

Wichita Public Schools

District

Crisis

Manual

School Year

2005-2006

Safety Services Department

3850 North Hydraulic

Wichita, Kansas 67219

(316) 973-2260

A school crisis response plan is written with explicit intent to:

- ✓ *Protect and Sustain Life*
- ✓ *Reduce Emotional Trauma*
- ✓ *Assist in Emotional Recovery from Trauma*
- ✓ *Minimize Personal Injury*
- ✓ *Minimize Damage to a Facility*

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**A copy of the
2005-2006 District Crisis Manual
is available in
Public Folders, Safety Services Department, Crisis Manuals.**

To Activate the District Crisis Team

IF YOU NEED

**SECURITY
and
SAFETY SERVICES**

**FOLLOW
SUGGESTED
PROCEDURES
ON
PAGE 2**

**Galen Davis,
Coordinator
973-2260 (Day)
729-0453 (Evening)
258-5370 (Cell)**

IF YOU NEED

**CRISIS COUNSELING
and
HEALTH SERVICES**

**FOLLOW
SUGGESTED
PROCEDURES
ON
PAGE 5**

**Liz McGinness,
Coordinator
973-4472 (Day)
687-4873 (Evening)
648-6055 (Cell)**

SECURITY AND SAFETY SERVICES CRISIS RESPONSE

STEP 1 CRISIS ASSESSMENT

Calmly determine:

- ✓ Is danger imminent?
- ✓ Are there any injuries?
- ✓ Is school crisis plan adequate
- ✓ for this incident?

TO ACTIVATE DISTRICT CRISIS TEAM CALL

911

and

3-2100

Notifies

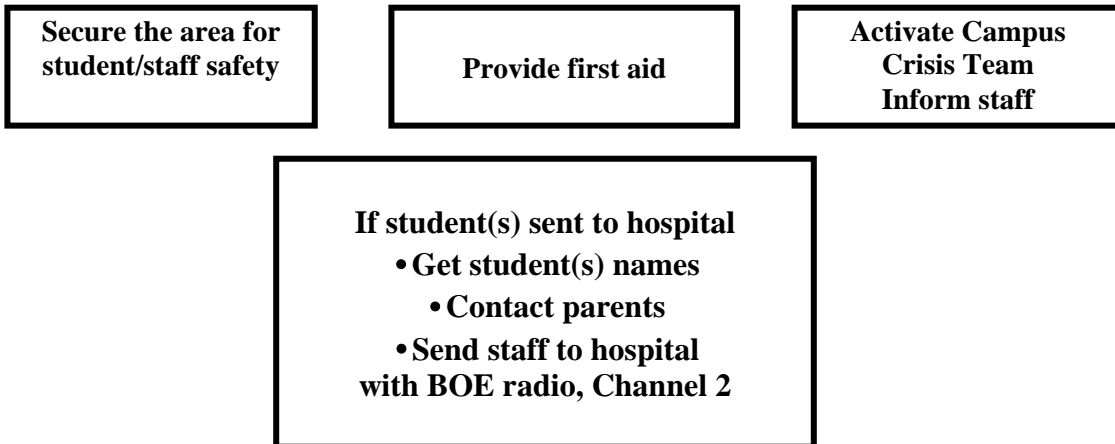
Law Enforcement
Fire Department
Emergency Medical Services

Notifies

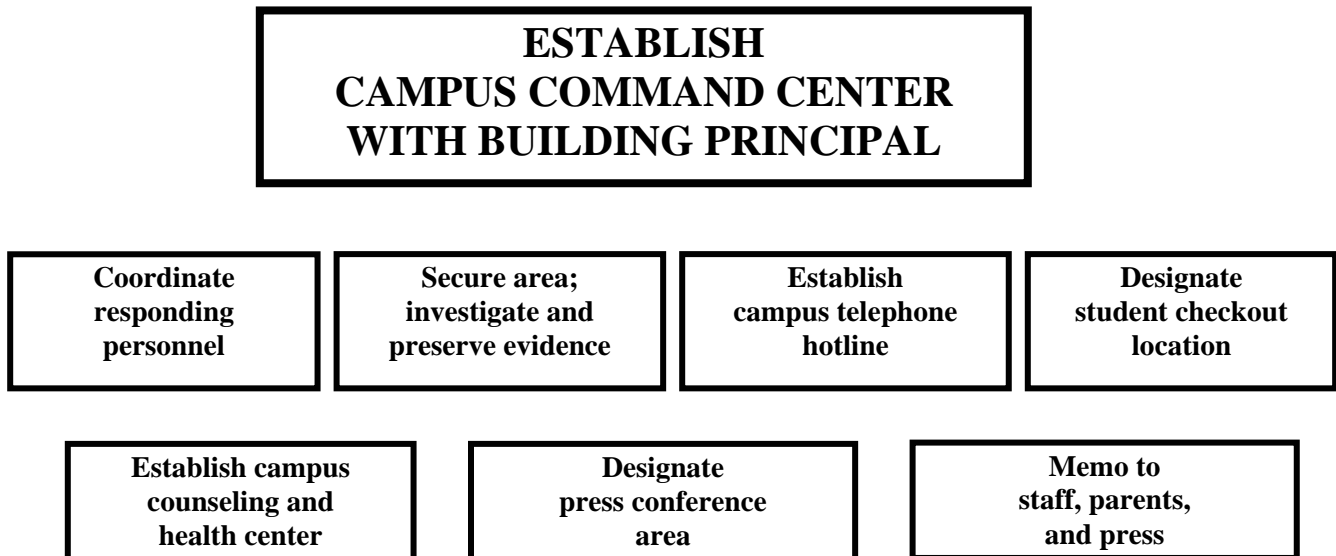
Galen Davis
Liz McGinness
Martin Libhart
Debbie McKenna
Superintendent
Deputy Superintendent
Asst. Superintendents
Communications
Employee Benefits/Risk Mgmt.
Transportation

SECURITY AND SAFETY SERVICES CRISIS RESPONSE

STEP 2 **CAMPUS IMMEDIATE RESPONSE**



STEP 3 **DISTRICT SUPPORT RESPONSE**



SECURITY AND SAFETY SERVICES CRISIS RESPONSE

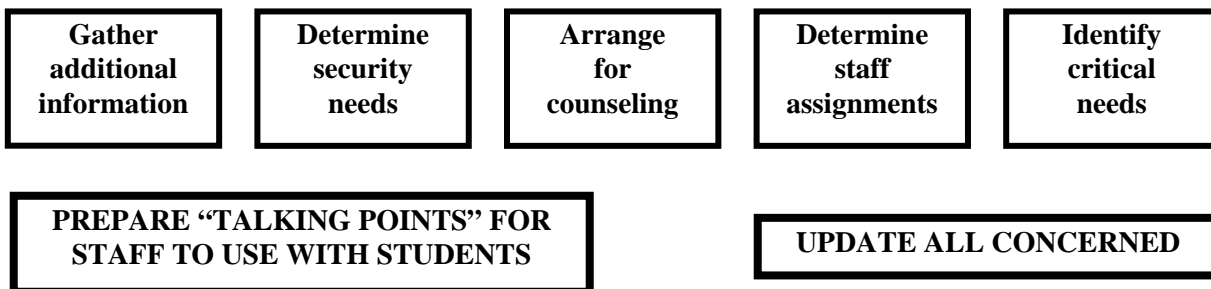
STEP 4 IF SCHOOL IS DISMISSED



STEP 5 DEBRIEFING



STEP 6 PLANNING FOR NEXT DAY



**RETURN TO NORMAL SCHEDULE
AS SOON AS POSSIBLE**

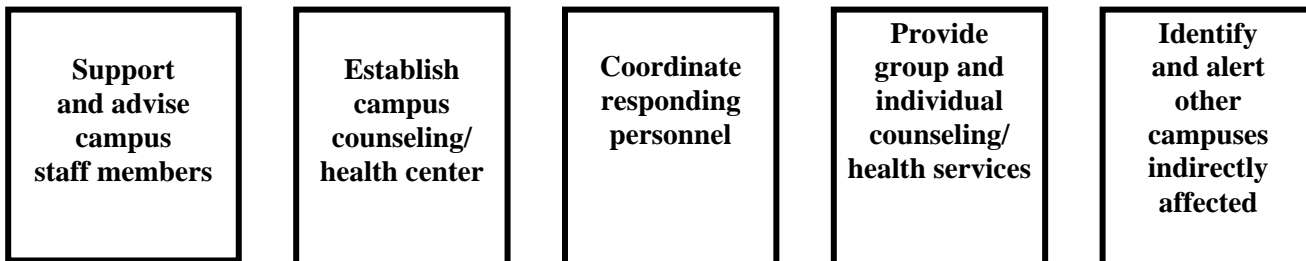
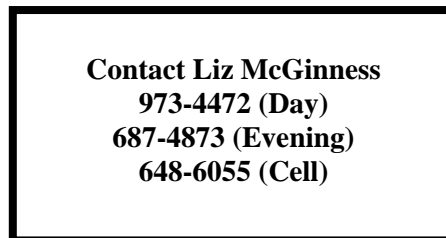
CRISIS COUNSELING/HEALTH SERVICES CRISIS RESPONSE

STEP 1 **CRISIS ASSESSMENT**

STEP 2 **CAMPUS RESPONSE**



STEP 3 **DISTRICT SUPPORT RESPONSE**



CRISIS COUNSELING/HEALTH SERVICES CRISIS RESPONSE

STEP 4 **DEBRIEFING**

Review
pupil and staff
reactions

Meet with
all
staff members

Identify
pupils and/or staff
needing
follow-up

Identify
anniversary dates and
monitoring needs

STEP 5 **PLANNING FOR NEXT DAY**

Conduct
staff
meeting

Update
information
to all

Provide for
counseling/
health
service
needs

Communicate
to
parents

**RETURN TO NORMAL
AS SOON AS POSSIBLE**

CRISIS RESPONSE FLOW CHART NARRATIVE

Step 1 — Crisis Assessment

The administrator and/or staff must quickly assess what has happened. Is there danger to students? Is anyone hurt? Does anyone need medical assistance? What kind of personnel as far as the city, county and school district are needed?

911 or 3-2100 should be called immediately. A designated person should give a very brief but thorough description of the assessment and indicate what individuals are needed to assist in the crisis. After **911 or 3-2100** are called, support personnel will be contacted immediately.

Step 2 — Campus Immediate Response

Secure the area first. Provide first aid, if necessary. If students are sent to the hospital, record their names. The designated person should contact their parents. Send a staff member, with a board of education radio set on Channel 2, to the hospital for student/family support. Inform the staff and activate the Campus Crisis Team. Restrict telephone usage to control outgoing information. Assign staff to cover outside doors if necessary.

Step 3 — District Support Response

The call to **911 or 3-2100** will initiate assistance, as requested. In order to better coordinate response personnel, it may be necessary to establish a command center. This needs to be at least a medium-sized room with a telephone. The command center should be staffed with an assistant principal or teacher who knows the building. The principal, where possible, should be flexible, not tied down to a specific task. All pertinent information should flow through the command center.

Staff a campus telephone hotline. It is helpful to write a one-paragraph statement to be read to parents. Establish a student-checkout location. The checkout location should be staffed by one or more staff members. Keep a record of all students who check out and who checked them out. Students should not be permitted to check out without parent permission.

Communicating with the press is extremely important. If the crisis is significant, a representative of the District Communications Team will be dispatched as part of your original call to **3-2100**. You do have the authority to keep the press out of the crisis area. Security can assist you in doing this. Consider setting up a designated press area and giving the press a time and location for a press conference. NOTE: Remember that first priority is the safety of the students and staff. The news media can be accommodated later at a convenient time.

It is imperative that a brief letter containing general facts about the crisis be prepared and released as soon as possible to students, parents and staff members — and definitely prior to the end of the school day. The letter should be reviewed with the coordinator of the District Crisis Response Team and the law enforcement supervisor who is on the scene if it is possible that legal actions will be taken. This letter may also be read at the press conference as part of the media response.

Step 4 — If School is Dismissed

If the crisis is such that school must be dismissed, consider the operational and logistical aspects of doing this. Notify Transportation, Food Services, and appropriate district personnel.

Step 5 — Debriefing

Debriefing is a critical component of any crisis situation. Meet with all staff members to discuss the crisis and to give them the opportunity to emotionally process what has happened. At this time, determine if follow-up counseling or debriefing is needed.

Step 6 — Planning For Next Day

Planning for the following school day should involve key staff members and resource people who can assess the critical needs associated with continuing school the next day and returning to the normal schedule as soon as possible.

NOTE

With any crisis, it is essential to establish a sense of normalcy as quickly as possible so that students and staff return to a feeling of security.

Wichita Public Schools

CAMPUS CRISIS PLAN

2005 - 2006

School **Principal**

Crisis Response Team Members

First Crisis Team Meeting Date: _____

CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
CPR Certified Yes/No	Room Phone/Home Phone
Security (School based or Patrol)	Phone
Safe and Drug-Free Schools Liaison	Phone
Public Safety Mentor	Phone
Principal's Signature	Revision/Revision Date

Anticipated Date to Review Crisis Plan with Staff: _____

CAMPUS CRISIS RESPONSE

STEP 1 – CRISIS ASSESSMENT

1. Incident is reported to _____.
2. _____ quickly assesses what’s happened based on facts.
 - Is danger imminent?
 - Is first aid or medical assistance needed?
 - Are law enforcement, fire and/or emergency services needed?
 - Is the District Crisis Team needed?
3. _____ summarizes the facts available on the incident.
4. _____ determines if a crisis is occurring and identifies the type of crisis.
5. _____ decides what assistance is necessary (assembles the campus crisis response team, decides who is needed)
6. _____ decides what immediate actions to take (secure the facility; full lockdown; shelter-in-place; evacuation; command center; District Crisis Team; and/or other public safety assistance).
7. _____ activates the crisis plan.

CALL

8. _____ calls 3-2100 to communicate the situation and need for emergency responders and District Crisis Team.
9. _____ and/or calls 911.

INFORM STAFF

The standard campus crisis instructions are:

- *we need to secure the school (lock interior and exterior doors)
- *we need to evacuate the school (follow fire drill exiting)
- *we need to shelter in place (go to shelter in place location)

10. _____ announces the incident to staff with the appropriate instructions for the crisis.
11. Campus Crisis Response Team meets at prearranged location (have a backup location).
12. Campus Crisis Response Team performs assignments.
13. Other staff reports to predetermined assignments to fulfill staff roles and responsibilities (see page 15).
14. _____ informs staff of the details of the crisis as soon as possible.
15. _____ establishes what information needs to be communicated to students, families, and the community.
16. _____ maintains communication with staff.

STEP 2 - CAMPUS CRISIS RESPONSE TEAM IMMEDIATE RESPONSE

(Insert names of responsible persons)

1. _____ coordinates security and safety at the scene of the crisis until additional help arrives.
2. _____ decides if a Campus Emergency Command Center needs to be established (predetermined location/backup site).
3. _____ maintains student/staff information database and staffs the student checkout location (predetermined on-campus site and evacuation site).
4. _____ decides if evacuation or lockdown is necessary.
5. _____ is our evacuation site. / _____
_____ is the backup site.
6. _____ is the contact person at the evacuation site. / _____
_____ is the backup site contact.
7. _____ takes pupil/staff information to the evacuation site.
8. _____ staffs student release location at the evacuation site.
9. _____ is the student release location to parent/guardian at the evacuation site.
10. _____ coordinates first aid being administered.
11. _____ coordinates the campus health center and decides if more equipment and supplies are needed.
12. _____ is the health center location. / _____
_____ is the backup site.
13. _____ records names of those injured and/or directly involved.
14. _____ records names of those going to the hospital.
15. _____ contacts families of those going to the hospital.
16. _____ proceeds to the hospital for support with a BOE radio on channel 2.
17. _____ staffs telephone information line with a brief statement.
18. _____ communicates with concerned parents at designated location.
19. _____ writes memo(s) to staff and parents.
20. _____ coordinates the campus-counseling center.
21. _____ designates press/media conference area.
22. _____ communicates with the press/media.
23. _____ coordinates bomb threat response (BOE P1301).
24. _____ coordinates bomb searches of the school building/grounds.
25. _____ coordinates hostage or dangerous person response.
26. _____ coordinates chemical/biological agent response.
27. _____ arranges for emergency building repair.

STEP 3 - DISTRICT SUPPORT RESPONSE (IF NECESSARY)

1. District Crisis Team will respond and utilize District Crisis Manual.

STEP 4 - IF SCHOOL IS DISMISSED

1. _____ decides on school dismissal.
2. _____ notifies Security Communications at 3-2100, who calls incident notification list including Transportation and Food Services.
3. _____ writes follow-up communications to staff, parents and/or press.

STEP 5 - DEBRIEFING

1. _____ calls for and conducts crisis-debriefing session for staff.
2. _____ decides on follow-up counseling for staff and/or students.
3. _____ writes a report about the incident.
4. _____ leads the return to learning as quickly as possible.
5. _____ identifies what follow-up services are needed for students, staff and first responders and notifies the district crisis team leaders.
6. _____ captures “lessons learned” and incorporates them into revisions and training.

STEP 6 - PLANNING FOR NEXT DAY (AND THEREAFTER)

1. _____ gathers updated information (facts about the incident).
2. _____ determines and schedules additional security and/or counseling.
3. _____ determines and communicates changes in staff assignments.
4. _____ monitors that staff are assessing students for the emotional impact of the crisis.
5. _____ assesses curricular activities that address the crisis and allocates appropriate time for recovery.
6. _____ writes “talking points” so staff can debrief with students..
7. _____ updates information to all concerned parties.
8. _____ decides the school community follow up needs.
9. _____ determines how the anniversary of the crisis event will be managed.

RETURN TO NORMAL SCHEDULE AS SOON AS POSSIBLE

Campus Crisis Drill

1. _____ is the evacuation site for our students and staff.
2. _____ is the contact person at our evacuation site.
3. _____ date evacuation site will be visited by the Campus Crisis Response Team, faculty, and students.
4. Specific instructions for evacuation site utilization are: _____

5. _____ completes Evacuation Locations Form (page 14) of Campus Crisis Plan.
6. _____ anticipated date of campus crisis drill. A crisis drill is required during the school year. Consult Safe and Drug-Free Schools specialists (3-2260) regarding the planning and scheduling of the crisis drill.

EVACUATION LOCATION

School Name: _____

Principal: _____

Evacuation Site: _____

Contact Person at or Regarding Evacuation Site: _____

Evacuation Site Phone Number: _____

EVACUATION SITE

Determine at the evacuation site where the following will be located.

Interior Command Center Location _____

Exterior Command Center _____

Evacuee Assembly Area(s)
(Inside of Building) _____

Media Staging Area
(Outside of Building) _____

Parent Reunification Site _____

Medical Treatment Site _____

Bus Dismissal Site _____

SCHOOL BASED STRATEGIC LOCATIONS

School Name: _____

Principal: _____

Phone # _____

AT YOUR SCHOOL BUILDING, DETERMINE WHERE THE FOLLOWING WILL BE LOCATED:

Interior Command Center _____

Exterior Command Center _____

Assembly Area(s)
(Inside of Building) _____

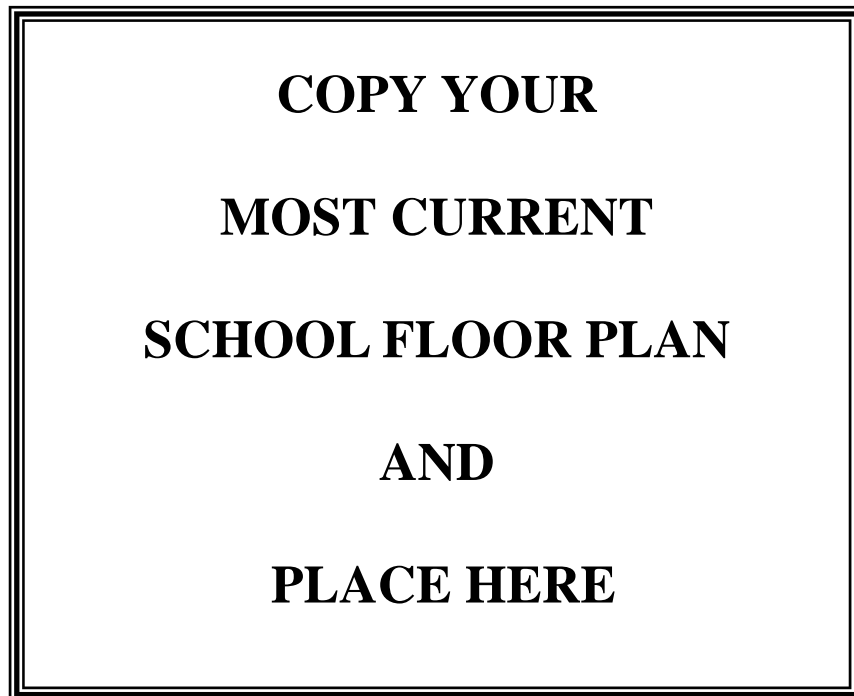
Media Staging Area
(Outside of Building) _____

Parent Reunification Site _____

Medical Treatment Site _____

Bus Dismissal Site _____

SCHOOL FLOOR PLAN



CAMPUS CRISIS RESPONSE FLOW CHART NARRATIVE

Preparing for a Crisis:

In order to respond to crisis situations effectively and appropriately preparation is required. A crisis plan that is site specific must be developed for each school. All staff must be trained on the content of the crisis plan and their specific responsibilities during a crisis. A crisis drill should be planned and carried out at least once during the school year. It is recommended that two drills be practiced each year and should include a shelter in place or lockdown and/or evacuation exercise.

Step 1 – Crisis Assessment

The administrator or designee must quickly assess what has happened. Is there danger to students and/or staff? Is anyone hurt and in need of medical assistance? What kind of personnel is needed from the city and school district?

Call 3-2100 or 911 immediately. The designated person should give a brief but thorough description of the crisis and indicate what personnel are needed to assist in the crisis. After 3-2100 or 911 are called, support district personnel will be contacted immediately.

BOE P7250, *School Security Personnel*, AIP#8:

In the event of a crisis incident, the building principal shall notify the Director of Safety Services of the incident and implement the school's crisis plan. When notified of a building crisis, the Director of Safety Services will activate a district wide crisis response team to respond to the scene of the crisis. Upon arrival at the crisis scene, the Director of Safety Services shall direct the school district's response to the crisis incident.

Identified Tasks:

1. Everyone has the responsibility to report crises or potential crises. Do they know who to report to and how to report?
2. Once reported, the person in charge must quickly assess the facts of the crisis incident.
 - * Is danger present or imminent for students/staff?
 - * Is anyone injured?
 - * Does anyone need medical assistance?
 - * What emergency support personnel are needed? Such as: BOE District Crisis Team (which includes security); Drug/Violence Prevention Specialists; Counselors, Psychologists, Social Workers; Nurses; Law enforcement; Emergency Medical Services; Fire Department; Public Safety Personnel; Other.
 - * Is BOE property damaged?
 - * Are there hazardous materials involved?
3. The designated person must summarize the facts of the incident, or gather additional facts, so they can be effectively communicated to request further assistance and to direct responding personnel appropriately.

4. The designated person makes an initial determination whether a situation is a crisis and determines the type of crisis that is occurring.
5. The person in charge decides what initial actions must be taken, based on the facts, to swiftly and safely respond to the crisis incident such as: securing the building, shelter-in-place, evacuation, command center, call for assistance, etc.
6. The person in charge decides what assistance is required, based on the facts, to swiftly and safely respond to the crisis incident.
7. The person in charge makes the determination to activate the school and district crisis plans.

Call

8. The designated person calls 3-2100, BOE Security Communications, if needed, with a summary of the incident and what emergency services are needed from the community and the District, including the District Crisis Team. Security Communications will call 911 if needed and all other necessary contacts.

OR

9. The designated person calls 911, if needed, for emergency services giving them a brief but thorough summary of the facts of the incident. The 911 call can be made first if circumstances dictate the need for such.

Inform Staff

10. The designated person announces the incident to the staff with the district-wide instructions for a crisis. This is to be done in a calm and appropriately professional manner.
11. The Crisis Response Team reports to a designated location to meet with the person in charge to further assess the situation and to make initial determinations about appropriate actions to take (determined by the person in charge).
12. The Crisis Response Team performs their predetermined assignments or other activities as directed.
13. Other staff, not on the Crisis Response Team, will have defined roles and responsibilities in a crisis situation. The remainder of the staff will report to their assigned locations and/or duties (see list of staff roles and responsibilities on page 15). Teachers, in particular, will be required to account for and supervise non-involved students for the duration of the crisis unless otherwise directed.
14. Inform the staff of the facts of the crisis as soon as possible. This may be in person or through a memo, note or other format that summarizes the details and delineates further expected duties, roles and responsibilities.
15. Determine what information needs to be communicated, at what times, and with whom information is to be shared.
16. Maintain open lines of communication with staff.

Step 2 – Campus Crisis Response Team Immediate Responses

Secure the area first to ensure safety. Provide first aid if necessary. If students are sent to the hospital, record their names. A designated person should contact their parents. Send a staff member, with a BOE radio set on channel 2, to the hospital for student/family support. Inform your staff and activate the Crisis Response Team. Restrict telephone usage to control outgoing information. Assign staff to cover outside doors if necessary.

The crisis preparedness process should include the appointment of both district and building level crisis response teams. Building level teams should include some or all of the following personnel: Principal and assistants, SRO, counselors, security officer(s), psychologists and social workers, custodians, clerical staff, nurses, cafeteria personnel, key teachers, and parent/student representation. Characteristics that make for appropriate team appointment are: the ability to remain calm; being deliberate, focused and confident; ability and authority to make logical decisions; ability to follow instruction and work as a team member; flexibility and adaptability; willingness to accept responsibility; knowledge about the school and its functioning; availability; ability to set aside other duties to join the team in a crisis.

Identified Tasks:

1. Provides and coordinates security and safety services at the scene of the crisis, and throughout the school.
2. Decides if a Campus Emergency Command Center needs to be established and where it will be located. If it is to be utilized, that information should be communicated to the school and District Team members.
3. Have the student database information readily available to aid in the accounting of students assigned to each classroom, and to aid in the checking out of students to their parent(s)/guardian(s). This person(s) staffs the predetermined area designated for student checkout. It would be helpful for this person to have SIS information to aid in the proper release of students to their parent(s)/guardian(s). A list indicating students who were checked out, and who picked them up, must be maintained for accountability purposes.
4. Decides if evacuation, lockdown or shelter in place, students and staff is necessary and if it can be facilitated safely. Transportation of students to an alternative site may be an option.
5. The predetermined location should be identified before a crisis. An alternative location may also be helpful and might include transporting students if needed. Factors such as safety, inclement weather, facilities with water, restrooms, and adequate ventilation should be considered in evacuation site location.
6. This is the person who has agreed to allow you to use their facility as your school's evacuation site. This person would also be your contact should an evacuation take place.
7. This is the staff person who physically takes the pupil and staff information to the evacuation site.
8. This is one to four staff members who will document the early release of students to their parent(s)/guardian(s).
9. This is the location at the evacuation site for student release to parent(s)/guardian(s).
10. This person assesses any medical needs and provides, directs and coordinates first aid services at the scene. This person is also responsible for first aid supplies (kit).
11. This staff member coordinates the Campus Health Center. This person should be trained in CPR and emergency first aid, and should be familiar with all available first aid supplies. A list of all persons served should be maintained.
12. This is the predetermined health center location and backup alternative site in the event that another site is necessary. This may be the nurse's office or a large predetermined room may be necessary.
13. This person records the names of those injured and/or those involved in the incident.
14. This person records the names of the injured that are going to the hospital, and to what hospital they are being transported.
15. This person represents the school in contacting the families of those going to the hospital.
16. This person(s) proceeds to the hospital(s) for support to the injured person and family members. This person should have a BOE radio turned to channel 2.

17. This person should staff the school's main telephone lines to provide information to concerned callers, and to keep the other line(s) open for emergency outgoing calls. This person should be prepared to read a brief prepared statement of the incident, to give information on student checkout procedures, and any other pertinent information and/or instructions deemed appropriate by the administrator.
18. This person is available to talk with concerned parents who come to the school relative to the crisis.
19. This person writes the information memos to staff and parents (see examples in the district manual).
20. This staff member coordinates the Campus Counseling Center for persons who need special crisis counseling. The location of the counseling Center should be announced to staff. A list of all persons served should be maintained.
21. This staff person represents the school in speaking to the press (consult with the district communications office).
22. This person designates and/or directs the press to the area where press briefings will be conducted. This does not have to be in the school building.
23. This person coordinates the staff's response to a bomb threat. This person and the search volunteers must be very familiar with BOE P1301, which defines the response to bomb threats. Coordination with BOE Security Services and law enforcement officers is imperative.
24. This person coordinates the search of the school building and grounds relative to a bomb threat, or report of other suspicious items. Coordination with BOE Security Services and law enforcement officers is imperative.
25. This person coordinates the staff's response to a hostage situation. Coordination with BOE Security Services and law enforcement officers is imperative.
26. This person coordinates the staff's response to a chemical or biological threat. Coordination with BOE Security Services, law enforcement and public safety personnel is imperative.
27. This person identifies and summarizes any damage to the school that might need emergency repairs. The administrator or designated person should call 973-2100 with the information as soon as possible.

Step 3 – District Support Response

The call to 3-2100 or 911 will initiate assistance, as requested. The District Crisis Response Team will respond and utilize the District Crisis Manual, which parallels the Campus Crisis Plan. In order to better coordinate response personnel, it may be necessary to establish a command center. This needs to be at least a medium-sized room with a telephone. The command center should be staffed with an administrator or teacher-in-charge who knows the building and school functions. The principal, where possible, should be flexible, not tied down to a specific task or role. All pertinent information should flow through the command center.

Staff a campus telephone hotline. It is helpful to write a one-paragraph statement to be read to parents and others. You need to establish a student-checkout location if students need to go home. One or more of your staff members should staff the checkout location. Keep a record of all students who check out and who checked them out. Students should not be permitted to check out without parent/guardian permission.

Communicating with the press is extremely important. If the crisis is significant, a representative of the district communications team will be dispatched as part of the original call to 3-2100. You do have the authority to

keep the press out of the crisis area. Security can assist you in doing this. You may consider setting up a designated press area and giving the press a time and location for a press conference. NOTE: Remember that your first priority is the safety of students and staff. The news media can be accommodated later at your convenience.

It is imperative that a brief letter that contains general facts about the crisis be prepared and released as soon as possible to students, parents and staff members prior to the end of the school day. The letter should be reviewed with the director of the district crisis response team and law enforcement supervisor who is on the scene if it's possible that legal action will be taken. This letter may also be read at the press conference as part of your media response.

Step 4 – If School Is Dismissed

If the crisis is such that school must be dismissed, you must consider the operational and logistical aspects of doing this. You must notify Transportation, Food Services, appropriate district personnel and the news media.

Identified Tasks:

1. This person decides if an early dismissal of students is necessary.
2. This staff member notifies Security Communications at 3-2100 who will then call the incident notification list, which includes Transportation and Food Services.
3. This person writes the follow-up communications to staff, parents and/or press detailing an overview of the incident and when school activities will begin again.

Step 5 – Debriefing

Debriefing is a critical component of any crisis situation. You should meet with all staff members to discuss the crisis and to give them the opportunity to emotionally process what has happened. Assistance is available for crisis debriefing. At this time, you should determine if follow-up counseling or further debriefing is needed.

Identified Tasks:

1. This person calls for and sees that a crisis incident debriefing session for staff is conducted.
2. Based on staff feedback, this person arranges for, and/or conducts, follow-up counseling for staff and/or students as needed.
3. This person writes a report detailing the facts about the incident and the district's response(s) to the crisis.
4. This person(s) works with staff and resources to identify strategies to return the school to the goal of educating students as soon as possible.
5. This person(s) identifies what activities are needed to help students, staff, and others deal most effectively with the crisis.
6. This person(s) identifies the lessons learned from the crisis that will help the school and staff improve its crisis plans and crisis management strategies for future crisis responses.

Step 6 – Planning For Next Day (and thereafter)

Planning for the following day (and thereafter) should be key staff members and resource people who can assess the critical needs associated with continuing school the next day and returning to the normal schedule and routine as soon as possible.

Identified Tasks:

1. This staff member gathers any new information to share with the Campus Crisis Response Team members.
2. This person determines the need for, and schedules additional security and/or counseling personnel.
3. This person determines and communicates any changes in staff assignments for the next day (and after) to accommodate necessary services.
4. This person determines if staff is able to assess student needs following a crisis and what strategies are required to help students deal effectively with the crisis.
5. This person determines the curricular activities that will help students deal effectively with the crisis and determines the time allocations that are required to allow recovery time to be implemented. This staff member updates all concerned parties as necessary.
6. This person writes “talking points” for staff to use as they de-brief with students in each classroom.
7. This staff member updates all concerned parties as necessary.
8. This person(s) develop strategies that will restore the school community to pre-crisis levels.
9. This person(s) determine how anniversaries of the crisis will be managed in the future.

Note

As with any crisis, it is essential to establish a sense of normalcy as quickly as possible so that students and staff returns to a feeling of safety.

CRISIS RESPONSE MEMOS TO SEND HOME

**Contact
Marketing and Communications
at 3-4515.
They will write or assist in writing
a memo to parents.**

STUDENT/PARENT REUNIFICATION SYSTEM

Before a Crisis:

- ❑ **Establish multiple release/checkout locations at your building and evacuation site.**
The number of check out locations will depend on the number of the student population, the configuration of the evacuation site building, and the division of the students within the evacuation site.
- ❑ **Know where to locate the evacuation site key** and how to disarm any alarm system.
- ❑ **Locate the evacuation site water supply and bathrooms.** Know the number of stalls available.
- ❑ **Prepare large signs to direct** parents, community and emergency personnel to checkout locations.
- ❑ **Determine specific areas where parents will wait** for students to be brought to them.
- ❑ **Identify bus-loading areas for students.** Different accommodations may be needed for special needs students.
- ❑ **Assemble evacuation notebook(s)** which should include:
 - Updated student enrollment list.
 - Standard checkout form requiring signatures.
 - Separated PIF's according to predetermined groupings, if applicable. (i.e., grade level, bus riders vs. walkers, etc.)
 - Special needs and circumstances for students and staff.
- ❑ **Identify two staff members for each responsibility:**
 - Lead the checkout process at each checkout location.
 - Escort students to parents waiting area.
- ❑ **Locate equipment needed to amplify large group announcements** if an intercom system is not available.
- ❑ **Determine where emergency services will be available** for students, staff or other personnel who may need immediate attention. (i.e., insulin, asthma control, hydration, etc.)

During a Crisis:

- ❑ Bring the emergency notebook(s) with the PIF's.
- ❑ Bring the direction signs.
- ❑ Send identified staff with checkout responsibilities immediately.
- ❑ Establish emergency services area.
- ❑ Communicate through identified personnel only.
- ❑ Bring BOE channel 2 radio.

Consider the following in making plans:

- ❑ Weather.
- ❑ Distance of outside exposure to the evacuation site.
- ❑ On-going building construction.

STAFF ROLES AND RESPONSIBILITIES

(The following are definitions of other staff roles and responsibilities. Staff should identify the role most closely associated with their position.)

Administrator-in-Charge

1. Coordinates emergency response effort. Assesses the situation, engages appropriate crisis response and monitors implementation.
2. Assigns duties as needed.
3. Ensures that necessary notifications are made. Reviews and approves public information releases with district communications office. Keeps staff updated on circumstances and events as new information becomes available.
4. Coordinates security, police, fire, and medical response.
5. Remains in the Command Center and manages the crisis (unless otherwise determined). Remains highly visible to show support and control of the situation.
6. Makes arrangements to reschedule any cancelled events and activities.
7. Gets emergency kit or designates personnel to do so.

First-Aid Responders

1. Provides emergency first aid until medical assistance arrives.
2. Gets emergency medical kit.

Site Coordinators (Security/Safety Officials)

1. Respond to site of emergency and control access to the impacted area. Assigns, supervises and coordinates school security and/or police staff to supervise and control the incidents site, perimeter, crowds, access and direct traffic and escort visitors.
2. Maintains liaison with public safety agencies on operational issues.
3. Preserve crime scene until security/police arrive and assume control. Collects, organizes and documents facts, statements and information. Briefs incident commanders and other key officials on investigations and security issues.
4. Other duties associated with protection of life, property and information.

Police/Fire/Medical Coordinator(s)

1. Meet emergency personnel and direct them to the scene.
2. Return to front of school and direct media, parents and central office personnel to appropriate locations.

Sweep Team Coordinators

1. Assemble adults into sweep teams who do not have student supervisory duties to check restrooms, hallways and other non-classroom areas for students and outsiders.
2. Pick up “missing student” lists from each teacher in their assigned sweep area.
3. Assemble the lists of missing students and forward them to the Command Center.

Media Coordinator

1. Coordinate with the administrator in charge. Engage and monitor implementation of the crisis plan.
2. Meet with the Communications specialist and the media to arrange for their needs.
3. Assist in arranging interviews. Coordinate appropriate media briefings and other incident-related communications and information dissemination.
4. Provide updated fact sheets for clerical staff and other persons communicating with parents and the public. Maintain detailed records of the information requested and released.

Parent Coordinators

1. Responsible for dealing with parents who may arrive at the school.
2. Advise parents of the preparation of a news statement and the situation.
3. Advise the parent if their child is or isn't involved in the emergency.
4. Assist in releasing students to those parents who wish to take their child home.

Recorder (Clerical Staff)

1. Have one designated secretary on the crisis team (if possible) to document the actions taken by school officials in managing the crisis. Responsible for recording the time notifications were made and who was notified. Maintain a log of phone calls (when possible). Limit and monitor the use of office phones during an emergency, especially by students, strangers and visitors.
2. Maintain a log of the sequence of events.
3. Utilize fact sheets prepared for communications with parents, community members and other callers. Refer media inquiries to the designated staff.
4. Coordinate requests for copying, supplies and other items needed to manage the incident.

Teachers

1. Know how to implement evacuations and lockdowns or other directives as issued by crisis management leaders. Be flexible!
2. Do not assume everything is secure and clear until given an "all clear".
3. Stay with and supervise students. Take student roll and report missing students.
4. Know how to report concerns and needs related to crises, and whom to report to.
5. Communicate clearly, concisely and honestly to students before, during and after the crisis.

Counselors, Psychologists, Social Workers

1. Establish and coordinate group and individual counseling opportunities for students, staff and others during and post crisis and include self-referral systems.
2. Identify resources for teachers, parents, administrators and others to help identify and manage grief and healing processes.
3. Coordinate debriefings and make services available to those providing care and management of the crisis.
4. Maintain adequate records of services provided.

Custodians and Maintenance Personnel

1. Assist in physically securing the building and grounds.
2. Be available to brief public safety responders on building design and operations. Have information available on emergency shut-off controls for utilities, alarms, bells, etc.

Transportation Staff

1. Be available and flexible for short notice emergency transportation needs.
2. Become familiar with alternative site plans, evacuation routes and procedures.
3. Maintain rosters and emergency contact information for all riders.

Parents

1. Learn and follow procedures established by school officials for responding in crisis situations. Use predetermined reunification and alternative sites and other logistical requests.
2. Learn to recognize children's psychological responses after critical incidents. Support children and encourage them to communicate their thoughts, feelings and concerns.
3. Avoid finger pointing and blame and focus on healing and recovery. Be realistic regarding what steps should be taken regarding security changes after a crisis incident.

Students

1. Remain calm and quiet.
2. Follow directions of school staff.
3. Report any concerns and needs.

EMERGENCY KITS

1. One or more emergency kits should be assembled, kits for administrators, nurses and teachers. Kits could be located in strategic places for ready access in administrative offices, classrooms, evacuation sites, and other key locations.
2. Kits should include the following:
 - Crisis plan copy.
 - List of CPR trained/first aid trained staff responders.
 - District and emergency phone numbers.
 - Communications equipment and batteries.
 - Keys.
 - Bullhorn, whistle or other device.
 - Flashlights.
 - Student health records.
 - List of staff/staff directory/staff emergency contact information.
 - Class lists/pupil contact information.
 - Building maps.
 - First aid supplies.
 - 2-4 Blankets.
 - Bottle of sterile water.
 - Bottle of saline solution.
 - Antiseptic wipes.
 - Bottle of antibacterial hand cleansing gel.
 - Standard size Sam Splint.
 - Bottle of rubbing alcohol.
 - Band-aids.
 - Gauze.
 - Adhesive tape.
 - Scissors.
 - Tweezers.
 - Instant ice packs.
 - Sterile pads.
 - Disposable latex gloves.
 - CPR microshield.
 - Penlight.
 - Fast-aid first aid card.

This kit should be brought to the Command Center and carried out in any evacuation.

CRISIS PREPAREDNESS REVIEW

Crisis plans and procedures should be reviewed with students, staff and parents in order to familiarize and prepare everyone for a possible crisis situation. There are some general suggestions that apply to almost all crisis situations. They include the following:

- Remain as calm and composed as possible.
- Focus on protecting lives and assisting the injured as opposed to protecting school property or personal belongings.
- Give clear, short, specific and direct verbal commands, and if appropriate, reinforce them with simple and understandable hand comments when directing students and others in a crisis situation.
- Know how to report situations; that is, to provide information on where, what, who, when and how much when reporting concerns to or seeking assistance from outside agencies or internally to other school officials.
- Once an incident is over and your immediate recovery needs have been met, be sure to document your observations and actions in a timely and thorough manner.

Students need to be trained in how to respond in a crisis situation. One of the best ways to teach them is through practice/drills.

- Familiarize students with the crisis plan, as applicable, and crisis procedures. Remind students that by practicing the crisis response plan, we can always be ready.
- Periodically remind students of proper procedures so crisis situations will be less stressful.
- Discuss possible crisis situations (accidents, severe weather, etc.) with students. Include in the discussion how students should respond to these situations.
- Remind students to remain calm and quiet. Although drills are serious, students should not be frightened.
- Explain to students shelter-in-place, lock down, and evacuation procedures.
- Students should be reminded that in a lock down situation they are to go to the nearest safe room with a staff member even if that room is not their regular classroom.
- Remind students that for their own safety it is important for the school to be able to account for them. Therefore, teachers will need to take attendance.
- Explain to students that there are limited outside phone lines, so, in a crisis situation, they probably won't be able to call a parent. However, their parents will be informed of the situation by either the school or the media.
- Remind students that school is one of the safest places for them to be.