

DISASTER PREPAREDNESS & EMERGENCY RESPONSE SAFETY PLAN

**MANZANITA SCHOOL DISTRICT
627 E. EVANS REIMER ROAD
GRIDLEY, CA 95948
(530) 846-5594**



**BOARD OF TRUSTEES
Colleen Dugan – President
Chris Alexander – Clerk
David Anderson – Member
Brenda Donnahoe – Member
Darin Pantaleoni – Member**

**Michelle Sanchez
Superintendent/Principal**

UPDATED – January 2016

Table of Contents

Purpose.....	6	
Motivation of Emergency/Disaster Communication System		
• Important Telephone Numbers	8	
• Emergency and Disaster Preparedness Plan Communication System Chart)	12	
District Office Duties and Responsibilities		
• Superintendent/Cabinet.....	16	
• Other District Personnel.....	18	
School Site Personnel Duties and Responsibilities		
• Principal	19	
• Assistant Principal(s)	19	
• Head Custodian.....	22	
• School Secretary	23	
• School Health Clerk/Designated First Aid Personnel.....	23	
• Guidance Staff/Head Counselor	23	
• Teachers	23	
• Other Personnel.....	24	
 <i>Site Facility and Equipment/Supply Information</i>		
• School Map/Floor Plan/Classroom Emergency Folders.....	25	
 Communication Procedures		
• School Site Communications.....	27	
• Methods of Communication	28	
• Emergency Status Report and Updates.....	29	
 Pupil Release and Evacuation Procedures		31
• Guidelines for Pupil Release in the Classroom.....	33	
• Release into Designated Large-Group Areas.....	34	
• Evacuation Procedures.....	35	
 Parent Notification and Responsibilities.....		36
• Parent Notification	37	
• Home Preparedness.....	38	
 Emergency Actions and Warning Signals		41

Table of Contents (cont.)

Specific Emergency/Disaster Procedures	
• Bomb Threats.....	47
• Bus Accidents	50
• Campus Unrest.....	53
• Earthquakes/Severe Earthquakes	55
• Explosion	56

- Fallen Aircraft.....56
- Drive-By Shooting.....57
- Flood.....57
- Fire.....58
- Hazardous Materials Accidents.....58
- Threat of Explosion.....60
- Hostage Situations.....63
- Nuclear Emergencies.....66
- Severe Windstorm.....68
- Snowstorms.....69
- Utility Outage.....71
- Weapons on Campus.....72

- Drill Procedures.....73**
- Composition and Role of the Crisis Intervention Team.....74**
- Crisis Incident Response Procedure.....75**
- Site Crisis Team.....76**
- General Principals: Psychological First Aid.....77**
- Site Crisis – Check List.....79**
- Emergency Numbers.....81**
- Parent’s Role in Crisis Helping.....82**
- Ways Parents Can Help Their Children.....84**
- Transportation Safety Plan.....85**

Manzanita Elementary School District Disaster Preparedness Plan & Emergency Response Safety Plan

PURPOSE

This plan has been prepared so that in the event of a disaster, all conceivable actions, which can be taken to ensure the safety and welfare of students and staff, will be implemented. Preparing staff, students, and parents with appropriate instructions and practice in how to act and react in case of an emergency will effectively minimize the problems that will arise in such a situation. The major objectives of this plan are to save lives and give aid to disaster victims. An overall school safety plan requires a process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and providing communication with staff and students. This plan has been developed in compliance with California Administrative Code Title V, Education, Section 560, and in cooperation with state, county and city emergency service officials.

This plan includes specific courses of action to be taken in case of an emergency or disaster. Each employee of this district is expected to be completely familiar with this plan so that he/she will be prepared to carry out appropriate responsibilities in an emergency.

The State of California Government Code* states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

This plan was developed based on a similar plan developed by Paradise Unified School District. Many thanks area expressed to Paradise Unified School District who shared her district's plan with us. The final plan was compiled, organized and edited Manzanita School Site Council, who deserve credit for the product in its final form.

*State of California Government Code, Chapter 8, Division IV, Title I

Activation of Emergency / Disaster Communication System

Purpose: To mobilize as soon as possible all district and community resources to respond to the emergency or disaster.

First Priority: Health and Safety of Students/Staff

- Call 911 – to activate the medical, fire, law enforcement, and emergency services.

Second Priority: Notification of Main Office(s)

Call

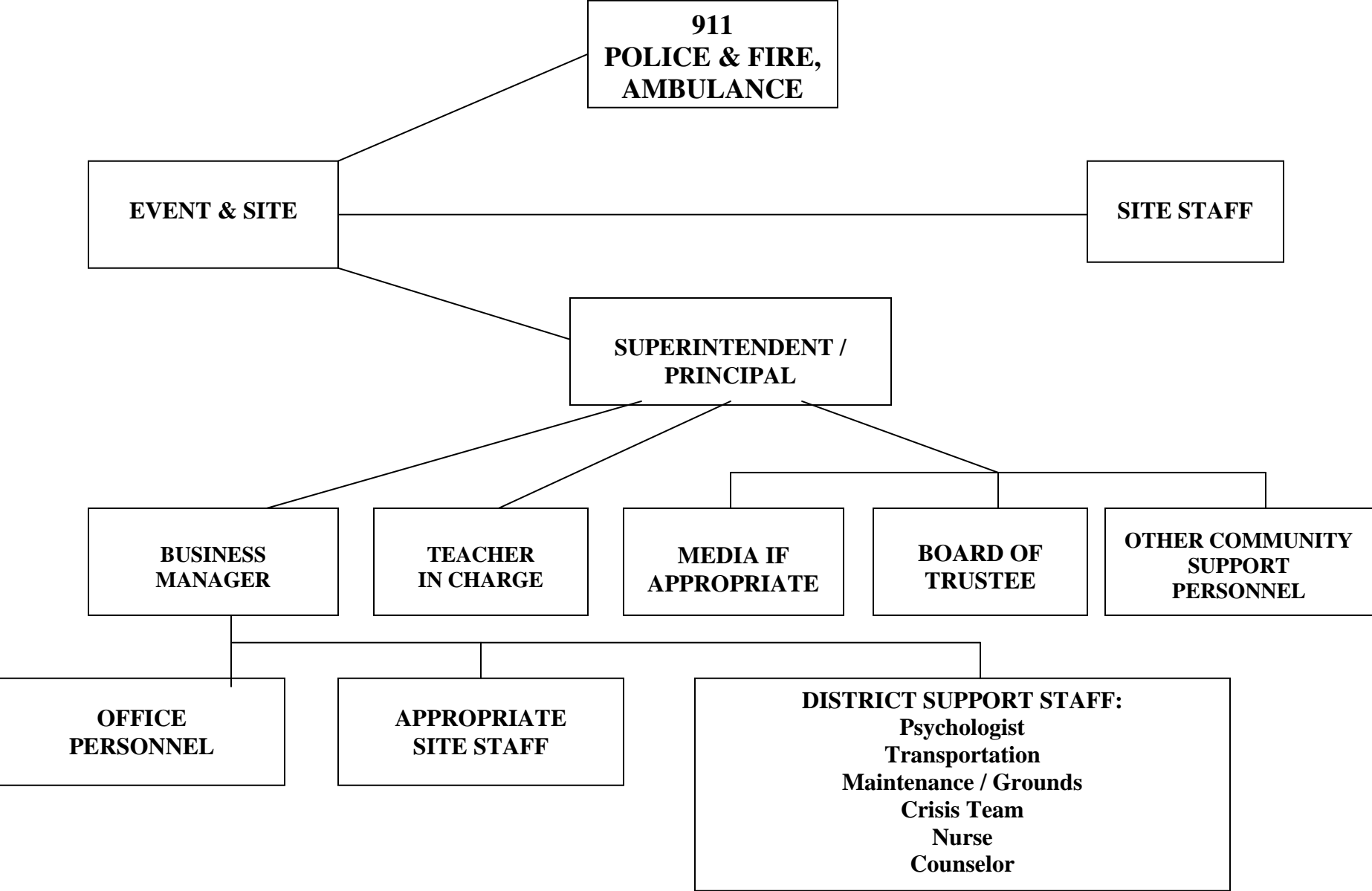
- Superintendent/Principal (530) 846-5594 Ext. 201
- District/School Secretary (530) 846-5594 Ext. 200
- District Business Manager (530) 846-5594 Ext. 202

IMPORTANT TELEPHONE NUMBERS

NOTE: EMERGENCY NUMBER FOR AMBULANCE, FIRE, SHERIFF IS 911

Alexander, Chris (Board Member/Clerk)	846-2956 (work), 682-5439 (cell)
Ambulance (emergency) – Gridley Ambulance Service	911; 895-9111
American Red Cross	891-0885
Anderson, David (Board Member)	695-5415 (work), 846-6019 (home)
Biggs-Gridley Memorial Hospital	846-5671
Butte County Sheriff	
Cahoon, Shelly (School Secretary)	846-5594 (work), 392-0601 (home)
California Forestry Dept.	533-6363
California Highway Patrol	533-3822
Carter-Herboldshimer, Suzanne (Business Manger)	846-5594 (work), 695-3460 (home)
Child Protective Services	1-800-824-0902 or 538-7617
Civil Disaster	538-7373
Crisis Line	1-800-334-6622
Dell’Imagine, Kristin (Teacher-In-Charge)	518-0302 (cell)
Dentist, Bruce Bowling	846-3666
Donnahoe, Brenda (Board Member)	846-6325 (work), 916-240-0183 (cell)
Dugan, Colleen (Board President)	846-6720 (home), 682-3480 (cell)
Ellis, Briana (Custodial/Bus driver)	846-5594 (work), 415-7495 (cell)
Emergency Management Office (Butte County)	538-7373
Emergency Care for the Deaf (TDD)	948-5569
Emergency Medical Care	911
Fire Department	911
Fire Department and Paramedics	911 or 538-7111
Gridley Fire Department	846-2629
Gridley Medical Group	846-5655
Gridley Police	846-5678 or 911
Highway Conditions Information	534-7900
Homeless & Emergency Runaway Effort (HERE)	891-2794
	Information referral available 24 hours
	Youth Crisis Services, age 10-17 years
Kersting, Beckie (school nurse)	701-1385 (cell)
Mental Health Department	1-800-334-6622, Office of the Day available for Crisis Intervention 8:00 a.m. – 4:00 p.m. M-F
Emergency Self-Referral and Outpatient	891-2810
Inpatient	891-2775
Nielsen, Albert, M.D.	846-5655 (work), 846-4804 (home)
Office of Civil Disasters/Communications	538-7373
Pacific Gas & Electric	1-800-743-5000
Pantaleoni, Darin (Board Member)	846-3332 (home); 682-9662 (cell)
Poison Control	1800-222-1222
Rape Crisis	342-7273
Sanchez, Michelle (Superintendent/Principal)	413-9439 (home), 519-3864 (cell)
Salvation Army	342-6780
Santana, Jose (Grounds, Bus driver)	846-2716
Short, Brittany (District Secretary)	846-5594 (work), 990-3353 (cell)
Sullivan, Donald, M.D.	846-4756 (work), 846-4756 (home)
Udom, Nikom, M.D.	846-3604 (work), 846-3591 (home)

**Disaster Preparedness Plan & Emergency Response Safety Plan
Communication System**



GENERAL COMMENTS

- All visitors, including service persons and visiting “high schoolers,” upon arrival on the school campus, must, by law, check in at the school’s office, and appropriately identify themselves. The administrator or designee must allow or disallow presence on the campus.
- All emergencies must be reported to the administrator/office, as soon as possible.
- The names of all missing and injured students must be reported to the administrator/office as soon as possible.
- Unsupervised students must immediately go to the cafeteria for direction and supervision.
- Release of students will occur in the cafeteria, under the direction of the School Secretary. A visible sign will be posted to direct parents to the cafeteria. Students will typically stay in classrooms and an assigned employee will go to the classroom, call the student out, take to the cafeteria, and turn over to parent (after a sign-out).
- The “command post” will be in the office, with the Business Manager manning the office.
- Staff members not supervising students will report to the office for assignments.
- The First Aid Station will be in the library.
- The administrator will coordinate all activities and will serve exclusively as media liaison. The press shall be permitted to approach staff or students only after the administrator determines that such a conflict would not adversely affect the staff or students.
- Doors will be locked, windows closed, and drapes drawn in an emergency, as the situation dictates.
- All power equipment in the event of a natural disaster shall be turned off.
- Students shall be “retained” until an “all clear” signal is given.
- The Maintenance man will supervise/perform “clean up” immediately following a disaster to completely clean and repair damages so the school can open as soon as the following day. The administrator will employ additional people as needed.
- The school psychologist and counselor will provide counseling for any resulting trauma affecting students and staff. Additional assistance will be solicited from other countywide school districts (“mutual aid” agreement), as needed.
- The administrator at Manzanita School is both the Superintendent and Principal; therefore, any reference herein to either position involved the same person. This person or his/her designee shall declare an emergency, and will request any/all outside agency assistance.
- In an emergency, the “private” line in the office (workroom phone) will be used only by the Superintendent/Principal, and Teacher-In-Charge, Business Manager and/or Administrative designee(s). This is especially important in order to provide uninterrupted communication with the County EOC.
- Injured students and staff will be transported to the hospital by ambulance, by parents, and/or appropriate staff (if all else fails).
- If the standard route for transporting injured students is obstructed, persons doing transport will take best alternate routes, even take to alternate hospitals (Yuba City; Oroville; Chico).
- Periodic practice drills will be held to ensure procedures for dismissals run smoothly.
- It is important to control rumors. This is best done through an “information post” (the office). The Administrator will serve as the official media liaison. The Business Manager shall, at the Administrator’s direction, publish written communications to staff (for sharing with students),

parents, community members, and media. The “information post” will provide for swift parental contact and an outside line for specific communications. Updated information on the status of a crisis shall be issued at regular intervals so as to minimize rumors and interruptions.

- The Administrator and Business Manager shall act as police contacts.
- Media may only assemble in the staff room (main building). No onlookers will be allowed on or near the campus.
- The Business Manager shall also take messages and record incidents (hour-by-hour log of events) for documentation purposes. A designated employee shall hand deliver written communications to staff.
- The Administrator shall call the police, as needed, to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, the number of officers on campus will gradually be reduced. When the situation is controlled, the officers will leave the campus calmly.
- Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations.

GUIDELINES FOR POLICE INTERVENTION IN SCHOOL DISRUPTIONS

It should be noted that before requesting direct police intervention, every effort to settle a disruption should be made by staff. The police department, however, should be notified of the school disturbance as a matter of record and reference for any future need for assistance.

School and police officials respond to a disturbance in accordance to the level of intensity. The three levels are:

- a. **Level 1** - the disturbance is confined to one area and without threat to students or staff. School personnel would respond by containing or removing persons involved with minimum interruption.
- b. **Level 2** - the disturbance is mobile and/or poses a direct threat to students/staff. The school would remain open, but security forces would isolate the disruptive activity, detain individuals involved, and terminate the threat of escalation. As many school personnel as possible should carry out school operations during the disturbance.
- c. **Level 3** - the disturbance prevents regular school operations to continue, there are serious threats to student and staff safety; the situation is not longer within the school's control. The principal would request police assistance in accordance with guidelines previously established in the written memorandum of understanding; school would be closed and responsibility for controlling a situation would be assumed by the officers assigned; authority to end the disruption would shift from the authority to end the disruption would shift from the school administrator to the police officer in charge. However, responsibility for maintaining safety and order among the students and staff, and responsibility for the facility would remain with the school and district administration.

District/School

Duties and Responsibilities

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who* does *what*, *where*, and *how* – before such a disaster occurs.

Among the many responsibilities of the individual school sites during an emergency or disaster are those listed below. For each position, list site-specific responsibilities as well as a designee or back-up person in the event the primary person is not available.

Superintendent/Principal

The District Office, under the direction of the Superintendent/Principal or designee, shall have the primary responsibility for providing assistance and maintaining all communication and coordination for Manzanita in an emergency or disaster. Since MESD is a single school district, district and site responsibilities are synonymous. Among the specific functions of the Superintendent and Cabinet are the following:

1. Act as the Public Information Officer (PIO) - Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the Superintendent, site principal, and City/County Offices of Emergency Services. The press should be handled by the PIO exclusively and permitted to approach staff and students only after it has been determined that this contact will not cause any adverse effects. The duties of the PIO may include preparation of press releases, communication with parents and with all outside agencies., establishment of on-site rumor control/information post, and other related duties.
2. Acts as a direct liaison between Psychological Services, Child Welfare and Attendance, and Student Services. Using all available information, determines where these personnel can best be utilized, and assigns them accordingly.
3. Coordinates the District Crisis Resource Team.
4. Establish a office communications center and assign office personnel to duties in the emergency headquarters, specific facilities.
5. Maintain communication with the Board of Education.
6. Maintain communication and provide direction to individual school sites and appropriate office staff.
7. Ensure that there is a prearranged communication system in place between the office and the affected sites in the event that the regular telephone system is disrupted by the conditions of the disaster or emergency.
8. Work with office personnel directly to the site of the emergency or disaster to:
 - a. Assess the severity of the disaster and report the extent of the needs.
 - b. Assist with the supervision and care of students and staff.
 - c. Assist site staff with communication needs.
 - d. Coordinate and provide for transportation and maintenance needs.
 - e. Assist with search-and-rescue activities.
 - f. Assist with pupil release and/or evacuation procedures.
 - g. Provide supplies for care and shelter needs.
 - h. Maintain coordination and communication with the Emergency Medical System and other outside agencies.

9. Review and update the site level plan annually, with particular attention to the unique characteristics of the site.
10. Post and regularly update a checklist of available emergency equipment supplies and emergency telephone numbers.
11. Plan alternate classroom evacuation routes, if standard routes are obstructed.
12. Establish a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, to include both bell and voice signals.
 - b. System for voice-to-voice communication to use with electricity (intercom, public address system) and *without* electricity (battery-operated bullhorns, two-way radios).
 - c. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - d. Designation of a telephone line and number to be used only by the principal (or authorized person) and the Superintendent.
 - e. Establishment of a Communication Center in a location accessible to parents, interested community members, and media handle inquiries, rumor control, and information in an orderly fashion.
 - f. Designation of a spokesperson to advise the media and respond to questions and concerns. (The press should be handled by the designated spokesperson exclusively and permitted to approach staff or students only after it has been determined by District Office officials and/or the site spokesperson that such contact would not adversely affect staff or students.)
 - g. Designation of a person for recording incidents for documentation purposes.
13. Ensure that teachers are trained in responsibilities during disaster and drill procedures.
14. Ensure that each classroom contains a current emergency folder, properly labeled and located in a prominent place.
15. Assign the following duties to school staff:
 - a. Patrol main entrance to direct emergency personnel, parents, and district staff to appropriate areas and to prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room and area to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destination.
 - g. Supervise Pupil Release Procedures
 - h. Check building utility systems and appliances for damage and possible shut-off.
 - i. Provide for fire control.
16. Ensure that all key staff members –him/herself included –know where main utility shut-off valves are located.
17. Maintain a current inventory of available food/water supplies, and to ensure access to all food storage areas in an emergency.
18. Schedule various disaster drills and to review the disaster plan with staff, students and parents.

Business Manager

- Search and rescue--conduct team; report emergency needs to the school's communication center; locate missing students and personnel.
- Student safety and evacuation—patrol and monitor campus; check all evacuation routes for safety.
- Take direction from superintendent/principal; act as liaison between administration and staff.

Transportation (Bus Driver)

Plans and provides transportation services as needed by school sites to transport students home or to evacuate students and staff to congregate care centers. In the event of a disaster, which disrupts normal communication channels (e.g. phones), will assign a bus with a two-way radio to each site involved in the disaster.

Maintenance (Custodial Staff)

Procures, distributes, and accounts for supplies, equipment and other resources as needed. Assigns maintenance personnel to school sites as necessary and in order of highest to lowest priority. Assists custodial staffs at school sites as necessary, ensuring that all gas, water, and electricity is shut off or provided under safe conditions. Provides crew to be called in immediately following a disaster to completely clean and repair damages as soon as possible.

Custodians

- Maintain tool inventory for emergency use.
- Utility systems and appliances—check for damage; if necessary, shut off main power and/or gas.
- Fire control—extinguish small fires before they get out of control.
- Coordinate entrance and exits of emergency personnel and vehicles.
- Seal off and indicate areas where hazardous materials have been spilled.
- Other:

School/District Secretary

- In charge of Pupil Release/Evacuation Procedures
- Assist principal in sounding emergency action signals.
- Ascertain location and safety of office staff.
- Establish and coordinate Communication Center.
- Keep school radio tuned to (KPAY AM 1060; FM 95.1) monitor and disseminate pertinent information.

First Aid Personnel/Nurse

Back-up person- School/District Secretary

- Acts as medical/health coordinator, assisted by school health clerks. Allocates medical care and supplies as needed, maintains casualty reports, and in the case, of a major disaster, works in coordination with the Public Health Services.
- Administer first aid/CPR as necessary to students and staff.
- Distribute first aid supplies as necessary.
- Work with emergency medical personnel.

Food Service Personnel

Oversees the proper storage, preparation and delivery of food and water to the various sites as necessary. If the extent of the disaster dictates that schools become congregate care centers, will work with other community and government agencies to ensure that adequate water and food supplies are made available at each center.

Other District Personnel

Perform duties as directed by their supervisors. In the event that any non-school-site personnel are in transit within the district when an emergency occurs (e.g. an earthquake), they are to report to the nearest school site as soon as it is safe to do so and report their location to their supervisors. (California Government Code, Ch.8, IV, Title I)

School Psychologist

Designee _____

- Provide crisis intervention and emotional support of staff, students and parents.
- Coordinate debriefing meeting.

Teachers

ALWAYS REMEMBER:

- 1 SAFETY FIRST-PERFORM PROCEDURE**
 - Respond, with students, to emergency alarms.
 - Carry emergency classroom folder when evacuating room.
 - Remain calm; supervise and ensure student safety at all times.
- 2 ACCOUNT FOR KIDS**
 - Immediately take student attendance; notify school Communication Center of missing/injured students.
- 3 CONTACT OFFICE/NECESSARY AGENCY**
- 4 FOLLOW CHECKLIST-OBTAIN PERTINENT INFORMATION**
 - Stay in position until the administrator gives the all clear or direction.
 - Administer first aid as necessary.
 - Release student as per Pupil Release Procedures
- 5 OFFICE WILL MEET WITH EMERGENCY PERSONNEL**

School Map/Floor Plan

The school map/floor plan should be clearly marked with the following:

- Classrooms, library, first aid stations, multipurpose rooms, cafeteria, locker rooms, hallways, doors.
- Main shut-offs for gas, water, electricity
- Fire extinguishers
- First aid kits
- Outside water faucets/hoses
- Evacuation routes (including alternate routes for each area*)
- Designated outside assembly areas*

Site Facility and Equipment/Supply Information

Equipment/Supplies Checklist

Indicate the exact locations of the items listed below. Be *specific*, so that in your absence anyone can locate critical supplies and materials.

	Office/room	Specific location
Classroom emergency folders*	<i>In all classrooms</i>	<i>Next to door</i>
Emergency alarms sounds	<i>In all classrooms</i>	<i>Next to door</i>
School map/floor plan*	<i>In all classrooms</i>	<i>Next to door</i>
Student rosters	<i>On colored paper in each classroom</i>	<i>Teacher desk</i>
Student emergency cards	<i>In main office</i>	<i>On shelf behind office secretary</i>
Staff emergency cards	<i>In business manager's office</i>	<i>Small brown metal box of filing cabinet</i>
Staff roster and room assignments	<i>Student/Parent Handbook</i>	<i>Page 2</i>
First aid supplies	<i>In nurses office/staff workroom</i> <i>In classrooms</i>	<i>Above sink</i> <i>?</i>
Blanket/pillow	<i>In nurses office</i>	<i>South workroom counter</i>
Battery-operated radio	<i>Superintendent/Principal's Office</i>	<i>On desk</i>
Extra batteries	<i>Business Manger's Office</i>	<i>In right cabinet above filing cabinet</i>
Two-way radios	<i>Main Office, Business Manager's Office, Both custodians</i>	<i>Desks</i>
Flashlights/batteries	<i>Staff workroom</i>	<i>Top drawer – South wall</i>
Tools (crowbars, wrenches, etc.)	<i>Bus shed</i>	<i>To the left of entrance door</i>
Soap/restroom supplies	<i>Staffroom</i>	<i>Undersink</i>
Food/water supplies	<i>Kitchen / Pantry</i> <i>Busbarn</i>	<i>When you enter</i>
Extra keys	<i>Business Manager</i>	<i>Locked-up</i>

** Please see next page*

Classroom Emergency Folders

The principal will ensure that each classroom has a Classroom Emergency Folder, appropriately labeled and located in a prominent place near the door.

Purpose – To provide emergency information and materials for the regular classroom teacher, substitutes, and other District staff to ensure the identification and safety of students, and to facilitate appropriate pupil release procedures.

Contents to include –

1. School map/floor plan with fire evacuation route
2. Designated large-group assembly areas (Cafeteria)
3. Emergency action signals, and procedures to follow for each
4. Pupil Release forms
5. Name tags (self-stick) for each student in class (*elementary only*)
6. **RED** and **GREEN** door signs to be posted on outside of door.
 - RED** – *Needs help!* Students and/or staff are injured.
 - GREEN** – *Okay!* No additional help needed.

Communication Procedures

School Site Communication Center

Location –

- The principal will designate a centrally-located area (usually main office) easily identified by staff, parents, media and other persons.
- An alternate location will be predetermined in case the primary location is inaccessible.

Function –

- Monitoring and disseminating pertinent emergency information (from radio **KPAY AM 1060; FM 95.1**).
- Establishing communication with school staff.
- Maintaining telephone/radio communication with District Office and emergency services.
- Posting school maps to assist parents.
- Posting rumor control/information in an area accessible to parents, media and members of the community.
- Maintaining injury list and information regarding relocation to hospitals.
- Providing Pupil Release clearances.
- Recording emergency-related incidents.
- Maintaining communication with staff by whatever means available (bell warning system, intercom, bullhorn, two-way radio, written notices).
- Carrying out other needed duties.

Personnel –

- Principal will assign staff – usually the School Secretary and 2-3 assistants– to coordinate and operate the Communication Center.

Materials/Equipment –

_____Disaster Plan

_____Student rosters or attendance sheets

_____Emergency cards

_____Office equipment such as tables, chairs, phones, battery-operated radio, two-way radio, bullhorn, copy machine, general office supplies.

Methods of Communication

Following a disaster, particularly an earthquake, all systems of communication that are dependent on electrical power or telephone lines may be partially or totally disrupted for several hours. An effective communication plan addresses this problem and presents alternate ways to receive and convey messages.

On-Site Communication Alternatives –

- | | | | |
|--------------------------|---------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | Bell warning system | <input type="checkbox"/> | Signaling devices such as whistles |
| <input type="checkbox"/> | Intercom | <input type="checkbox"/> | Two-way radios |
| <input type="checkbox"/> | P.A. System | <input type="checkbox"/> | Battery-operated radio |
| <input type="checkbox"/> | Written notices | | |

Off-Site Communication –

- Telephones
- Principal's emergency phone line
- Two-way radios in district vehicles
(buses, police cars, etc.)

Each telephone/radio communication should be brief and concise in order to enable District or emergency personnel to complete their survey of the school(s) as quickly as possible. Their need is to assess conditions at all schools, determine priorities, and send help where it is urgently needed. (See Emergency Status Report, page 18.)

Given the level of damage generated by a disaster, the telephone lines may be partially or totally disrupted. Disruption of circuits may also be caused by overloading circuits.

Do not contribute to system overload. During the first two hours of a major disaster, use telephone lines only to report life threatening emergencies.

EMERGENCY STATUS REPORT

Date _____

Reported to

Superintendent District Office

Office of Emergency Services

Time _____

Police

Immediate Assistance Required

None

Medical

Fire

Search/Rescue

Support personnel

Condition of Students

All accounted

No Injuries

No immediate help required

Missing (number) _____

Trapped in building (number) _____

Injured (number) _____

Number requiring immediate medical attention _____

Attach lists of all missing, trapped, or injured persons

Condition of Staff

All accounted

No Injuries

No immediate help required

Missing (number) _____

Trapped in building (number) _____

Injured (number) _____

Number requiring immediate medical attention _____

Attach lists of all missing, trapped, or injured persons

Condition of School Building, and Grounds

(e.g. cracked walls, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.)

Condition of Surrounding Areas

Update

Reported to:

Date: _____

- Superintendent
- Office of Emergency Services
- Police

Number of children remaining at school _____

Number of staff members remaining to care for children _____

Assistance required: water food blankets

Additional personnel (number) to assist in student care _____

Update

Reported to:

Date: _____

- Superintendent
- Office of Emergency Services
- Police

Number of children remaining at school _____

Number of staff members remaining to care for children _____

Assistance required: water food blankets

Additional personnel (number) to assist in student care _____

Update

Reported to:

Date: _____

- Superintendent
- Office of Emergency Services
- Police

Number of children remaining at school _____

Number of staff members remaining to care for children _____

Assistance required: water food blankets

Additional personnel (number) to assist in student care _____

Pupil Release/Evacuation Procedures

Certain actions may involve releasing students from school or relocating them from one school site to another at a time when parents expect their children to be in school. The Superintendent will authorize such actions only in times of extreme emergency, and all possible attempts to notify parents as to the situation will be made as soon as possible. In any case, pupils shall be released by District staff only. Daily attendance is a critical component in preparing for any emergency or disaster.

Principal's Recommendation

The principal will assess the situation in any given emergency and, based on the safety of students and the condition of the school and neighborhood, will make recommendations to the Superintendent. Alternatives include:

1. Students remain in classrooms with their teachers until they are released to their parents or are transported home via regular bus routes and times.
2. Students are moved with their teachers to designated large-group areas on the school site.
3. Students will be evacuated to an alternate site.

If an emergency occurs and it becomes necessary to send students home early, relocate them, or ask parents/guardians to pick them up, then these procedures will be followed insofar as possible:

- 1. Notification of parents.** After receiving authorization to relocate students or send them home early, the school will initiate phone trees to notify parents of the situation, using all available phones. Information will include:
 - Name of caller
 - Type of emergency
 - Action to be taken
 - Where parent may pick up child
 - Any other pertinent information (*be brief*)
- 2. Notification of staff.** Teachers and other staff members should be notified of the plan as soon as possible.

Guidelines for Pupil Release in Classroom

Whenever possible, it is preferred that students remain in their classrooms under their teacher's supervision.

Classroom Release Procedures

1. Teacher takes students to designated area.
2. Parents meet in designated area.
3. Teacher identifies immediate family members using the Emergency Pupil Release Form found in the Classroom Emergency Folder.
4. Teacher refers all other persons to the Communication Center to obtain Clearance Cards.
5. Child leaves with parent. Parent should not enter classroom unless necessary.

Identification Instructions

1. Use Emergency Pupil Release Form located in the Classroom Emergency Folder. Fill in all *sections*, including signatures.
2. Make it is an immediate family member.
 - Immediate family may include mother, father, stepmother, stepfather, grandparent(s)
 - Identification questions may include:
 - o Who are you?
 - o What is your relationship to this child?
 - o Do you have a photo ID?
 - If necessary, ask the child who this person is.
3. Refer all persons other than immediate family members—or any person about whom the teacher has doubts—to the Communication Center to obtain clearance cards.
4. Keep all clearance cards and attach them to the Pupil Release Forms.'

NOTE: These procedures are quite specific to ensure that younger students are released to authorized adults. The guidelines may be modified for the release of secondary students as long as pupils are released in a safe and authorized manner.

Guidelines for Release into Designated Large-Group Areas

Depending on the specific emergency, it may be necessary to relocate students (from one or more classrooms) to designated large-group areas. Guidelines for this are as follows:

1. These areas should be designated in advance. On-site buildings (e.g. auditorium, cafeteria, gym, multipurpose room), nearby buildings (e.g., church), or fire drill outdoor areas may need to be utilized.
2. Map of the large-group designated area is to be located in the Classroom Emergency Folder.
3. Signs must be posted outside of classrooms to indicate locations of students.
4. Signs must be posted in large-group designated area to clearly identify teacher's name, grade and room number.
5. A plan must be designated to easily route parents to and from the designated large-group area so they can pick up their children.

Upon notification, students and teachers will move to their designated large-group area together, following these procedures:

1. Teacher posts sign on door to indicate where students have been relocated.
2. Teacher posts a **RED** (*Needs help!*) or **GREEN** (*Okay!*) sign on the door.
3. Teacher takes Classroom Emergency Folder.
4. If there are injured students who are unable to move, teacher remains with them; Another teacher or designated adult should move the rest of the class to the large group area.

Teacher releases students from the large-group area following the same procedures as in classroom pupil release.

Evacuation Procedures

When students are evacuated from a school site to an alternate site, certain procedures must be observed to ensure that the whereabouts of all students is known at all times.

- Using the student roster found in the Classroom Emergency Folder, teachers will check students into vehicles noting the vehicle and the destination(s).
- The student rosters (or copies will be kept in the Communication Center so that parents may be notified as to the location of their children when they call.
- Elementary students should be furnished with name tags which state their name, grade, school, and teacher's name.

Note: In any early dismissal operation, situations will probably arise which are not covered in this plan. In such cases, the principal will have to use his/her judgment as to the best course of action to follow.

Parent Notification / Responsibilities

If parents are not aware of your emergency plans, they are likely to risk their own lives and impede the operation of your response plan to retrieve their children. A plan for communicating with parents before and after an emergency is critical. It may not eliminate the problem, but it will help to reduce congestion, confusion and anxiety.

If parents are not repeatedly made aware of your disaster plan, you can expect

- A flood of telephone calls (if system is working);
- A major traffic jam in front of the school; and
- Unauthorized persons (neighbors, friends, etc.) volunteering to take students home.

When to Inform

At the beginning of each academic year, parents should be advised of the school's emergency plans. It is recommended that the procedures and rules you expect parents to follow should be firmly started by way of:

- The opening school letter to parents;
- Meetings of the Parent-Teachers Association, School Site Council, etc.;
- The back-to-school night meeting; and
- The parent newsletter.

In addition, consider sending letters or commenting in the parent newsletter immediately after the occurrence of a significant disaster in the U.S. or other countries. You might start your letter something like:

“On...., a damaging earthquake occurred in.... We want to take this opportunity to remind you of our plan....”

What to Include in the Parent Notification

- The school's disaster plan has been designed for the safety of students. Parents have the responsibility to share in the planning, preparing and carrying out of this plan in the event of an emergency.
- We are prepared to care for your children in times of critical situations. If you are not able to reach the school, we will care for your child here. We have a number of people with first aid certificates, and we will be in communication with various local emergency services. We do ask for your help in the following areas:
 - o Please do not call the school. We must keep the line open for emergencies.
 - o Following an earthquake or other emergency, do not immediately drive to the school. Streets and access to our school may be cluttered with debris. The school access route and street entrance areas must remain clear for emergency vehicles.
 - o Tune your radio to **KPAY** (1060 AM; 95.1 FM). Information and directions will be given over the radio.
- No student will be dismissed from school unless parent (or individual designated by the parent) comes for him or her.
- No child will be allowed to leave with another person, even a relative or baby-sitter, unless we have written permission to that effect or that particular person is listed on the student's emergency card in our files. With this in mind, you should make sure to keep your child's cared up-to-date.
- All parents or designated parties who come for elementary students should bring a photo ID.
 - Drill procedures for emergencies and disasters will periodically be practiced at school.

Home Preparedness Suggestions

- Keep a supply of food that doesn't need cooking and jugs of drinking water in case of loss of power or evacuation emergencies.
- Keep blankets, first aid kit and flashlight ready.
- Keep important papers, special medications, eyeglasses, etc., handy.
- Keep a battery-operated radio handy with **KPAY (1060 AM; 95.1 FM)** marked on the dial.
- Keep your car's gas tank at least half full in case of sudden evacuation.
- Do not use your telephone during major disasters. Keep lines open for emergency messages.
- Discuss personal survival plans with your family, i.e., where all family members meet, the name of your doctor, etc.
- Discuss actions family members are to take in the event you are separated for a long period of time.
- Discuss actions family members are to take in the event you are separated for a long period of time.
- Discuss use of emergency 911 calls.
- Be sure your children know how to contact you during the school day or who to contact if you are not at home. Parents without telephones need to designate an emergency contact person the school can reach.
- Do hazard searches within the home looking for potential safety hazards in the event of an emergency.
- Become familiar with the school's disaster plan so that you will be prepared to deal with an emergency.

**EMERGENCY
ALARMS**
INTERMITTENT ALARM
SOUND
FIRE/FLOOD

- Evacuate building or playground to designated area for further instructions.
- Follow marked routes in a silent single file.
- Stay in position until administration gives the all clear or direction.

PERSISTENT ALARM SOUND INTRUDER/SHOOTING/HOST AGE

- If in a room: Stay put, staff locks doors, pulls the shades/drapes, lights off.
- If outside: Get to a safe location and duck and cover; if possible get to a classroom.
- Students / staff duck and cover and staff accounts for all students.
- Stay in position until administration gives the all clear or direction.

EMERGENCY ACTION AND WARNING SIGNALS

Emergency Action	Bell Signal	Voice Signal	What To Do
LEAVE BUILDING	Fire alarm (Intermittent bell)	“Leave Building”	<ul style="list-style-type: none"> • Evacuate building or playground to designated area for further instructions. • Follow marked routes in a silent single file. • Stay in position until administration gives the all clear or direction.
SECURE BUILDING	Continuous Alarm (Persistent Alarm Sound)	“Secure Building”	<ul style="list-style-type: none"> • Students & teacher duck and cover or if outside immediately report to homeroom. • Teacher locks the door, pulls the shades/drapes and accounts for all students. • Stay in position until administration gives the all clear or direction.
ALL CLEAR	None	“All Clear”	Students may return to normal activity.

WARNING SIGNALS (continued)

Action EVACUATION – This action, which is authorized by the Superintendent, consists of vacating a site and transporting students and staff to another predetermined locations. Parent notification will be made by phone, public announcements, radio and television broadcasts, or other means to acquaint them with the location of the evacuation site. (See Pupil Release Procedures, pages 20-23)

Action GO HOME – This action, which is initiated by voice or written communication, consists of dismissing students from classes and returning them to their homes by the most expeditious means. The Superintendent will authorize this action, only if there is time to transport students to their homes and in case of early dismissal, only if time exists to notify parents or guardians that they will be arriving home early. (See Pupil Release Procedures, pages 20-23)

Action CONVERT CENTER – This action is the process involved in preparing the school for conversion to a congregate care center, first aid station or feeding center. (This would be done as part of the district's arrangement with other community agencies.) If appropriate, students will be sent home; if not, they will remain at school under the teacher's care and await further instruction.

EMERGENCY ACTION PLANS GENERAL

- A. Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in a authoritative position. Remain calm, size up the situation, and take action based on known facts.
- B. The teacher must keep the register of pupils with him/her at all times in order to take roll in an emergency.
- C. The teacher shall instruct pupils to drop when gives the command “**DROP**”.

Procedure for “Duck & Cover” Command

1. If inside the school building, the student will:
 - ...drop to their knees with back to the window, knees together,
 - ...fold arms on the floor close to the knees,
 - ...bury face in arms and close eyes tightly,
 - ...stay there until the “as you were” command is given by the teacher in charge.
 2. If outside the school building, the student will:
 - ...crouch or lie down behind building, yard bench, curb, or gutter, if protection is within a step or two,
 - ...drop to the ground, curl up, if he is in the open,
 - ...stay in selected position until the “as you were” command is given by the teacher in charge.
- D. A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster.

- E. This plan outlines actions which the school staff may be called upon to execute in an emergency.
- F. All school staff members must be thoroughly familiar with the contents of this plan.
- G. The school principal is authorized and directed to implement plans as described herein; or take such other action as may, in his/her judgement, be necessary to save lives and mitigate the effects of disasters.

Emergency Actions

The principal may implement one or more of these EMERGENCY ACTIONS in coping with a disaster.

Secure Building

I. Action STAND-BY

- A. The warning at the school shall be disseminated by the telephone intercommunication system or by messenger from the principal's office.
- B. Action STAND-BY consists of:
 - 1. Bring students into classroom or hold in classroom pending receipt of further instructions.

II. Action GO HOME

- A. **WARNING:** The warning at the school shall be disseminated by the intercom/intercommunication system or by messenger from the Principal's office.
- B. **Action GO HOME** should be considered by the principal only if there is TIME to return students SAFELY to their homes. The principal shall attempt to notify parents of this action by radio or any other feasible means.
- C. **Action GO HOME** consists of:
 - 1. Dismissal of all classes.
 - 2. Return of students to their homes by the usual means.
 - 3. The bus will load at the usual pickup station, unless directed to do otherwise.
 - 4. Staff will supervise the evacuation, remaining with students until the last student has left.
 - 5. Once students are cleared from the campus, all personnel, certificated and classified, within the school area will also evacuate the campus and proceed home or to other assignments.
- D. Action GO HOME is appropriate for, but not limited to the following:
 - 1. Flood threat.
 - 2. Severe windstorm threat.
 - 3. Fire.
 - 4. Strategic alert.
 - 5. Post disaster.

III. Action LEAVE BUILDING

- A. **Warning:** The warning signal at the school for Action LEAVE BUILDING shall be the fire alarm.
- B. **Action LEAVE BUILDING** consists of:

1. Orderly movement of students and staff from inside school building, to the back of the school by the most direct and safest route.

C. **Action LEAVE BUILDING** is considered appropriate for, but not limited to, the following:

1. Fire.
2. Bomb Threat (peacetime).
3. Chemical accident.
4. Explosion, or threat of explosion
5. Post earthquake.
6. Other similar occurrences which make school building uninhabitable.

IV. Action TAKE COVER

A. **WARNING:** Enemy Attack:

The TAKE COVER signal at the school is the words “Take Cover – Stay in Room: or “Take Cover – Multipurpose Room” over the intercom/intercommunication system or by messenger from the principal’s office.

B. **Action TAKE COVER** consists of:

1. Take cover signal (red).
2. Severe windstorm (short warning).
3. Biological and chemical warfare attacks.

C. **Action TAKE COVER** is considered appropriate for, but not limited to, the following:

1. There is not a prepared shelter in or near the school.
2. If there is no other alternative and time permits, students will be taken to the multipurpose room.

V. Action DROP

A. **WARNING:** The warning for this type of emergency is the beginning of the disaster itself.

1. Earthquake

Shaking of the earth

2. Surprise nuclear attack

- a. Intense light.
- b. Tremendous sound.

B. Action DROP consists of:

1. Inside school building:
 - a. Command DROP is given (see footnote*).

- b. Students and staff immediately take civil defense protective position under desk; or furniture, with backs to window.
 - c. Civil defense protective positions means to drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms.
2. a. Earthquake
- Command "DROP" is given (see footnote*).
 - Move away from buildings.
 - Take civil defense protective position.
- b. Surprise attack
- Command "DROP" is given (see footnote*).
 - If within a few steps of any solid object (tree, ditch or curbing), get behind it, and lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.
- C. Action DROP is considered appropriate for, but not limited to, the following:
- 1. Earthquake.
 - 2. Explosion.
 - 3. Surprise attack.

VI. **Action DIRECTED TRANSPORTATION**

- a) **WARNING:** Under certain disaster conditions, civil defense officials may attempt move an entire community, or portion thereof, from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, shortwave radio, AM radio regular broadcast, or on the emergency broadcast system. The method of disseminating this warning at the school shall be the intercom/intercommunication system or by messenger from the principal's office.
- b) This is a most difficult civil defense procedure, and will not be attempted unless there is no alternative.
- c) Action DIRECTED TRANSPORTATION consists of:
 - 1. Loading students and staff into the school bus, Staff cars, and other means of transportation; and taking them from an area of danger to an area of safety.
 - 2. In the event of a break of Oroville Dam, the students will be taken to the Sutter Buttes, unless directed elsewhere by civil disaster authorities.
- d) Action DIRECTED TRANSPORTATION is considered appropriated only when directed by competent civil disaster authorities. It may be appropriate for, but not limited to, movement away from:
 - 1. Flood.

2. Fire.
3. Fallout area.
4. Blast area.
5. Chemical and biological warfare agents.

VII. **Action CONVERT SCHOOL**

A. Notification

1. Notification to the school staff to convert the school will be disseminated by the telephone intercommunication system or by messenger from the principal's office.

B. Action CONVERT SCHOOL consists of:

1. During school hours:
 - a. Dismissal of all classes.
 - b. Preparation of school for conversion into an emergency hospital*, first aid station, or congregate care center.
2. Other than school hours:
 - a. Alerting of school staff by telephone or other feasible means.
 - b. Preparation of school for conversion into an emergency hospital*, first aid station, or congregate care center.
 - c. Action CONVERT SCHOOL will be implemented only upon request or direction of proper civil defense or American National Red Cross officials.

*The need for an emergency hospital or first aid station in a school would have priority over a congregate care center. While school personnel perform congregate care center tasks, they assist medical personnel in the operation of an emergency hospital or first aid station.

*Teachers must 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 or from school, away from school, or if the teacher is temporarily not present.

Manzanita Elementary School District

BOMB THREAT CHECKLIST

(To be completed by person receiving bomb threat phone call)

A. If you receive the call of the bomb threat over the telephone, remain calm and keep the caller on the phone as long as possible. Try to get a description of the caller's voice and write it down:

- 1. Where is the bomb located?**
- 2. When is it going to explode?**
- 3. What type of device is it?**
- 4. Who are you?**
- 5. Male? Female? Child? Adult?**
- 6. Any background noise?**
- 7. Any particular accent or inflection in the caller's voice?**
- 8. Get a word picture in your mind of the caller and write it down.**
- 9. Time of call.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Bus Accidents

(Copy to be kept in emergency procedures folder located on bus)

Although there has never been a major bus accident involving Manzanita School District, accidents involving buses do occur in which students suffer minor injuries. If a minor bus accident occurs, these procedures will be followed:

Driver

- 1. Stop immediately at the scene of the accident.**
- 2. Do not move the bus unless the bus is in a very bad location where the health and safety of the student passengers is endangered. If vehicles are moved, mark the tires on the pavement before moving.**
- 3. Remain calm and reassure passengers.**
- 4. Account for all passengers and check for injuries.**
- 5. Be alert regarding fire or the possibility of fire:**
 - a. Check for ruptured fuel tank and fuel lines.**
 - b. Check for electrical fire.**
 - c. Look for smoke.**
 - d. Check for hot tires, which may catch fire.**
- 6. Use warning devices as trained.**
- 7. Keep all passengers in the vehicle, again noting exceptions—fire or other dangers may warrant their removal.**
- 8. Notify the Main Office by radio or telephone. Give the following information:**
 - a. Location**
 - b. Any injuries requiring ambulance**
 - c. Will another bus be required to cover run/pick-up?**
- 9. Protect the scene:**
 - a. Protect the passengers and the vehicle from further accidents and injuries.**
 - b. Protect the scene from traffic and people so evidence is not destroyed.**
 - c. Under normal circumstances, the vehicle involved should not be moved until law enforcement personnel advise the driver to do so. (If moved, mark tires.)**
- 10. Do not discuss the facts of the accident with other motorists but give information only to investigating officers and Manzanita School District officials.**
 - a. To provide necessary information for all concerned – CHP, Sheriff officials, insurance agencies, etc:**
 - List all passengers' names, ages, addresses and seating position.**
 - Information about the vehicle, such as insurance, make, model, number, owner, etc.**
 - b. While being investigated, be patient, evaluate questions, and give clear, concise answers.**
 - c. Drivers involved in an accident are required to give their name, address, driver's license number, and vehicle information. Be ready to give this information to the other driver and also write down the same information to the other driver and also write down the same information from the other driver involved.**

- d. If witnesses were present, other than your passengers, get names, addresses and license numbers.
11. Cooperate with Manzanita School District administrators.
12. Continue the transportation of the passengers by:
 - a. The present vehicle, if released.
 - b. Another vehicle.
 - c. Some other means, but not until authorized to do so.

Main Office

1. Call for ambulance services if injuries necessitate (911).
2. Call local police for traffic control if deemed necessary.
3. Call the CHP, Oroville Office 533-3822, and report the accident including location, time, and injuries.
4. Call the Superintendent/Principal and report the following information:
 - a. Location and extent of the accident.
 - b. Report any injuries and the extent of injuries known.
 - c. Estimate the time the students will be delayed to school.
5. Secure the names of all the students on the bus at the time scene of accident and the extent of any known injuries and the hospital locations for any injured students.
6. With assistance from the District nurse, health clerk, or designated first aid person, determine whether there are any injured students and direct them to a specific location.
7. Contact the parents of any injured students on the bus – describe the incident, suggest that parents observe their children for any signs of symptoms of injury and advise them to obtain medical assistance if necessary.
8. Send notices home with all students on the bus – describe the incident; suggest that parents observe their children for any signs or symptoms of injury and suggest that medical assistance be obtained if necessary.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Campus Unrest

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, etc., to the point where the principal determines that the safety of students and staff is jeopardized.

Responsibilities

Staff

- 1. Teachers will maintain classes at the direction of the superintendent/principal.**

Principal

- 0. Contact main office (phone 200) to initiate “INTRUDER PROCEDURE” and follow drill procedures. The principal will then initiate the “INTRUDER PROCEDURE.”**
- 2. Notify the Sheriffs Department 538-7321.**
- 3. Inform students who refuse to report to class that they are subject to suspension, expulsion, and/or possible arrest.**
- 4. Utilize non-teaching staff, police officers, office personnel, etc., to move students either into classrooms or off campus.**
- 5. Instruct all staff members to take names of all students who fail to cooperate.**
- 6. If time permits and staff members are available, parents of uncooperative students are to be called.**
- 7. Under extreme circumstances, SCHOOLS MAY BE CLOSED ONLY AT THE DIRECTION OF THE SUPERINTENDENT.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Crime In Progress

- 1. If you are in the area of a crime in progress, do not attempt to apprehend or interfere with the criminal except for self-protection.**
- 2. If you have students with you and the assailant is in the possession of a gun, advise them to DROP, COVER, and REMAIN MOTIONLESS.**
- 3. If the assailant does not have a gun, move students away from the scene of the crime in an orderly fashion.**
- 4. Contact the office, giving your name and location and advise them of the situation. The office will call 911.**
- 5. Refer all media questions to the principal.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Earthquake

Since earthquakes occur without warning, the following action will be initiated when school site personnel become aware that an earthquake is in progress.

Responsibilities

Staff

1. Initiate “*Duck & Cover*” procedure.
2. Remain in the “*Duck & Cover*” position until the all-clear sounds or the administrator gives further direction.
3. Administer immediate first aid as necessary.
4. Take student attendance. Notify office of missing/injured students.
5. Maintain order among students in a calm, matter-of-fact manner.
6. Supervise students.

Superintendent/Principal

1. As soon as the quake subsides and it is determined that evacuation is necessary and evacuation routes are safe, initiate “Fire” procedure.
2. Notify the appropriate law enforcement agencies.
3. Assess student safety. Administer first aid as necessary.
4. Initiate search-and-rescue operations.
5. Inspect all buildings, with assistance, for possible damage.
6. Have an assigned staff member keep you informed of any pertinent information being broadcast on the local radio station (KPAY 1060 AM; 95.1 FM). Set up the site Communication Center if necessary.
7. Give the order to return to the buildings only after they have been inspected and found to be completely safe.

Custodian

1. Check all utilities and appliances, and shut off, if necessary.
2. Extinguish small fires.
3. Control any chemical spills as outlined on MSDS.
4. Inspect all buildings, with assistance, for possible damage.

In a worst-case scenario, where the earthquake is so severe as to disrupt all phone communications and make many streets impassable, school site personnel will have to use their best judgment as to how to operate. However, they shall:

- Maintain supervision of students.
- Monitor radio broadcasts for information and possible instructions.
- If feasible, send a staff member by automobile to emergency headquarters for further instructions.
- Initiate pupil release procedures and other emergency actions as necessary, Based on direction from the Superintendent and other community agencies.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Explosion / Threat of Explosion

The sound of an explosion may be the only warning of this type of disaster. The following actions should be implemented if an explosion occurs.

Responsibilities

Staff

- 1. Initiate “*Duck & Cover*”.**
- 2. If no apparent danger exists, staff will remain with students in the classroom or present location.**

Principal

- 1. Assess the situation. If the explosion occurred within the building or threatened the building, the teachers should immediately implement “Fire” drill.**
- 2. Apprise the staff of the situation as quickly and calmly as possible.**
- 3. Render first aid as necessary.**
- 4. Notify the Fire Department. The telephone number is 911 or 533-6363.**
- 5. Notify the Sheriff’s Department. The telephone number is 911 or 538-7321.**
- 6. Fight incipient fires without endangering life.**
- 7. Staff will remain with students as long as necessary. Take roll. Report any missing/injured students to the principal.**
- 8. Notify utility companies of a break, or suspected break.**
- 9. The school principal will direct further actions as required.**
- 10. Students and staff should not return to the school until the principal and Fire Department officials declare the area safe.**
- 11. Take any follow-up action that is necessary.**

A. Threat of Explosion:

- 1. Sound the school fire alarm. This will automatically implement “Fire” drill.**
- 2. Follow procedures 2 through 11 under “Explosion” above.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Drive-By Shootings

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities

Staff

- 1. Initiate “Drop & Cover”.**
- 2. Contact Office to initiate “Intruder” procedure.**

Principal

- 1. Initiate “Intruder” procedure.**
- 2. Immediately notify Sheriffs Department and appropriate law enforcement agencies.**
- 3. Work in coordination with and at the direction of law enforcement officials.**

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations, the perpetrators of drive-shootings usually leave the scene instantly. Staff members who witness such incidents should, without putting themselves into danger, attempt to get as precise a description of the vehicle as possible.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Fallen Aircraft

This type of disaster would probably be similar to that of an explosion. The sound of the crash or the subsequent explosion may be the only warning for this type of emergency. In the event this occurs, the following actions will be taken.

Responsibilities

Staff

- 1. Initiate “*Duck & Cover*”.**
- 2. If no apparent danger exists, staff will remain with students in the classroom or present location.**
- 3. Await further directions.**

Principal

- 1. Determine which emergency action should be implemented, and notify Principal staff members.**
- 2. Notify the fire department, the appropriate law enforcements agencies, and the Superintendent.**
- 3. Make sure that all students and staff stay away from the aircraft.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Flood

The extent of the flood and the time available prior to its arrival will dictate the course of action to be taken. The principal will initiate the following emergency action(s) after notification.

Responsibilities

Principal

- 1. Initiate “Fire” procedure.**
- 2. Initiate action “Go Home” procedure depending on the nature, extent, and location of the flood.**

Staff

- 1. Follow the site plan for the indicated action.**
- 2. Maintain pupil supervision as long as necessary.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Fire

In the event that a fire is detected within a school building, the following actions will be taken.

Responsibilities

Note: Whoever discovers the fire will immediately sound the fire alarm, notify the office, and provide details of the situation. Initiate “Fire” procedure.

Staff

- 1. Implement “Fire” procedure.**
- 2. Maintain control of students at a safe distance from the fire and fire fighting equipment.**
- 3. Render first aid as needed.**
- 4. Staff will stay with students as long as necessary. Take roll. Report any missing/injured students to the principal.**
- 5. Report any missing/injured students to the principal**
- 6. Do not return students to the building until the all-clear bell rings or the administrator give further direction.**

Principal

- 3. Initiate and monitor “Fire” procedure.**
- 4. Notify the Fire Department. The telephone number is 911 or 533-6363.**
- 5. Notify the Sheriff’s Department 538-7321.**
- 6. Check with staff for missing students**
- 7. Fight incipient fires without endangering life.**
- 8. Keep access roads open for emergency vehicles.**
- 9. Notify utility companies of break, or suspected break.**
- 10. Confer with fire department officials about returning to the building and for further instructions.**
- 11. The principal will determine whether GO HOME procedure, or any further action, should be implemented.**
- 12. Students and staff should not return to the school until the superintendent/principal and Fire Department officials declare the area safe.**

In the even of a fire near the school determine which of the foregoing actions are required.

Custodian

- 1. Shut off gas and main electrical switch, if necessary.**

In the event of a fire near school, the superintendent/principal shall:

- 1. Determine the need to execute “Fire” procedure.**
- 2. Determine whether the students and staff should leave the school grounds.**
- 3. If appropriate, take action to evacuate the buildings, if necessary.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Hazardous Materials / Chemical Accidents

Hazardous materials accidents might include tanker truck or railway tank car accidents involving large quantities of toxic gases or an industrial chemical explosion. These situations could be extremely serious for those schools located near freeways, railways tracks, or industrial plants.

Responsibilities

Staff

1. Follow the guidelines of the action plan under the direction of the principal.

Principal

1. Contact the Superintendent's office immediately. With the Superintendent's input, determine whether Action "Fire" or "Intruder" procedure is appropriate. Determine whether the students and staff should leave the school grounds. (Students and staff are to remain in buildings unless ordered to evacuate, closing all windows and turning off all outside air intake vents or fans.) If appropriate, take action to evacuate the buildings, and if necessary, the area.
2. Contact the fire department and appropriate law enforcement agencies.
3. Direct staff as to the route to follow (cross-wind rather than up or downwind in order to avoid toxic fumes) if walking is the only means of evacuation.
4. Direct other action as required.
5. With the school staff, maintain control of the students at a safe distance.
6. Render first aid as necessary.
7. Notify the Fire Department. The telephone number is 911 or 533-6363, and request HAZMAT (Hazardous Materials Response Team) intervene at the spill site. Provide them with the following:
 - a. Type of incident (chemical spill, radiation, etc.)
 - b. Type of chemical, if known
 - c. If personnel are injured
 - d. Extent of injuries
 - e. Location of incident
 - f. Name and title of caller (technician, etc.)
8. Notify the Sheriff's Department. The telephone number is 911 or 538-7321.
9. Take roll. Report any missing/injured students to the principal.
10. The principal will direct other action as required.
11. Students and staff should not return to the school until the principal and Fire Department officials declare the area safe.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Intruder / Hostage Situations

If an intruder(s) enters a classroom or enclosed area with a weapon and threatens to shoot or injure persons, these guidelines should be followed:

Responsibilities

Staff

1. Contact main office (phone 200) to initiate “INTRUDER PROCEDURE” and follow drill procedures. The principal will then initiate the “INTRUDER PROCEDURE.”
2. Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.
3. Keep your distance. Give the intruder(s) ample personal space.
4. Do not attempt to deceive or threaten the intruder(s).
5. Do not “buy into” the delusions of the intruder(s).
6. Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).
7. Be constantly alert and prepared for violence. Initiate “DUCK, COVER” procedure if the intruder(s) opens fire.

Principal

8. Initiate “INTRUDER PROCEDURE.”
9. Immediately notify Sheriffs Department –call 911. Local number (538-7321).
10. Monitor the hostage situation as best as possible without doing anything to exacerbate it.
11. Follow instructions of law enforcement officials who will take over when they arrive on campus then work in coordination with supervisors of law enforcement agencies until the situation is resolved.
12. Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.

Note: If our site becomes involved in a hostage situation, the primary concern must be the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause such persons to become violent.

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Serious Injury Or Illness (SERIOUS)

- 1. Do not move a seriously injured or ill person unless it is a life-threatening situation.**
- 2. Have another person call 911 and advise the principal and/or office of the situation. Provide them with as much information as possible regarding the nature of the injury of illness and whether or not the victim is conscious, etc. The office will arrange for an ambulance if required.**
- 3. Administer first aid or CPR when required (if you have the training), stay with the victim, keeping him/her as calm and comfortable as possible.**
- 4. In addition to the school nurse, the office staff and bus drivers are trained in first aid and CPR.**
- 5. The first aid supplies are located in the nurse's office.**
- 6. Be sure to file the appropriate report after the incident with office personnel.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Nuclear Emergencies

Emergencies of this type can be placed into three categories based on how much preparation time is available.

I. Straight Warning of Nuclear Accident

If the government becomes aware that enemy-initiated hostilities may be imminent, and this information is disseminated by the news media, the school has some time to prepare.

Responsibilities

Superintendent 1. Upon notification from the Butte County Office of Civil Disasters and Communications, notify and give direction to all sites.

Principal 2. Upon direction of the Superintendent, initiate Go Home Procedure.

Staff 1. Perform duties listed under Go Home Procedure.

II. Attack Warning

If the federal government becomes aware of the possibility of hostile forces initiating a nuclear attack against the United States, government officials will notify the various county offices of emergency services throughout the country. The Butte County Office of Civil Disasters and Communications will contact the Superintendent's office of the local school district, details and particulars of the impending attack as they have available. The Superintendent's office will then notify the individual schools in the district. Actions(s) taken by the schools will be determined by the amount of time available prior to the onset of the expected attack.

Responsibilities

**Superintendent/
Principal 1. Turn on battery-operated radio to KPAY (1060 AM; 95.1 FM) and await further instructions.**

2, Apprise the staff of the situation as soon as possible.

2. Initiate other actions as necessary based on the information received.

Staff 1. Classroom teachers will initiate Action Duck, Cover and Hold.

2. Staff supervising student in open areas will initiate Action Drop.

3. Students and staff will remain as is and await further instruction

III. Nuclear Explosion

The warning for the explosion of a nuclear device is the actual detonation of the weapon, which is accompanied by intense light and followed by heat and shock waves.

Responsibilities

- | | |
|-----------|--|
| Principal | <ol style="list-style-type: none">1. Turn on battery-operated radio to KPAY (1060 AM; 95.1 FM) and await further instructions.2. Direct students and staff in open areas to assemble in predetermined inside areas for protection against fallout.3. Direct students and staff to remain inside and await further instructions. |
| Staff | <ol style="list-style-type: none">1. Classroom teachers immediately initiate Action Duck, Cover, and Hold.2. Staff supervising students in open areas will initiate Action Drop.3. Render first aid as necessary. |

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Contaminated Water Source

If the drinking water is unsafe for human consumption, the following will occur:

Responsibilities

Superintendent/
Principal

- 1. Notify the Superintendent.**
- 2. Potable water and stands will be brought in**
- 3. All water faucets will be turned off.**
- 4. A sign reading, “Unsafe drinking water” will be placed above all water faucets.**
- 5. A letter will be sent to all parents explaining the reason for the unsafe drinking condition, how the problem is temporarily being addressed and long term plan of action.**
- 6. When water reaches safe condition, parents will be notified, signs will be removed and water will continue to be tested within required health standards.**

Staff

- 1. Ensure that all students drink from only potable water.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Snow Storms

If it is necessary to cancel school because of snow, the following procedures will be followed:

Responsibilities:

**Superintendent /
Principal**

1. The Superintendent /Principal or designee will determine if school is to be canceled after consulting with the appropriate officials.

1. The Superintendent/Principal or designee will contact all radio stations and TV stations.

Principal

1. The principal will notify all staff that school has been canceled.

Staff

1. Certificated Staff: If before school, certificated staff need not report for work. If dismissal occurs after school has begun, staff shall monitor an orderly dismissal process as directed by the principal.

2. Classified Staff: All employees other than School Day will only work on “snow days”.

Transportation will be provided for those employees who cannot provide their own due to the snow. Employees needing transportation who work at a school site should contact the school office. District Office, Maintenance, and

Transportation employees needing transportation who work at a school site should contact the school office. District Office, maintenance, and transportation employees needing transportation should contact the District Office.

If the employee has an unusual circumstance and chooses not to attend work on a snow day, either the principal or the Superintendent is authorized to discuss the employee’s options, which are as follows:

a. Remain at home and take the day as a vacation day, providing the employee has vacation days coming; or

b. Remain at home and take the day off without pay.

Please understand that if the building Superintendent/Principal deems that the employee’s presence is essential at work, then the above options do not apply.

In the event that there is enough snow to require plow/tractor for snow removal, the following procedure is to be followed.

Custodian:

- 1. The head custodian will know if school will be held that day and if there is an immediate need for snow removal, or if it can be done later in the day with the District's regularly scheduled workers. If school will be held, the head custodian will work out removal procedures.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Severe Windstorm

If high winds or funnel clouds develop during school hours with little or no warning, the following emergency actions will be taken.

Responsibilities

Superintendent/
Principal

1. **Initiate Secure Building Procedure.**
7. **Notify the Superintendent**
8. **Follow with Go Home or Evacuation Procedure, if that becomes necessary.**
9. **If there are portable classrooms that may be unable to withstand the full force of wind, move the students from those buildings to a safer place on campus.**

Staff

1. **Ensure that all students are inside.**
2. **Secure classroom by locking doors, closing windows and curtains, and having students remain in place.**
3. **If it becomes evident that the force of the wind may shatter windows, the signal may be given to initiate Duck, Cover and Hold in the classrooms procedures.**
- A. **Warning: The intercom / intercommunication system or by messenger from the principal's office.**
- B. **The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, GO HOME PROCEDURE may be implemented prior to an emergency. However, if high winds develop during school hours with little or nor warning, the following emergency actions will be accomplished:**
 1. **Implement Action TAKE COVER.**
 2. **Students and staff should be assembled inside buildings.**
 3. **Close windows, blinds, and drapes. Lock doors.**
 4. **Remain near an inside wall.**
 5. **Avoid gymnasium and other structures with large roof spans.**

- 6. Evacuate classrooms bearing full force of wind.**
- 7. Evacuate portable classrooms, if any. Move students to a safer place on campus.**
- 8. Keep tuned to a local radio station (1060 or 1290 on AM channel) for latest advisory information.**
- 9. Ensure that all students remain inside. Take roll.**
- 10. Notify utility companies of any break, or suspected break.**
- 11. If it becomes evident that the force of the wind may shatter windows, the signal may be given to initiate DUCK, COVER, and HOLD in the classroom procedures.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Utility/Power Outage

Although utility failure is not a disaster, it may be necessary to release students from school due to lack of heat, light or water or for other unforeseen circumstances. If the Superintendent (or designee) determines that this release is necessary, then it is incumbent on school personnel to ensure that students are well supervised and safe at all times.

Responsibilities

- Principal**
- 1. Notify the Superintendent's office and await direction.**
 - 2. Initiate Go Home Procedure only upon direction of the Superintendent.**
 - 3. Direct the loading with automobiles to leave only if the parents have been notified and have given permission for students to leave school.**
 - 4. Allow students with automobiles to leave only if the parents have been notified and have given permission for students to leave school.**
- Staff**
- 1. Notify the superintendent/principal of any missing students.**
 - 2. Follow directions from superintendent/principal.**
 - 3. Post signs in prominent places (e.g., outside classroom doors indicating where students have been located, if not at home.**
 - 4. Follow pupil release procedures if parents or other adults pick up students.**

SPECIFIC EMERGENCY/DISASTER PROCEDURES

Weapons on Campus

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is quite possible that guns and other weapons may be brought onto a campus, either by students (more likely at the secondary level) or outsiders. If it is ascertained by school personnel that a weapon(s) has been brought onto the campus, the following emergency actions will be taken.

Responsibilities

Principal

- 1. Initiate Secure Building Procedure. Elementary students in play areas or on athletic fields will return to their classrooms under the supervision of staff members. Secondary students in open areas will return, under supervision of staff, to designated large group areas such as cafeteria, gymnasium, and auditorium.**
- 2. Notify Butte County Sheriff's Department (538-7321) and appropriate law enforcement agencies and proceed under their direction.**
- 3. Notify the Superintendent.**

Staff

- 1. Follow Secure Building Procedures.**

COMPOSITION AND ROLE OF THE CRISIS INTERVENTION TEAM

The School Site Crisis Intervention Team is comprised of designated staff members and District support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide, bus accident, drive-by shooting, etc.

Activation of the Crisis Team and District Support Staff

In response to notification of an emergency or disaster, sudden death, suicide, school bus accident, etc., the principal should immediately notify the Superintendent and assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

- Requesting assistance from the Public Information Officer to prepare a written statement and to direct other staff as to how to handle phone calls and requests for information about an emergency or disaster.
- Establishing a crisis center on campus where crisis team members will be available to meet with students.
- Superintendent/Principal to secure additional assistance and to mobilize the District Crisis Team.
- Promptly sharing factual information with staff, students, parents, and community.
- Planning staff meetings or other communications as soon as possible to share information.
- Providing an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
- Providing a written statement which teachers may use to announce the event to students.
- Requesting teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

Crisis Incident Response Procedure

The Crisis Team will be called into action in the event of a crisis which affects the students and staff at an individual school site or multiple sites. If a crisis occurs on a weeknight or a weekend, the staff member who becomes aware of the crisis should contact the site principal at home. The Principal will decide whether or not to alert the Crisis Team (comprised of administrators, psychologists, counselors, teacher representatives, secretaries and health clerk). The Principal shall be the Crisis Team leader, unless another person is appointed in his absence. If the Crisis Team is assembled, the following schedule and procedures will be implemented:

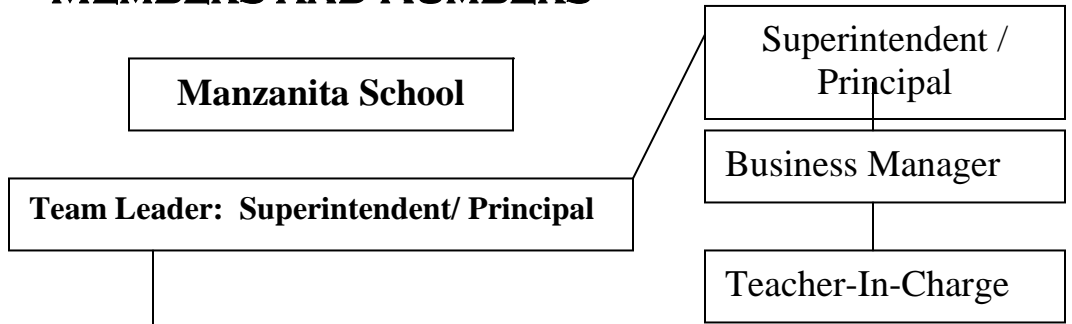
Crisis Team arrives and meets to assess the need

- I. Pre-school meeting
 - A. Principal lead Crisis Team through check list (p. 53)
 - B. Information distributed to staff on the crisis
 - C. Crisis Team assesses problem, needs and action plan
 - D. Staff meeting with Principal if necessary

- II. School day
 - A. Resource people available for psychological intervention
 - 1. Counselors and psychologist
 - 2. Crisis Center – establish place and operation
 - 3. District response team if necessary
 - 4. Other school district and/or community resources
 - B. Press release
 - 1. Notify District Superintendent and confer
 - 2. Information will be released by Principal or designee at a specified time
 - C. Home communication
 - 1. To be released by office and sent home with students per policy outlined previously.

- III. Post-school meeting
 - A. Debriefing
 - B. Information update
 - C. Plans for continued action—both short – and long-term

Crisis Intervention Team MEMBERS AND NUMBERS



Site Response Team		
Name	Home#	Work#

Schools / Departments	
Main Office	(530) 846-5594
Superintendent Office	Ext. 201
Administrative Assist.	Ext. 202
Secretary	Ext. 200
Room 1A - Leonard	Ext. 112
Room 1B - Watkin	Ext. 113
Room 1 - Dempsey	Ext. 101
Room 2 - Sands/Jones	Ext. 102
Room 3 - Lindsay	Ext. 103
Room 4 - Walther	Ext. 104
Room 5 - Ingalls	Ext. 105
Room 6 - Burleson	Ext. 106
Room 7 - Boyer	Ext. 107
Room 8 - Ford	Ext. 108
Room 9 - Shannon	Ext. 109
Room 10 - Dell'Imagine	Ext. 110
Room 11 - Library	Ext. 111
Primary Work Room	Ext. 114
Work Room by Office	Ext. 203
Cafeteria	Ext. 204

Contact Numbers – Staff	
	Home #
Larry Adams	846-4890
David Anderson	846-6019
Rick Argetsinger	846-6780
Betty Boelman	846-5004
Elizabeth Boyer	893-3656
Wanda Burleson	343-4875
Kristen Dell'Imagine	343-9668
Ann Dempsey	894-1062
Stan Ford	674-8102
Allison Jones	846-2171
Peter Ingalls	846-0268
Mary Jo Leonard	534-5214
Dorothy Lindsay	846-0421
Lisa Martin	846-4422
Tom Miller	538-7435
Dale Puls	846-3634
Brad Roberts	846-
Margit Sands	846-5142
Jose Santana	
Cindy Shannon	534-3592
John Stowe	846-4436
James Stowe	846-2839
Cathie Walton	868-1015
Catherine Walther	534-1556
George Watkin	873-0297

GENERAL PRINCIPLES: PSYCHOLOGICAL FIRST AID

1. Intervene Immediately – Be Direct, Active, Authoritative

The sooner the student is assisted in coping with the crisis situation, the better are 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 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.

Parent's Role in Crisis Helping

Much of the recovery work involving a crisis can best be facilitated by parents.

The school may meet with parents in small groups and provide information as to what to look for and how they can help their children.

Some parents may need individual help before they are ready to help their children.

The school may provide opportunities for parents to discuss, in groups, their own responses and worries.

Materials such as the following may be provided for parents.

YOUR CHILD NEEDS YOU

You have recently experienced a crisis in your lives. Family routines have been disrupted. You have much to do. As parents of a young child or children, you face tasks that are difficult and demanding.

A crisis affects the members of a family or of an entire community. You may be immediately involved or have friends or neighbors who are affected. Likewise your children may have friends or neighbors who are affected. Likewise your children may have friends involved.

It is hard for young children to understand what has happened to their home and family. Some may have a completely mixed-up view of the situation, while others, depending on age and how they experienced the disaster, and need your continued guidance and understanding to help them grow through the experience. How you help your child to work through this "problem time" may have a lasting effect.

Children can experience the same intense feelings that you feel about the crisis. This is a normal reaction. Some children may show their feelings in a direct and immediate fashion; others will wait until a later time. Most children will be confused by all the sudden interruption to their routines. This is a very difficult time for them as well as you.

Each child in a family may react differently. You will find listed some ways you may help children cope with their feelings following the crisis.

Following a crisis, some children may:

- become more active and restless.
- If homes have been damaged, the child may worry where they will live, what will happen to them.
- Become upset easily, crying and whining, or be quiet and withdrawn, not wanting to talk about the experience.
- Feel neglected by parents who are busy trying to clean up and rebuild their lives.

- Become afraid of loud noises, rain, storms, etc.
- Be angry. They may hit, throw, or kick to show their anger, often with little provocation.
- Be afraid to be left alone or afraid to sleep alone. They may have nightmares and want to sleep with a parent or another person.
- Behave as they did when younger. They may start sucking their thumb, wetting the bed, asking for a bottle, wanting to be held.
- Have symptoms of illness such as nausea, vomiting, headaches, not wanting to eat, running a fever.
- Be upset at the loss of a favorite toy, blanket, teddy bear, etc.
- Feel guilty that they caused the disaster because of some previous behavior.
- Refuse to go to school or to child care arrangements. The child may not want to be out of your sight.
- Be afraid that the crisis may recur, especially if conditions recur, e.g., rain after flood or aftershocks after earthquake. They may ask many times, “Will it come again?”
- Not show any outward signs until weeks or months later.

WAYS PARENTS CAN HELP THEIR CHILDREN:

- Talking with your children, providing simple, accurate information to questions. Allow them to tell their stories about what happened.
- Talking with your children about your own feelings.
- Listening to what your children say and how they say it. Repeating your children's words, recognizing fear. Anxiety, insecurity, is very helpful. For instance: "You are afraid that ..." or, "You wonder if the storm will come again today." This helps both you and the children clarify feelings.
- Reassuring your child; "We are together."; "We care about you."; "We will take care of you."
- Responding to repeated questions. You may need to repeat information and reassurances many times.
- Holding the child. Provide comfort. Touching is important for children during this period.
- Spending extra time putting your child to bed. Talk and offer assurance. Leave night light on if necessary.
- Observing your child at play. Listen to what is said and how the child plays. Frequently children express feelings of fear or anger while playing with dolls, trucks or friends.
- Providing play experiences to relieve tension. Work with play dough, paint, play in water, and give them something safe, like a pillow, ball or balloon.
- Allowing children to mourn and grieve, if they lost a meaningful toy or blanket. In time, it may be helpful to replace the lost object.

Transportation Safety Plan

Education Code Section 39831.3 requires school districts to prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The three required plan components and the procedure for complying follow:

Procedures to determine if pupils require escort across a highway or private road:

1. The school bus driver shall escort all transported students who must cross a highway or street on which the bus is stopped, where traffic is not controlled by a traffic officer or official traffic signal.
2. The school bus driver shall ask at each school bus stop if anyone must cross the street on which the school bus is stopped in order to reach their destination.
3. The bus driver shall review student rosters/addresses to determine if students need to be escorted across the street.

Procedures for all pupils in pre-kindergarten, kindergarten, and grades one to eight, to follow as they board and exit the appropriate school bus at each pupil's school bus stop:

1. The school bus driver will monitor pupils as they exit and board at each school bus stop and trip destination to ensure the pupil is boarding the appropriate school bus and exiting at the appropriate bus stop.
2. Assigned school site staff will monitor school loading zones and assist students in boarding the appropriate school bus. Color coding systems or other organization system should be utilized to ensure the pupils board the proper school bus.

Procedures for boarding and exiting a school bus at a school or other trip destination.

1. The school bus driver along with assigned school site staff will monitor pupils exiting the school bus before school and will monitor pupils boarding the school bus after school to ensure orderly and safe exiting and boarding. The school bus driver will have this same responsibility on activity trips.
2. Students should board the bus one at a time and move quickly to an open seat.
3. If a student drops papers or other objects while boarding the bus, he/she should get the attention of the bus driver. Never go under or near the school bus to retrieve objects since the bus driver may not see you.
4. No pushing shoving or horseplay is allowed when exiting and boarding a school bus.

A current copy of this plan shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

NEED HELP!

***Students and/or staff are
injured***

NEED HELP!

***Students and/or staff are
injured***

OKAY

No additional help needed.

OKAY

No additional help needed.