - **Do not allow victim** to wash or wipe body
  - **Do not wipe** away any blood, semen, or dirt
  - **Stay with the victim and reassure him/her of safety**
4. Notify superintendent, police, parents (if not suspected of the assault), CPS
5. Document all steps taken
6. Locate information law enforcement will need upon arrival
7. Accompany victim to hospital if parent/guardian is not there
8. Complete necessary paperwork

**SEXUAL ASSAULT/RAPE**

## **Suicide/Death**

### **SUICIDE THREAT:**

1. Notify administrator and/or counselor immediately
2. Counselor will determine severity and need for assessment
3. Counseling staff involved with identification of risk will notify parents/guardian
4. Parent/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 administration, who will notify Suicide Response Team to assess the situation
4. Suicide Response Team will meet to determine necessary action
5. Call parent/guardian
6. Notify superintendent
7. Complete necessary paperwork

### **SUICIDE ATTEMPT-INJURY:**

1. Call 911 immediately
2. Notify administration/counselor/nurse
3. Administration will notify Suicide Response Team
4. Call parent/guardian, specify what is going to happen and where to go to meet their student
5. Designate a person to meet the parent/guardian when they arrive
6. Suicide Response Team will disseminate information and request help as needed
7. Administrator will complete necessary paperwork

### **COMPLETED SUICIDE:**

1. Call 911 immediately
2. Suicide Response Team is convened
3. Contact superintendent and enlist any support that is needed
4. Emergency staff meeting called as soon as possible to disseminate factual information and plan for remainder of day and week
5. Intervention area is designated by administration and Suicide Response Team to begin counseling staff and students
6. Administration will designate PIO for the media

### **DEATH OF STUDENT OR STAFF (NON-SUICIDE)**

1. Suicide Response Team will meet to gather information, evaluate situation, identify level of impact, and determine plan to operate under as a result of incident

## **SUICIDE/DEATH**

## **CHAPTER FIVE**

### **Summary, Conclusions, and Recommendations**

#### **Summary**

The purpose of the project was to develop a current emergency procedure manual for Ilalko Elementary School in Auburn, Washington. Along with the manual a quick response handbook to increase teacher response effectiveness in the event of an emergency was also developed.

The State of Washington, through the State Board of Education and the legislature, has mandated that schools make contingency plans for the response to crises that may occur during the course of the school year. The scope of this mandate extends from the considerations taken in the construction of school buildings to the continued development and assessment of emergency plans and procedures once the school is operating. The governing bodies above require such considerations and plans to ensure the safety of both the staff and students throughout the course of the school year.

The emergency procedure manual for Ilalko Elementary School was reviewed by the author and the administrator in the fall of 1999. The manual was found to have been deficient in several areas and the determination was made for the author to take responsibility for revising the manual to increase the chance that an effective response would follow the onset of a crisis at Ilalko Elementary School. Over the course of review of the current literature regarding emergency preparedness it was brought to the attention that in addition to the manual, a quick response handbook should be developed by the author to further improve the likelihood of an appropriate response to a crisis impacting

the school campus. This was confirmed by the district-wide safety committee which recommended that the Auburn School District create such a handbook to be used by its employees. Ilalko's handbook may be used as a template for the development of the district's handbook in the fall of 2000.

### **Conclusions**

Several conclusions were reached as a result of the research and work involved in the development of the emergency procedure manual and the quick response handbook.

1. Emergency procedures must be continually reviewed and assessed.
2. Assessment should be conducted on a periodic basis and involve all personnel.
3. Students should be taught correct procedures to follow in the event of a crisis. The procedures should be reviewed to provide comfort in the knowledge that in the event of an actual crisis they will be able to respond appropriately and in an efficient and safe manner.
4. It is imperative that emergency planners share expertise and experience to help create procedures that encompass a comprehensive approach to crisis management.
5. Prevention and other proactive efforts by school officials are necessary to help mitigate the risks involved and to minimize the effects that a crisis has on students and staff.

### **Recommendations**

As a result of this project, the following recommendations are made.

1. The Emergency Procedures Manual and Quick Response Handbook become operational in the 2000-2001 school year.
2. The Emergency Procedure Manual and Quick Response Handbook be revised periodically as staffing, students, and/or the physical design of Ilalko Elementary School changes.
3. The emergency procedures need to be practiced as often as necessary to provide familiarity to students and staff in order that they will be able to respond in a crisis situation both effectively and efficiently.
4. All future documents regarding staff names and/or room assignments be created in a template format to decrease the amount of time required for revision.
5. Prior to the official adoption of the Emergency Procedure Manual and Quick Response Handbook the staff of Ilalko Elementary School should be involved in the review of the manual and handbook and their feedback for improvements sought.



## REFERENCES

- Altenberg, R. (1989). Emergency! Are your schools ready?. School Administrator, 46, 26-27.
- Auburn School District. (1999). Emergency Organization Plan. Auburn, WA: Superintendent.
- Brodkin, A. M. & Coleman, M. F. (1994). Equip kids to deal with disaster. Instructor, 103, 17-18.
- Brokaw, C. O. (1989, November-December). A twist of fate: Tornado strikes four aca camps. Camping Magazine, 62, 28-31.
- Caudle, M. (1994). When crisis strikes. Executive Educator, 16, 18-23.
- Carmel Clay School Corporation. (1999). Crisis Management Plan. [On-Line], Available: [www.naesp.org/membersonly/crisis.pdf](http://www.naesp.org/membersonly/crisis.pdf).
- Dodds, D. & Swiniarski, D. (1994). The first 120 minutes: A guide to crisis management in education (1<sup>st</sup> ed.). Toronto, Canadian Education Association.
- Everett, S. M. (1991). Crisis management in schools. Unpublished master's thesis, Colorado State University.
- Garvey, D. (1998). Risk management: An international perspective. The Journal of Experiential Education, 21, 63-70.
- Goens, G. A. (1996). Anatomy of a crisis: Report from the front line. School Business Affairs, 62, 47-51.

Heller, R. W., Woodworth, B. E., Jacobson, S. L., & Conway, J. A. (1991).

Disaster, controversy—are you prepared for the worst?. The Executive Educator, 13, 20-23.

Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools [Computer software]. (1998). Olympia, WA: Superintendent of Public Instruction & Attorney General of Washington.

Kahn, M. (1993). Mastering disaster: Emergency planning for libraries. Library Journal, 118, 73-75.

Kahn, M. (1994). Fires, earthquakes and floods: How to prepare your library. Online, 18, 18-25.

Nation, C. (1988). Managing crises. Streamlined Seminar, 6, 3-8.

Prosser School District. (1999). Emergency Procedures Handbook. Prosser, WA: Superintendent.

Rainier Middle School (1999). Emergency Procedures Manual. Auburn, WA: Principal.

Rothman, M. (1992). Three campus crises. Business Officer, 26, 30-34.

Stevenson, K., Pellicer, L., & Surratt, T. (1983). Emergency preparedness plans—How to develop, operate. NASSP Bulletin, 67, 87-92.

Wagner, A. R. (1985). Emergency procedures for aquatic facilities. Parks and Recreation, 20, 56-59.

Watson, R. S., Poda, J. H., Miller, C. T., Rice, E. S., & West, G. (1990). Containing crisis: A guide to managing school emergencies (1<sup>st</sup> ed.). Bloomington: National Education Service.

Witt, J. L. (1998). Making schools more disaster resistant. School Business Affairs, 64, 4-6, 8-9.