

**EMERGENCY
PREPAREDNESS
PLAN**



**LIBERTY UNION HIGH SCHOOL DISTRICT
LA PALOMA HIGH SCHOOL**

August, 2014

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DISTRICT/SITE STAFF RESPONSIBILITY

INTRODUCTION

Goals:

The goal of the La Paloma High School Education Emergency Preparedness Plan is to prepare and train district employees and students to respond properly in emergency situations. This plan hopefully will provide a foundation to minimize injury and loss of life. Protection of students, employees, and facilities is of primary importance.

Booklet:

The information contained in the booklet is designed to provide instructions in the event a disaster strikes this area. The basic plan of action outlines responsibilities necessary to safeguard students before, during, and after an emergency.

Employee: Disaster Service Worker

The District will not release students under the age of 19 in an unsafe situation. All public employees are designated as Disaster Service Workers, subject to service as may be assigned to them by their supervisors or by law (Gov. Code, Chapter 8, Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstances unless officially released by the Superintendent or his designee. In the event of a catastrophic emergency district employees will remain with students until they can be picked up by parents or guardians. If parents are prevented from reaching the schools, the District will provide care and shelter until students and parents can be united. La Paloma High School will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter.

Knowledge Of:

Each staff member needs to be thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency.

GENERAL INSTRUCTIONS

- A. This plan is designed to prepare you for the impact of a major disaster or emergency affecting La Paloma High School. These guidelines are general in nature. They include a quick reference emergency action guide and a list of emergency phone numbers.
- B. Mass panic is one of the greatest dangers. Staff members should remember that in times of stress they must remain calm, evaluate the situation, and take action based on the best information available.
- C. A well prepared and tested plan for prompt and positive protective actions will minimize injuries and loss of life in a major disaster. Therefore, all staff members must be thoroughly familiar with the contents of this plan.
- D. In the absence of orders from your supervisor or designee, each staff member is authorized and directed to implement the actions contained in this plan. Further each staff member should take such other action as may be necessary to save lives and mitigate the effects of the disaster.
- E. All recommendations for changes, additions, or deletions to this plan should be forwarded to the Principal's office for consideration.

EMERGENCY TELEPHONE NUMBERS

In the event of accident or injury it is important to know what numbers to call: *911 is your main number. All other numbers are to get additional information after the fact. CALL 911 FIRST.

- Fire & Rescue (Paramedics)911**
- Health Department Animal Control(925) 335-8300**
- Poison Control Center1-800-222-1222**

Ambulance:

- AMR(925) 602-1300**
- Kaiser (Martinez) (925) 372-1121**
- Kaiser (Walnut Creek) (925) 295-4000**
- Kaiser (Antioch)..... (925) 779-5000 Medical Ctr**
- Kaiser (Sand Creek).....(925) 813-6500 Medical Ctr**

Hospitals:

- Contra Costa County Hospital (925) 370-5000**
- John Muir Emergency Urgent Care Brentwood..... (925) 308-8111**
- Kaiser Emergency – Martinez(925) 372-1000**
- Kaiser Emergency – Antioch/Sand Creek.....(925) 813-6500**
- Kaiser Emergency – Walnut Creek (925) 295-4000**
- Sutter Delta Medical Center..... (925) 779-7200-Emerg. 779-7273**
- John Muir at Mt. Diablo (925) 682-8200**

- Sheriff: Dispatch(925) 646-2441**
- Brentwood Police: Dispatch(925) 778-2441**
- Fire: Dispatch(925) 634-3400**

Police:

- Police Dispatch for Contra Costa Area (925) 778-2441**

- Antioch (925) 779-6900**
- Brentwood (925) 778-2441**
- Clayton (925) 673-7350**
- Concord (925) 671-3232**
- Martinez (925) 372-3440**
- Oakley Police (925) 625-8060**
- Pittsburg (925) 646-2440**
- Pleasant Hill (925) 288-4600**
- Walnut Creek (925) 934-5844**

Sheriff's Office:

- Martinez (925)646-2441**

HOUSEKEEPING

Good housekeeping practices are an essential part of disaster preparedness and can effectively minimize the effects of a disaster. Poor housekeeping practices can severely compound problems.

1. All heavy objects should be firmly attached to walls.
2. High book shelves should be secured to the wall.
3. Hazardous substances are to be stored in the manners prescribed by law.
4. Hallways, exits, fire escapes, and doorways must be properly accessible and free from any form of blockage.
5. No heavy or sharp objects are to be stored on top of high shelves.

All discrepancies should be noted and corrected; work orders need to be sent to Liberty Union High School District Maintenance Department.

SECTION I

LA PALOMA HIGH SCHOOL

SITE DISASTER RESPONSE TEAM

The La Paloma High School Disaster Response Team consists of the following persons:

1. Principal –Roy Bennett (925) 634-2888
2. Director Maintenance/Operations –Al Wilright (925) 634-3812
3. Designee /Teacher No. 1- John Boone
4. Angela Skaggs – Continuation Secretary
5. Full Time Teacher No. 2 –

The Command Center is the Principal's office. If it is unsafe:

1. Gym-Main Office
2. Staff Room, B-201

EMERGENCY PROCEDURES
STAFF DUTIES

General instructions for multiple emergency situations.

Principal:

- a. Maintain communication with Disaster Response Team-district level
- b. Determine facility/student safety from Director of Maintenance & Operations.
- c. Call for outside assistance.
- d. Authorize resumption of power, gas and water services.
- e. Authorize return to building. Send verbal or written instruction with available staff.
- f. Issue oral and/or written communiqué to students and staff re: status if emergency period is prolonged.
- g. Debrief meeting with teachers and staff to develop resume of action taken during evacuation regarding medical/trauma, verification of parental contact of injured persons, facility reports of required repairs.
- h. Obtain report of needed facility repairs from the Director of Maintenance & Operations and notify utility companies of any breaks or suspected break in lines.
- i. Determine the advisability of closing the school, with the advice of the superintendent, and/or County Building Inspector, if possible.
- j. Direct school staff to remain after school hours if required to assist in disaster service activities.
- l. Post guards at a safe distance from all building entrances to see that no one re-enters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
- m. Facility inspection.
- n. Turn off main gas line on site.
- o. Turn off main electrical panel, on site.
- p. Establish Control Point at La Paloma site.
- q. Report damage or no damage to Control Point.
- r. Receive damage reports from Control Center
- s. Assign emergency procedures.
- t. Assign check of facilities reported by staff as damaged.
- u. Confer with ranking administrator re: next actions.
- v. Assign damage control tasks.
- w. Assign responsibility for survey of buildings.
- x. Confer with ranking administrator re: status.
- y. Direct fire fighting efforts until regular fire fighting personnel take over
- z. Certify building safety and restore services.

Designee:

- a. Establish the Command Center in the 1) Principal's Office 2) Gym- Main Building or 3) Staff Room, B-201.
- b. Receive and record in writing reports regarding attendance re: students and staff; medical and trauma reports; names of missing students and their possible location.

- c. Receive and record in writing facility damage reports and confer with Maintenance Control Point by radio or messenger.
- d. Notify administrator in charge when evacuation has been properly completed.
- e. Supervise the duties of the secretarial staff.
- f. Verify that parents of injured persons have been notified.
- g. Initiate search and rescue.
- h. Coordinate attend/alarms/telephone/search & rescue/triage/release of students/psych first-aid.
- i. Relay damage reports to control point.
- j. Confer with Director of Maintenance and Operations regarding damage status.
- k. Debrief with communication center personnel and site district response team.

Secretary:

- a. Assist the staff in gaining control of the students and the collection of attendance
Send the attendance sheets to the Command Center.
- b. Take transistor radio and blow horn.
- c. Supervise the release personnel if it is necessary to release students to parents/guardians. Check for parent, teacher and student signatures before permitting a student to depart the grounds.

Supervise the First Aid and Safety duties.

- 1. Have first aid personnel list.
 - 2. Accept and record in writing injury reports.
 - 3. Evaluate injury reports.
 - 4. Coordinate injury reports with search and rescue.
 - 5. Record data on any person moved by ambulance a) Name b) Nature of injury c) destination of ambulance. (Check out form)
 - 6. Instruct Secretary to notify parent/family of injured transported person.
 - 7. Develop resume of action taken re: injured person.
 - 8. Request assistance by first aid trained staff.
 - 9. Coordinate with attendance to account for all students, staff.
- d. Accept and document calls from parents.
 - e. Call parents of students who have been transported by ambulance. Maintain a list of transported students and advise release personnel.
 - f. Pull emergency cards for students on injury list.
 - g. Notify the parents/guardian of any injured student; inform of status.
 - h. Receive and record in writing any emotional trauma reports. Notify a counselor or appropriate staff member to remain with the individual.
 - i. Record new messages for the telephone system.
 - j. Maintain a first-aid kit in office counter cupboard.
 - k. Maintain a list of staff who are first-aid and/or CPR certified.
 - l. Accept and record in writing all injury/trauma reports.
 - m. Evaluate injury reports.
 - n. Assist in making sure materials are transported to the school parking lot if necessary.

Teacher No. 1

- a. Assist the staff in gaining control of the students.
- b. Establish and supervise a triage area in the Gym.
 - 1. Set up staging area for reception of injured persons (parking lot or Computer Room, treatment area for life threatening injuries, and area for minor first aid.
 - 2. Confer with crisis team leader as to the location for psychological trauma.
 - 3. Notify the command center as to the location of the triage area, if other than parking lot, and request medical supplies.
- c. Supervise the administration of first aid.
- d. All injured persons should be medically tagged.
- e. Coordinate and assist paramedics, firemen, police and/or coroner when they arrive at the Principal's Office.
- f. Disassemble triage area.
- g. Inventory remaining first aid supplies.
- h. Transport first aid supplies to a central location.
- i. Debrief with first aid assistance and debrief with administration.

Designated Teacher No. 2:

- a. Dispatch search teams to assigned areas. Search should be done visually, vocally, and physically.
- b. Check all classrooms, closets, offices, storage rooms, bathrooms, etc.. Check off each area after it has been searched.
- c. Dispatch search and rescue teams to designated areas to search for and rescue trapped and injured persons.
- d. Remove injured persons and take only lifesaving first aid measures; otherwise have patient transported to the designated triage area.
- e. If fatalities have occurred and bodies are moved, note the location and condition of bodies on a triage tag for future reference by the coroner.
- f. Secure all buildings from reentry after search
- g. Inventory remaining first aid supplies.
- h. Transport first aid supplies to a central location.
- i. Debrief with first aid assistance and debrief with administration.
- j. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
- k. Proceed with secondary search and/or assist in the triage area.

SECTION II
EMERGENCY PROCEDURES

ATTACK OR DISTURBANCE BY CRIMINAL OR INSANE PERSON OR GROUP

In the event that such an occurrence happens outside La Paloma High School, contact the Principal or designee immediately.

WARNING: Bull horn announcement

TEACHER ACTIONS:

1. Give DUCK, COVER AND HOLD command. Instruct individuals to stay down until subsequent instructions are issued.
2. Remain in cubicles and gain control of the students.
3. Lock or barricade all doors.
4. Close drapes, curtain and cover glass in the door.
5. Wait for further instructions.
6. Note in writing the name(s) of injured person(s) nature of injury, the location of the person (room number and/or location)
7. Take attendance and injury information.
8. Render first aid as needed.
9. Do not use the intercom phones unless you have a life threatening injury.
10. Remain still until circumstances permit movement, then proceed to the office or report to the Principal/designee or police officer for directions.

In the event of a hostage situation:

1. Gain control of students, remain calm, and avoid startling noises, antagonizing or challenging the intruder.
2. Cooperate with the intruder and follow their instructions if possible.

COMMAND CENTER (La Paloma High School, Principal's Office)

IMMEDIATE ACTION:

1. Give Duck and Cover command
2. Call for outside assistance
3. Prepare to receive and record attendance, injury and damage reports
4. Make available all medical supplies.
5. Maintain communication with the Disaster Response Team - district office.

RECEIVE & ORGANIZE REPORTS:

1. Accept and record in writing injury, damage, and attendance reports.
2. Evaluate injury reports. Send assistance when possible.
3. Pull emergency cards and current demographic information for any injured person.
4. Accept and record in writing telephone calls from parents. Do not issue information and inform parents that they should not come to the school site.

5. Record in writing data for any person administered first aid or transported. Include a) name, b) nature of injury, c) destination of ambulance, d) time of departure.
6. Call parents of injured students and inform them of status.

RECOVERY:

1. Determine facility safety with assistance of police investigator and fire chief.
2. Evacuate if necessary.
3. Convene Crisis Intervention Team.

BOMB THREAT

Principal or designee

WARNING: Bull horn announcement

ALL CLEAR: Bull horn announcement.

ACTION: Listen for the bull horn announcement. This will automatically implement action to leave the building. Evacuate to the student parking lot unless directed to another place.

PROCEDURE:

1. Caution all personnel against picking up any strange objects.
2. Stay with students and clear of buildings.
3. Take attendance and send to Secretary.
4. Students and staff should not return to the Classroom until authorized school officials declare the School safe.
5. Person receiving the message should complete the "Bomb Threat Report Form". Copies of this form are to be kept by the telephones at the secretaries' desk.
6. Call Sheriff's Department to verify action and activation of emergency procedures/evacuation.
7. Call District Superintendent and Director.

LA PALOMA HIGH SCHOOL
400 Ghiggeri Dr.
Brentwood, CA 94513
925-634-2888

BOMB THREAT REPORT FORM

TIME _____ DATE _____

HOW REPORTED _____ Extension _____

EXACT WORDS OF CALLER _____

Questions to ask:

1. When is the bomb going off? _____
2. Where is the bomb to explode? _____
3. Where is the bomb right now? _____
4. What kind of bomb is it? _____
5. What does it look like? _____
6. Why did you place the bomb? _____

Description of caller's voice:

Male _____ Female _____ Young _____ Middle Aged _____ Old _____

Ethnic type? _____ Accent _____ What kind? _____

Tone of voice:

Serious _____ Joking _____ Giggling or laughing _____ Sounded tense _____

Sounded very sure _____ Sounded unsure _____ Is voice familiar? _____

If so, who's? _____

Were there any background noises? _____

Other voice characteristics _____

Time caller hung up _____ Action taken _____

Name, title, address, telephone number of recipient:

Action taken by recipient: _____

Signature; _____

Recipient

Director

CHEMICAL SPILL EMERGENCY

Presently we are in a very high risk area for a chemical spill. The following procedures are to be followed in the event of a chemical spill.

SIGNAL: Bull horn announcement

A potentially dangerous chemical spill has occurred. Remain in your location until further notice. Do not, I repeat, do not leave the building until further notice. Close all windows, doors and turn off any or all fans or blowers. Do not go outside to investigate. (Repeat message twice).

TEACHER ACTION:

Either keep students in your location or assist in moving them to safe area to clear the building.

Please do not use the telephone unless you have an emergency.

In the event that students need to be evacuated, directions will be given over the bull horn.

1. Always move crosswind--never up or down wind to avoid fumes.
2. Maintain control of students.
3. Render first aid as necessary.
4. Take roll.
5. After the school has been evacuated do not return to school until the fire department declares the area safe.

ALL CLEAR SIGNAL:

Bull horn announcement.

CIVIL DISTURBANCE

In the event of a civil disturbance, the Principal or designee will immediately notify the Police/Sheriff's Department at 911.

1. Under the direction of the Principal or designee, available staff members will assist in confining the disturbance to one area.
2. Teachers will keep students in their location until notified that the disturbance has been controlled.
3. Teachers who do not have a student will report to the secretary for assignment to specific duties.
4. In extreme situations, the Principal or designee will address the group, informing participants of possible consequences of their actions, i.e.,
 - A. Individuals who violate school policy by encouraging illegal demonstrations by fellow students may be immediately suspended.
 - B. Individuals who refuse to comply with school and civil regulations will, if necessary, be removed from the school premises by the police.
 - C. Participants in illegal demonstrations will be ordered to cease such activity and remove themselves from the area. Those remaining after a reasonable period of time may be subject to suspension from school.
 - D. Leaders of illegal demonstrations, either active in addressing the group or restraining the voluntary actions of any individual who wishes to return to class, should be addressed by name and told that should he/she persist in these actions, he/she may immediately be suspended from school.
 - E. Students who are on the fringes of the demonstration (onlookers) who do not honor the order to disperse, may be suspended from school and removed from the school property by police.
5. In the event the disturbance is serious enough to require police assistance in controlling the students. The Principal, it must be understood that authority for decision-making then becomes a police matter.

EARTHQUAKE EVACUATION PROCEDURES

Earthquake drills are required by state law to be held once each year. Other types of drills will be held annually. The time will be determined by the administration. Every effort will be made to hold these drills at time most convenient for the continued smooth operation of the educational program.

DRILL SIGNAL: Bull horn announcement

"This is an earthquake drill".

TEACHER ACTION WHILE INDOORS AT SCHOOL:

1. Give "Duck and Cover" Command.
 - a. Get under equipment where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Clasp both hands firmly behind the head, covering the neck.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
 - f. As soon as possible, teachers shall move students away from windows and out from under heavy suspended light fixtures.

2. Assess any injuries to students and damage to the building. If it appears safe do not evacuate the area until instructions are given which relate a safe route to the basketball court. In the event that the teacher determines that it is not safe to remain in the building until the evacuation instructions arrive, the teacher should do the following:
 - a. Gain control of the students.
 - b. Note the name of any injured person, nature of injury, the location of the person.
 - c. Take teacher schedule book from Secretary's desk and evacuate. Direct the students to stay together and move in silence to the assigned assembly area in the basketball court. The teacher must determine the route to the basketball court if the normal route is not safe.
 - d. Take attendance and send injury information and attendance to the Principal designee in charge.
 - e. Render first aid if necessary.

3. Evacuate the building and move a safe distance away from it. Gain control of students. Select a safe route based on power line, gas main, water main and building failure and proceed to the basketball court. Admonish students not to touch electrical wires and avoid the lighting of any burners or stoves until the area is declared safe.

PROCEDURES FOR RELEASING STUDENTS:

No student under age 19 will be released without a written release form with the signature of a parent/guardian. The teacher must sign the release form and the student must sign the release form. The release form must be turned in for the student to leave. This form will be retained by the school.

18 year old students:

May sign their own release form if they have an "emancipation letter" on file indicating that they may sign their own notes.

CENTER EVACUATION:

1. Teachers are to remain with their student(s) in the student parking lot. No student under the age of 18 will be allowed to leave unless a parent/guardian/person named on the emergency card comes to the parking lot and signs for the release of the student.
2. The student will be called for by Secretary. (The dismissed student will evacuate the student parking lot or the school building). The La Paloma High School Secretary will have the names of students who have been released. The student will sign out before exiting.

EXPLOSION OR THREAT OF EXPLOSION

WARNING: Bull horn announcement

ALL CLEAR: Bull horn announcement

PROCEDURE:

Explosion

1. Command students to Duck & Cover.*
2. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement action to leave the building.
3. Set off Center alarm for "Emergency" on Security System
4. Move to an area of safety and maintain control of students. Caution students to stay clear of building and trash cans.
5. Render first aid as necessary.
6. Notify Principal or Designee, police (911).
7. Fight incipient fires without endangering life.
8. Take roll by notifying Secretary of students who are present.
9. Students and staff should not return to the School until the fire department or School officials declare the area safe.
10. Notify utility companies of a break or suspected break.
11. Director or designee will direct further action as required.
12. Person receiving a bomb threat should complete the "Bomb Threat Report Form". Copies of this form are to be kept by the telephones at the secretaries' desk.

Threat of Explosion:

1. Leave the building.
2. Follow directions under Explosion above.

*Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs while they are on their way to and from school.

FALLEN AIRCRAFT

WARNING: Bull horn announcement

ALL CLEAR: Bull horn announcement

ACTION: The Principal or designee will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions.

PROCEDURE: All students and staff will be kept at a safe distance.

FIRE EVACUATION PROCEDURES

Fire drills are required by state law to be held twice each year. Other types of drills will be held annually. The time will be determined by the administration. Every effort will be made to hold these drills at a time most convenient for the continued smooth operation of the educational program.

DRILL SIGNAL: Set off the "Emergency" button on the Security System in the School.

TEACHER ACTION:

1. Direct students to follow directions of all school personnel and immediately move in silence to student parking lot or alternate directions as issued by Principal or designee in the event that the fire is outside.
2. Make certain every student has left the building. In the event that a person has been injured and you are not able to evacuate someone, mark the building area with an X. This X will alert Search and Rescue that there is someone inside the building. Give the following information to the Principal or Designee:
 - a. Your name, the name of any student(s) who cannot evacuate the building and the nature of the injury.
3. Upon reaching the student parking lot, immediately take attendance. Take attendance to the Secretary.
4. Render first aid as necessary.

ALL CLEAR SIGNAL: Bull horn announcement.

1. Return your students immediately to the regular location.

FLOOD

WARNING: Bull horn announcement.

ALL CLEAR: Bull horn announcement.

ACTION: Listen for directions.

PROCEDURE: Provide care of students at school.

SEVERE WINDSTORM

WARNING: Bull horn announcement.

ALL CLEAR: Bull Horn Announcement.

ACTION: Implement action TAKE COVER

PROCEDURE:

1. Students and staff should be assembled inside building.
2. Close windows and doors.
3. Remain near an inside wall on the floor if possible. (in back classroom)
4. Evacuate areas bearing full force of wind.
5. Take roll if you leave your location to seek shelter in a safer place.
6. Keep tuned to a local radio station for latest advisory information.
7. Notify utility companies of any break or suspected break.

SMOG ALERT

1. The District will be notified of a smog alert by Air Quality Management District.
2. If a "Third Stage Alert" is called, students and staff members should remain indoors and restrict movement as much as possible.
3. Observe students and staff for respiratory distress. Report any problems to the Secretary.
4. Blowers and air conditioner units turned off.

WAR

WARNING: A warning will be received from the North American Air Defense Command (NOMAD) through the Office of Civil Defense Warning System when a nuclear attack is in progress against the United States, its territories, possessions, or allies. Warning will be disseminated on the Bull horn.

PROCEDURES:

1. STRATEGIC WARNING
 - a. This is a notification that enemy-initiated hostilities may be imminent. Dissemination will be by news media. No estimate can be made of the duration of a strategic warning condition. The warning time may vary from several hours to several days.
 - b. The following actions will be taken.
 - 1) Upon direction of the Superintendent implement action to send students home.
 - 2) Notify the office of the Superintendent when this has been accomplished.

2. ATTACK WARNING
 - a. Execute the Duck, Cover and Hold action.
 - b. Turn on a battery-operated A.M. radio and tune to any EBS station for official information and instructions.
 - c. Take precautions to minimize the possibility of persons being struck by flying objects such as glass and Venetian blinds.
 - d. Take roll.
 - e. Remain in shelter until other action is advised or directed by competent authority.

3. SURPRISE ATTACK WARNING
 - a. Detonation of a weapon will be the only notification. This will be accompanied by extreme intense light and heat. The light is followed by heavy shock (blast) waves.
 - b. The following actions will be taken.
 - 1) Teacher gives command to Duck, Cover and Hold.
 - 2) When blast wave has passed, command action to take shelter inside if one is not already in a sheltered area.
 - 3) After reaching shelter, teachers take roll, report missing students, and administer first aid as needed.

- 4) Await official information and directions.

SECTION III

GENERAL PRINCIPLES OF CRISIS INTERVENTION

1. Intervene Immediately - Be Direct, Active, Authoritative

The sooner the student is assisted in coping with the crisis situation, the better the chances of restoring equilibrium. The longer the student remains in a state of confusion, unable to take some sort of action to address the situation, the more difficult it will be to intervene.

2. Keep the Focus of the Intervention on the Precipitating Situation

Help the student to accept that the crisis situation has occurred by encouraging the student to express the facts of the situation as well as expressing feelings. Don't let defense mechanisms such as denial operate and prolong the crisis situation.

3. Provide Accurate Information About the Situation

Give a realistic orientation about what has occurred, and what might be the expected outcomes.

4. Do Not Give False Assurance. Always Remain Truthful and Realistic

Recognize the anxiety, depression or tension, but at the same time provide some sense of hope and expectation that the person will ultimately overcome the crisis. However, let the student know that things may never be the same as they were before the crisis.

5. Recognize the Primacy of Taking Action

Every crisis counseling interview should have an ultimate outcome of some action that the individual is able to take. Restoring the person to the position of actor rather than victim is critical to success.

6. Provide Emotional Support for the Individual

Find a group of peers, school staff members or family members that can provide both support and temporary assistance during the crisis. Implement a buddy system so that the student isn't left alone.

7. Focus on Self-Concept

Emphasize how the person did cope with the situation so far and how the person has already begun to use strategies for moving forward. Encourage the individual to implement solutions or strategies which have a high probability of success.

8. Encourage Self-Reliance

Provide constructive activities that the person can do to assist with the situation, such as helping to straighten up the classroom, preparing materials to share with classmates. Reinforce whatever problem solving the individual has demonstrated to this point in time.

9. Be Concerned and Competent

The more adults can present themselves as a model of a competent, problem solving individual and demonstrate the process of taking in information, choosing between alternatives, and taking action, the more children will be able to function adequately. Therefore, it is important that staff members establish their own support systems so that they can adequately cope with the situation.

Adapted from "Crisis Counseling: Conceptualizations and General Principles," Johathan Sandoval, School Psychology Review, 1985, Vol. 14, No. 3

CRISIS INTERVENTION PROCEDURES & RESPONSIBILITIES

Crisis intervention deals with normal people in unusual situations who may exhibit psychological symptoms and respond in various ways. It is important that during the immediate hours and days which follow a disaster, children and staff be helped to return to emotional equilibrium.

PRINCIPAL OR DESIGNEE

1. Determine if your staff can handle the situation or if outside assistance is needed. Make the contact requesting outside assistance.
2. Inform staff, students, and district office of factual information.
3. Convene the staff and meet outside persons as they arrive.

SECRETARY

1. Receive telephone calls.
2. Record parent name and telephone number.
3. Instruct parents not to come to school unless requested to pick up their student.
4. Release no information relating to the situation. Refer all information requests to the district office.
5. Establish a sign-in and message center for outside assistance person(s).
6. Maintain Intervention team folders for the outside assistance person(s).
7. Assist the staff.

STAFF

1. Assess the situation.
2. Identify at risk students or staff.
3. Assign conference areas for individual and group consultations.
4. Coordinate efforts with outside assistance.
5. Debriefing and reassessment of the situation.

OUTSIDE ASSISTANCE PERSON(S)

1. Register with the Secretary, procure ID and intervention folder which contains the following information:
 - a. Accountability procedures/forms
 - 1) Attendance Accounting
 - 2) Student Referral Form
 - 3) Initial Counseling Referral Summary
 - 4) Parent Consent Form
 - b. General Principles of Crisis Intervention
 - c. Model for Interview of Students in Crisis
 - d. Suggested Guidelines for the Management of the Aftermath of a Suicide or Sudden Death at School

CRISIS CHECK LIST

1. SCHOOL DISASTER TEAM INITIAL CRISIS SCREENING

- ____A. Identify problem/event and determine degree of impact on the school.
- ____B. Determine if additional support is needed. Principal may request outside assistance.
- ____C. Review facts and determine what information is to be shared with:
- __1) Staff
 - __2) Students
 - __3) District
- Determine how the information is to be shared with staff, students and district.
- __1) Written bulletins
 - __2) Oral communication/discussions
- ____D. Initiate the referral process, including procedures for self-referral
- __1) Provide Referral forms to staff
 - __2) Maintain Student Referral List. Designate where list will be maintained and by whom.
 - __3) Designate interview locations
 - __4) Distribute Initial Referral Summary and Screening Survey and Parent Consent forms to interviewers.
- ____E. Establish a reception center for support service personnel.
- ____F. Identify high risk students. Initiate contacts and appropriate interventions.
- ____G. Interventions:
- 1) Individual Interviews
 - 2) Group counseling
 - 3) Parent meetings
 - 4) Staff meetings
 - 5) Referrals to community agencies
- ____H. Debriefing - on a daily basis
- 1) Review process, status of referred students
 - 2) Prioritize needs
 - 3) Plan follow-up actions
 - 4) Provide support to team members

MODEL FOR INTERVIEW OF STUDENTS IN CRISIS

The following two techniques for interviewing students who have been subjected to trauma or crisis have been adapted from Golan's and Pynoos' work.

Children have different skills for dealing with information and reacting to events depending on their age and development level. Counseling with younger children requires involvement and use of nonverbal material and very directive ways to elicit and reflect feelings. Frequently facts and fantasy are intermingled and young children have difficulty acknowledging a crisis. With adolescents however, a discussion format can be possible as a means to focus on problem solving and crisis-coping skills.

One then may want to select one of the two initial interview techniques as it fits the student as well as the crisis impact.

Golan's model interview is a three stage model. The stages are: Immediate Focus of Crisis Situation, Evaluation of Current Predicament, and Development of Contract for Further Activity.

Pynoos' model interview proceeds from drawing and storytelling to discussion of the actual traumatic situation to the consequences of the crisis for the child. It is also a three phase process with the three phases being: Opening, Trauma, and Closure.

The goal of the interview is not just to identify the immediate effects of the trauma, but also to assist the child in mastery of the traumatic experience.

The following is a description of the GOLAN Model:

A. Immediate Focus on Crisis Situation

1. Establish rapport.
2. Identify the precipitating event. Try to get as many details and facts as possible. (Keep in mind that it is not the exact accuracy but the actual telling that is important here.)
Information to be obtained: What is threatening to the client?
What is new to the client in this particular crisis?
What is the immediate problem - as distinguished from chronic problem?
3. Elicit subjective reactions to the event.
Try to get affective responses.
Tell the student that it is okay to cry.
(The goal is to bring out reactions to the current situation.)
Information to be obtained: In what way does this particular situation differ from other similar situations?
Who are the significant persons related to the crisis?
How are such persons involved?
How much guilt, responsibility, anger, fear is there?

4. Investigate recent losses, threats, challenges. Use verbal or image provoking activities such as drawings, play activities or story writing to bring these to the surface.
Try to get affective responses as well as facts and details. (Remember that past experiences have impact on the current crisis.)
5. Assess the nature and duration of the vulnerable state. Investigate previous problem solving patterns and coping skills and the extent to which they are still working or not working. Try to bring out what did and did not work. Evaluate the present situation, especially the state of active crisis. See if changes are still taking place.
6. Determine availability of support systems and resources.

B. Evaluation of Current Predicament

1. Based on the assessment of the dynamics of the situation state the problem to the student, including the basis of the conflict. (Phrase in terms of the dilemma with which you see the student is at.)
2. Ask the student how he/she sees the situation and what is seen as the most pressing problem.
3. Together settle on a target problem. This can be viewed as cutting the problem down to size or confronting the crisis situation in manageable bits.

C. Development of Contract for Further Activity

1. Facilitate the exploration of novel approaches to the problem and consider old ones that were successful.
2. Set up a working plan of what the student will do, what others will contribute.
3. Be as specific and concrete as possible.

INITIAL COUNSELING REFERRAL SUMMARY

Date

Name of Student _____ Teacher

Referred by Whom? _____ Room

REASON FOR REFERRAL (List somatic, emotional reactions):

SUMMARY/COMMENTS:

IMPRESSIONS:

NEED FOLLOW UP? Students: _____ List Area of Need:

Parent: _____ List Area of Need:

Student has been referred to (Mental Health, Sch. Psychologist Follow-up, etc.)

Student Seen By _____ Parent Consent Obtained?

Date _____

Yes _____ No

**PLEASE RETURN FORM TO SCHOOL PSYCHOLOGIST
AT END OF SESSION
FAR EAST COUNTY INTER-DISTRICT
Assessment Center
PARENT CONSENT**

Date

I hereby grant permission for my son/daughter (circle one) _____
to be provided psychological counseling. First & Last Name

The extent and limitation of my rights as a parent have been explained to me by

_____ on _____
Name and Title Date

I understand that I may revoke my consent in writing at any time.

Name Relationship

Name Relationship

The completed form shall be filed and maintained within the student's permanent record folder.

**SUGGESTED GUIDELINES FOR THE MANAGEMENT OF THE AFTERMATH
OF A SUICIDE OR SUDDEN DEATH AT A SCHOOL**

If a suicide or sudden death of either a student or staff member occurs, the following guidelines will apply:

A. Communication

1. Administrative staff will be assembled to plan and implement an Action Plan.
2. All requests for information will be directed to the principal's office.

B. Suggested Action Plan for Staff

1. The Principal initiates a chain call to all faculty to inform them of the tragedy.
2. The Principal meets with the staff to provide known facts relating to the incident and to plan activities for the day.

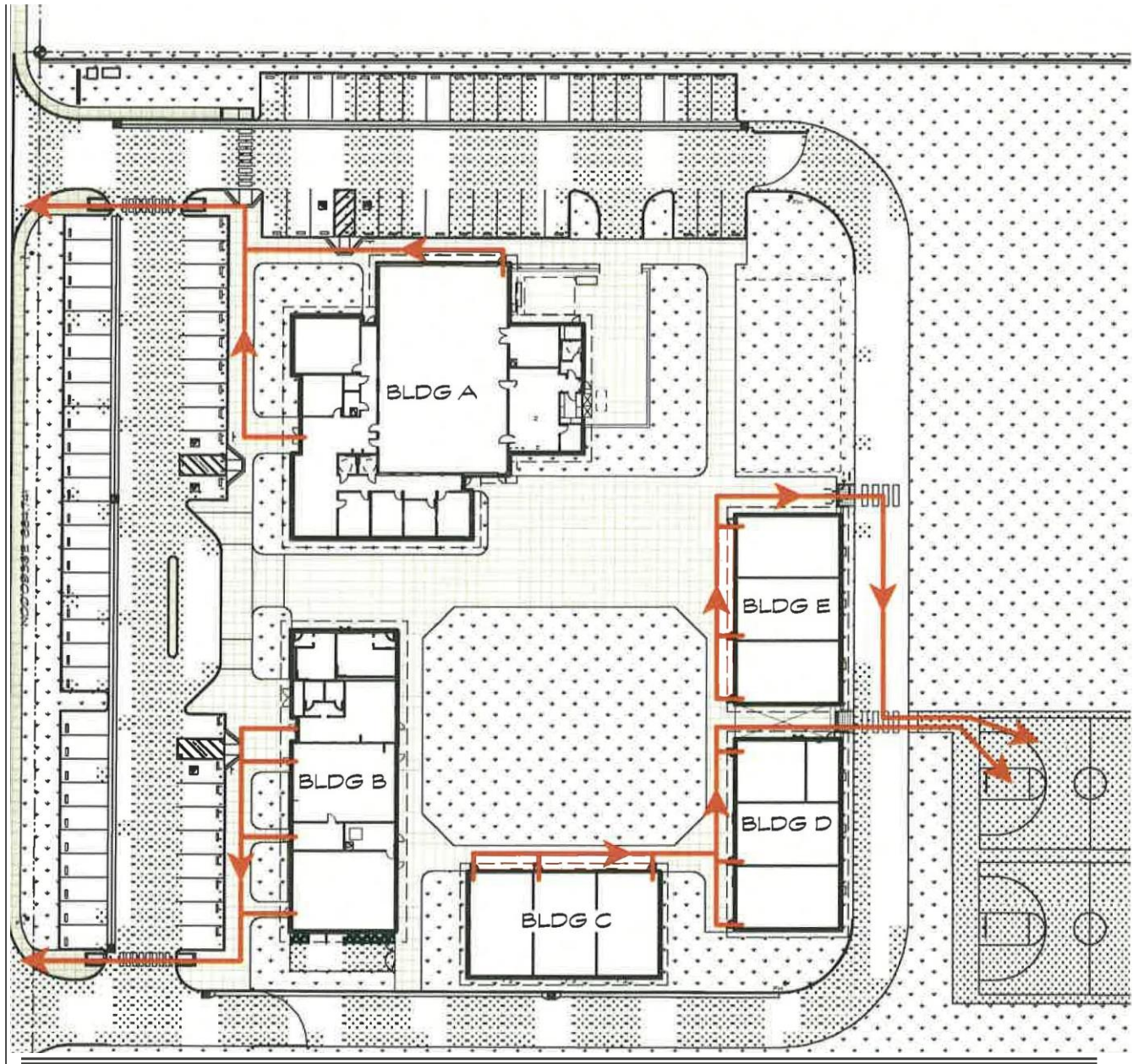
C. Suggestions for Dealing with Students

1. Give students all of the known facts.
2. Allow students to discuss feelings of loss.
3. Encourage students to discuss their good and bad memories of the person without penalty.
4. Students must be able to participate in discussions of depression, death, and suicide.
5. Students who are close to the victim should be identified and monitored.
6. Allow students to bring flowers to place on the desk of the student or teacher.
7. Allow students to write grievance cards, poems, letters to surviving relatives.
8. Allow students to attend eulogy service/funeral.

D. Suggestions for Dealing with Parents

1. Make facts available through special PTA meetings, school to home newsletters, etc.
2. Assign a staff person to be a resource providing information/channel of communication, as needed.

OHIGGERI DRIVE



EVACUATION PLAN

La Paloma Continuation High School

In an emergency, listen to your instructor, and follow the arrows to a designated gathering area