

MELBOURNE PUBLIC SCHOOLS

CRISIS RESPONSE PLAN

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Preface

Unanticipated tragic events can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do when a crisis occurs can minimize the chaos, rumors, and the impact of the event on students and community.

When a disaster strikes, teachers and school staff members are torn between the need to deal with students reactions at the same time they are coping with their own reactions. This time often proves to be a time that they are least prepared to think quickly. With some advance planning, this process can be much smoother than when tragedy takes a school by surprise and no pre-formulated plan in effect.

Definitions

Crisis: A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death. A large number of students and staff will be affected. The psychological and emotional impact will be moderate to severe. Outside assistance will be needed.

Crisis Team: A group consisting of administrators, school psychologists, counselors, and other designated persons to handle media, traffic, logistics and information. The Superintendent will make the determination to activate the Crisis Team. The Crisis Team will have a direct line to the code.

NOTE: Classroom teachers who have regular charge of students should not be on this team.

Auxiliary Team: This pre-established and trained group includes representatives from law enforcement, mental health agencies, medical clergy, Arkansas Department of Education, Attorney General's office, parents, patrons, and school personnel from other districts.

Calling Tree: This mechanism allows the team to be notified immediately. The list of numbers will be located in the superintendent's office as well as in all principals' offices. The secretary to the superintendent will provide training for other secretaries to ensure that all necessary communications are planned. This also includes a plan for internal communications among staff.

Crisis Kit: Each principal's office will have a container which will have name tags, notebooks, pens, markers, hand radios, batteries, first aid supplies, and tape. Separate placards with directional words such as PARENTS, COUNSELORS, MEDIA, CLERGY, VOLUNTEERS, KEEP OUT, caution tape, etc. should be in the kit. Also have ready to send to the hospital copies of student records, especially health and identification. (Send copies of a current yearbook.) Fanny packs are useful to replace purses. A laptop computer, printer, and access to a copier need to be available for immediate use.

Training

All staff members will be trained concerning the crisis plan. This includes teachers, clerical staff, aides, bus drivers, custodians, and maintenance staff.

*The school nurses will be trained to deal with trauma. They, in turn, will provide training for the staff.

*Ministers who are providing counseling need to be trained in dealing with trauma.

*The entire staff needs training in emergency first aid.

*All secretaries need training in information management.

Authorized Crisis Team for MHS

Director of Crisis Team
Dennis Sublett 870-368-7070

Assistant Director:
Jim Carroll 870-368-4345

Assistant Director:
Lori Loggains 870-368-4500

School Resource Office:
Jaden Whitfield 870-656-5420

Media Relations:
Blake Smith 870-368-4500
Trey Lamb 870-291-7363

Counseling:
Janet Yancey 870-368-4345
Cindy Poole 870-368-4345
Amanda Grant 870-3684500

Auxiliary Team Members

Ministry:

Gene Baird 870-368-4508 or 870-368-7630
Jess Sumral 870-368-7785 or 870-291-7027
Ricky Burke 870-368-7770 or 870-291-1795
Tobin Shelton 870-368-7785 or 870-373-0417
Bruce Qualls 501-454-9093 or 346-5486
John Higgins 870-750-0607
Alan Miesner 870-612-3936
Clan Weatherford 870-291-3404
Cameron Hanes 384-2016
Randy Bailey 870-759-2341

Important Phone Numbers

EMS Ambulance	911
Izard County Ambulance Service	911 or 870-368-4203
Melbourne Fire Department	870-368-4333
Attorney General	501-448-3014
Arkansas Department of Education	870-682-4204
Victim Assistance:	
Department of Human Services	870-972-1732
Local School Districts:	
Melbourne Elementary	870-368-4365
Melbourne High	870-368-4345

WHAT DO WE DO FIRST?

Protect Students

Follow lock-down or evacuation procedures (LEVEL 1 or LEVEL 2 on flip chart) AS INSTRUCTED ON INTERCOM.

(Note: Bring any students in the hall near your room into your class whether they are part of your official class or not. Make a list of their regularly assigned teacher/classroom.)

1. When instructed to do so, refer to flip chart for additional instructions.
2. Call 911 (368-4203—sheriff's department) and EMS (Life Care EMS 368-4203) and continue providing first aid to the victims.
3. Designee obtains Crisis Kit.
4. Continue first aid for victims until EMS is on the scene. If possible, identify students by using name tags or markers on their wrists or ankles. Be careful not to make alterations to surroundings, since it will be investigated later as a crime scene. Clear uninjured students out of the immediate area to a pre-designated gathering area of safety.
5. Have secretary begin the calling tree before the lines get overloaded.
6. Principal may need the rest of the students to go to the pre-designated location. It may be back to classrooms or cafeteria; the principal will make that determination based on the situation. The principal needs to notify the building, by the way of a bell, etc., that all is safe. Teachers and staff not tending to the victims need to be with, and giving support to, the rest of the students. If possible, one staff person needs to be at the hospital to help with identification and to support parents. That person needs to take the information notebook from the Crisis Kit.

EMERGENCY GUIDELINES

BIOLOGICAL THREAT (Including Terroristic Acts)

A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If there is a Biological Threat:

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

Are you in the group or area authorities consider in danger?

What are the signs and symptoms of the disease?

Are medications or vaccines being distributed?

Where?

Who should get them?

Where should you seek emergency medical care if you become sick?

Protect Yourself

If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Symptoms and Hygiene

At the time of a declared biological emergency, if a family member becomes sick, it is important to be suspicious. Do not automatically assume, however, that you should go to a hospital emergency room or that any illness is the result of the biological attack. Symptoms of many common illnesses may overlap. Use common sense, practice good hygiene and cleanliness to avoid spreading germs, and seek medical advice.

CHEMICAL THREAT (Including Terroristic Acts)

A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat

- Many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination.
- Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

- Quickly try to **define the impacted area** or where the chemical is coming from, if possible.
- Take immediate action to **get away**.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
- If you are outside, quickly decide what is the **fastest escape** from the chemical threat. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical

If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.

- If you think you may have been **exposed to a chemical, strip immediately and wash**.
- Look for a hose, fountain, or any source of **water**, and wash with **soap** if possible, being sure not to scrub the chemical into your skin.
- Seek emergency **medical attention**.

EXPLOSION (Including Terroristic Acts)

If There is an Explosion

- **Take shelter** against your desk or a sturdy table.
- **Exit** the building ASAP.
- **Do not** use elevators.
- **Check** for fire and other hazards.
- **Take** your emergency supply kit if time allows.

If There is a Fire

- **Exit** the building ASAP.
- **Crawl** low if there is smoke
- Use a wet cloth, if possible, to **cover** your nose and mouth.
- Use the back of your hand to **feel** the upper, lower, and middle parts of closed doors.
- If the door **is not hot**, brace yourself against it and open slowly.
- If the door **is hot**, do not open it. Look for another way out.
- **Do not use** elevators
- If you catch fire, do not run. **Stop-drop-and-roll** to put out the fire.
- If you are at home, go to a previously designated **meeting place**.
- Account for your **family** members and carefully **supervise** small children.
Never go back into a burning building.

If You Are Trapped in Debris

- If possible, **use a flashlight** to signal your location to rescuers.
- **Avoid** unnecessary movement so that you don't kick up dust.
- **Cover your nose and mouth** with anything you have on hand. (Dense-weave cotton material can act as a good filter. Try to breathe through the material.)
- **Tap** on a **pipe or wall** so that rescuers can hear where you are.
- If possible, **use a whistle** to signal rescuers.
- Shout **only** as a last resort. **Shouting can cause a person to inhale dangerous amounts of dust.**

NUCLEAR BLAST (Including Terroristic Acts)

A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. While experts may predict at this time that a nuclear attack is less likely than other types, terrorism by its nature is unpredictable.

If There is a Nuclear Blast

- **Take cover** immediately, below ground if possible, though any shield or shelter will help protect you from the immediate effects of the blast and the pressure wave.
- Quickly **assess the situation**.
- Consider if you can get out of the area or if it would be better to go inside a building and follow your plan to "**shelter-in-place**."
- In order to **limit the amount of radiation you are exposed to**, think about shielding, distance and time.
 - **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
 - **Distance:** The farther away you are from the blast and the fallout the lower your exposure.
 - **Time:** Minimizing time spent exposed will also reduce your risk.

Use **available information** to **assess the situation**. If there is a significant radiation threat, health care authorities may or may not advise you to take **potassium iodide**. Potassium iodide is the same stuff added to your table salt to make it iodized. It may or may not protect your thyroid gland, which is particularly vulnerable, from radioactive iodine exposure. Consider keeping potassium iodide in your emergency kit, learn what the appropriate doses are for each of your family members. Plan to **speak with your health care provider in advance** about what makes sense for your family.

RADIATION THREAT (Including Terroristic Acts)

A radiation threat or "**Dirty Bomb**" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to **limit exposure**.

If There is a Radiation Threat or "Dirty Bomb"

To limit the amount of radiation you are exposed to, think about shielding, distance and time.

- **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- **Distance:** The farther away you are away from the blast and the fallout the lower your exposure.
- **Time:** Minimizing time spent exposed will also reduce your risk.

As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

SHELTER IN PLACE (Including Terroristic Acts)

Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.

- * If there are visitors in the building, provide for their safety by asking them to stay - not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- * Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- * Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- * If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- * If the school has voice mail or an automated attendant, change the recording to indicate that the school is closed, students and staff are remaining in the building until authorities advise that it is safe to leave.
- * Provide directions to close and lock all windows, exterior doors, and any other openings to the outside.
- * If you are told there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- * Have employees familiar with your building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air - these systems, in particular, need to be turned off, sealed, or disabled.
- * Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- * **Melbourne's shelter in place designation for K-12 is the gymnasium.**
In case of that building being disqualified by the emergency ,
The new cafeteria building will be the second designated area of shelter.
 Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and can not be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- * It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- * Bring everyone into the room. Shut and lock the door.

8.

- * Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- * Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- * Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

TORNADO

EVACUATION PLAN 1 for High School

Evacuation plan ONE (1) will be used when we have advanced warning. This will give us enough time to safely get the students to the storm shelter.

Plan 1 will be started with continuous one second rings of the bell. Teachers should line up students at the door and lead them along the designated escape routes to the storm shelter. The teacher is to bring his/her grade book, a writing pen, checkout list, and flashlight. Students are not to be released to parent/guardian unless signed out properly. Students are to remain quiet except for roll call.

Students in the new building should exit the building on the west end and to directly behind the gym to the storm shelter and enter through the fourth door from the east side. Students should walk swiftly without running. The high school will enter on the west end of the storm shelter and use the first door on the west end. Each class should remain together with their teacher until it is safe to exit the shelter. Students are to follow checkout procedures with their teacher.

EVACUATION PLAN TWO HIGH SCHOOL

Evacuation plan TWO (2) will be used when we cannot safely move the students to the storm shelter. The bell will ring continuously to start this evacuation plan.

Classrooms 1, 2, 3, 4, 5, and the library should go into the boys bathroom in the high school.

Classrooms 6, 7, 8, 9, 10, and 11 should go into the girls bathroom in the high school.

Classrooms 13, 14, 15, and 16 should go into the boys bathroom in the cafeteria building.

Classrooms 17, 18, 19, and 20 should go into the girls bathroom in the cafeteria building.

All classes in the gym should go to the visitors girls dressing room in the gym.

All students in the cafeteria should go to the bathrooms in the cafeteria building.

Agri should go into the storage room in the shop.

See Appendix A

EVACUATION PLAN ONE -- KINDERGARTEN, FIRST GRADE, LIBRARY, RESOURCE ROOMS, SECOND GRADE, THIRD GRADE, SPEECH ROOM, FOURTH GRADE, BIG ROOM, FIFTH GRADE, SIXTH GRADE, COMPUTER LAB

1. The alarm signal will be continuous one second rings.
2. At the signal, students stand up beside chairs. Students are to leave coats and books.
3. Teacher will go the door where students are to exit.

- 9.
4. Students will leave the room one row at a time, beginning with the row closest to the door of exit.
5. Students are to walk fast (but not to run) and stay in line.
6. Teacher is to count the students as they exit and follow the last student in line.
7. Teacher should bring gradebook, check out form, and working flashlight.
8. Students proceed to the storm shelter and enter according to the following directions:
Enter at First Door: Kindergarten and Grade 1
Enter at Second Door: Grades 2 and 3
Enter at the Third Door: Grades 4, 5, and 6
9. Students are not to speak except to answer the roll call. Answer in a loud voice.
10. The bell will ring to signal the end of the drill

EVACUATION DRILL TWO

1. The alarm will be a constant ringing of the bell.
2. Listen for instructions on intercom.
3. Students are to take shelter in the bathrooms. Kindergarten and first grade are to gather in the hall near the bathroom area as much as possible.

See Appendix B

EARTHQUAKE

ALL BUILDINGS

1. The alarm signal will be *two short rings* of the bell.
2. At the signal, students will take cover under their desks, turn away from the windows, and remain so for 60 seconds.
3. Students are to remain silent and listen to their teacher.
4. After the building stops shaking, the teacher will lead the students outside to an open space. **WATCH FOR FALLEN ELECTRIC WIRES.**
5. Teachers will check rolls to see that all students are accounted for.
6. If an earthquake occurs while students are outside, students should remain outside, away from buildings, and not under power lines. Students will need to lie down or to crouch low to the ground and be ready to get out of the way of falling objects. If an earthquake occurs while students are on the bus, they should remain on the bus and listen for instructions from the bus driver.
7. If an earthquake occurs while students are in any room other than their classrooms, the same procedures should be followed, and a teacher should lead them to the outside after the shaking ceases.
8. After an earthquake, teachers should keep a complete list of students who were picked up, and by whom they were picked up.
9. Remain on the playground until the administration indicates that it is safe to return to the building.

See Appendix C

FIRE

High School Buildings

1. Signal for emergency evacuation drills will be a series of 3 short rings on the bell system. (In the event of an actual fire the fire alarm system will be used.)
2. Classrooms 1-2-3 will use the west door on the north end of the walkway.
3. Classrooms 6-7 and library will use the south door on the west end of the walkway.
4. Classrooms 4-5 and restrooms will use the north door on the east end of the building.
5. Classroom 8 and offices will use the south door on the east end of the building.
6. Classrooms 9-10-11 will use south door to exit to the student parking lot.
7. The agri building classroom will exit through the east door to the bus parking lot. The agri shop will exit the west door and rejoin any other students in the bus parking lot.
8. The gym will be exited through the east or west doors according to instructions from teacher. Students will rejoin in the parking lot to the south of the gym.
9. Classrooms 13-14-15-16-19 will exit through the west doors to the parking lot.
10. Classrooms 17-18-20 will exit down the north hall and out the west door to the parking lot.
11. Students in the cafeteria should exit the east door and wait in the parking lot.

See Appendix D

KINDERGARTENS, FIRST GRADES, LIBRARY, RESOURCE ROOMS
SECOND GRADES, THIRD GRADES, FOURTH GRADES, FIFTH GRADES, SIXTH
GRADES, SPEECH, COMPUTER LAB, BIG ROOM

1. Alarm signal will be 3 short rings of the bell.
2. At the signal, students stand up beside their chairs. Leave coat and books.
3. The teacher will go to the door where you are to exit.
4. Students will leave the classrooms one row at a time.
5. Students in the restrooms will get into line as quickly as possible.
6. Students are to walk fast and stay in line.
7. Students are to walk at least 100 feet away from the building.
8. The teacher will take roll to be sure everyone is present and accounted for.
9. The all clear signal will be one ring of the bell. Students are to walk quietly back to the room.

See appendix E

ROLES AND EXPECTATIONS FOR CRISIS TEAM

Crisis Team Director: Dennis Sublett (368-7070)

- *Directs and coordinates all activities dealing with the crisis at hand
- *Has authority to make decisions on the use of facilities, staff, and equipment

Immediate Decisions for Crisis Team

1. Decide about scheduling changes. Decide, after consultation with the Superintendent, whether or not to maintain normal schedules or set aside regular scheduling in an all-out effort to deal with the crisis.
2. This decision will depend on the extent of the crisis and may vary from class to class, or school to school.

Note: A most important step in any disaster plan is reopening and returning to normal as soon as possible. Formulate plans if school is to be dismissed early. Typically, keeping children in school for the regular school day is best when dealing with disaster. However, if early dismissal is required, parent notification becomes an item of priority. In that case activate previously prepared dismissal plan. If this plan is put into effect, make arrangement for transportation of special needs students, and keep the media informed of dismissal relocation, so parents will have accurate information.

MEDIA NOTIFICATION FOR EARLY DISMISSAL ANNOUNCEMENT

KWOZ 793-4196

CHANNEL 5 368-4421

3. Be available for, and keep in contacts with, school counselors.
4. Identify high-risk students, staff, and parents likely to be most effected by the news (e.g., due to relationship with deceased/injured, personal history with similar crisis, recent confrontations with effected students.) These persons are targeted for extra support. Don't forget spouses of staff members. Consider using Interview Intervention Process.
5. Gather and inform closest friends of the victims. Provide support and information to them before the general announcement is made. If certain close friends are absent, assure that a supportive adult gives the news to them. This ensures that they do not get initial information from the media.
6. Prepare a formal statement for an initial announcement to students and teachers in the classroom. Include minimum details and note additional information will be forthcoming. Also prepare statements for telephone inquiries.
7. Use the public announcement system. The Crisis Team will assist the administrator in the formation of the first public announcement.

NOTE: Carefully plan and rehearse what will be said. Choice of words, voice tone, and inflection are very important and will set the tone for management of the tragedy.

ROLE OF SCHOOL COUNSELOR

Coordinator: Janet Yancey 368-4345
Cindy Poole 368-4345

Mental Health Office 368-4397

After Hours 1-800-592-9503

- *Stay in close contact with the Counseling Director of the Crisis Team.
- *Be available by canceling other activities.
- *Locate counseling assistance (check community resources). Be sure to use counselors from feeder schools.
- *Provide individual and group counseling.
- *Coordinate and greet support staff members, and then take them to their assigned location.
- *Contact parents of effected students with suggestion for support and further referrals.
- *Follow the schedule of the deceased and visit classrooms of close friends.
- *Support the faculty (provide counseling as needed).
- *Keep records of affected students and provide follow-up services.
- *Establish a self-referral procedure. Make referral forms available.
- *Review and distribute open-ended questions to assist teachers with classroom discussion.
- *Assign a counselor or responsible adult to follow the deceased student's schedule for the rest of the day.
- *Monitor grounds for students leaving the building without permission.
- *Arrange routing for the masses of parents who will pick up their children early.
- *Ensure that students who are closest to the victims are picked up by their parents at school.
- *Notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
- *Notify feeder schools so they can prepare siblings and other students regarding the crisis.

PRINCIPAL'S ROLE / ASSISTANT DIRECTOR

- *Provide information to teachers.
- *Inform victim's family.
- *Support response efforts, be available for consultation and defer to decisions of Team Director.
- *Be visible, available, and supportive to empower staff.
- *Provide direction for teachers to alter the curriculum. (Consider postponement of testing, if necessary.)
- *Communicate with central administration and other affected schools.
- *Contact family of deceased and inform staff and students about funeral arrangements.
- *Practice avoiding different areas of the building during routine evacuation drills.
- *Consider an area on campus to land an emergency helicopter.
- *Provide accurate information to students that may dispel rumors.
- *Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
- *Answer questions without providing unnecessary details.
- *Recognize and honor the various religious beliefs that may help the students to cope.
- *Be understanding and receptive to students' expressions of various emotions.
- *Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing; especially in the students are still in school.
- *Identify students who need counseling and refer them to building support personnel.
- *Provide activities to reduce trauma, such as artwork, music, and writing.
- *Alter the curriculum as needed.
- *Discuss the funeral procedures when appropriate.
- *Know how to get assistance from other professionals should the need arise.

TEACHER'S ROLE

- *Provide accurate information to students in an effort to dispel rumors.
- *Lead classroom discussions, when warranted, that focus on helping students cope with loss.
- *Answer questions without providing unnecessary details.
- *Recognize and honor the various religious beliefs that may help the student to cope.
- *Be understanding and receptive to student' expressions of various emotions.
- *Identify students who need counseling and refer them to building support personnel.
- *Provide activities to reduce trauma, such as artwork, music, and writing.
- *Alter curriculum as needed.
- *Discuss funeral procedures when appropriate.
- *Know how to get assistance from other professionals should the need arise.

STUDENT'S ROLE

- *Follow school, law enforcement, or other emergency response personnel directions about where to go or remain.
- *In the absence of adult direction, decide where it is safest to be and remain there.
- *If a violent situation occurs, notify the first available adult.
- *Share all relevant information with law enforcement, teachers, and school staff.
- *During and after the crisis, to the extent that it is safe, keep with you what is on your person, do not pick anything up, and do not go back for anything until after receiving permission.
- *Assist teachers and staff in quickly assessing who is accounted for and who is not.
- *If able, provide assistance to injured persons.
- *Calm and reassure fellow students.
- *Do not speculate or perpetuate rumors to others.
- *Do not retaliate or take unnecessary chances.

SCHOOLS NURSE'S ROLE

Jessica Johnson	368-4500
Emily Delgado	373-0866
Toni Lawrence	368-7070

- *Monitor reactions of traumatized children.
- *Keep a record of frequency of visits and complaints.
- *Inform teachers and children about physical manifestations of grief.

Considerations

- *MHS school campuses are closed; this provides for much more control in the event of an emergency. The media will have severe limitations.
- *Principals will have posted an emergency evacuation plan which will include an emergency evacuation plan which will also include a manner to evacuate the playground.
- *Principals will have locations identified for the use of media, family, friends, and workers. Alternate locations will be made available.
- *The transportation director will have copies of a county/city map highlighting the bus route.
- *A predetermined team of parents and patrons will be assigned to bring meals to people who work late into the evening. This will be coordinated by the MSD Parent Center Coordinator and the MSD Food Service Director.
- *Teacher/parent handouts of typical reactions to various disasters appropriate for different grade levels will be available through the building counselor's office.
- *Librarians will have a list of relevant books and materials available to provide for information and healing.

*It is not unusual for old issues to resurface. Each student should be given permission to feel a range of emotions. There is no right or wrong way to feel. Typically, individuals go through a sequence of emotional reactions following a crisis: 1) high anxiety, 2) denial, 3) anger, 4) remorse, 5) grief, and 6) reconciliation.

LONG-TERM / ON-GOING INTERVENTION

*Provide for on-going opportunities to deal with the crisis. These might include:

- continuing to have additional support staff and outside professionals available to students
- making additional resources available to teachers who will be dealing with student reactions
- providing a list of suggested readings to teachers, parent, and students
- amending crisis response procedures as necessary, and
- writing thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during a crisis.

*Be alert on crisis anniversaries and holidays. Often students will experience an “anniversary” grief reaction the following month or year on the date of the crisis, or when similar crises occur that reminds them of the original crisis. Holidays are often difficult for students who have experienced loss.

*Support the hospital’s policy for visitation to victim’s rooms.

*After one week, consider raising the flag back to full mast. Remove the flowers, cards, displays, etc., to get building back to normal.

DETERMINING THE FACTS OF THE CRISIS

The person with a first hand source of information about the crisis is not to repeat it elsewhere in the school. This information needs to be verified and designated school administrator. If there is concern regarding the reporting person in the office (Of have him/her come into the office) until appropriate steps are taken.

Office staff members are not to repeat or give information within or outside the school unless specifically instructed to do so. They are to direct inquiries to an administrator or designee until told otherwise. In schools using student office help, only adults should answer the phone for the remainder of the day.

Verification is very important. In case of a reported student death, verify the reported incident by calling the police or coroner. **DO NOT DISTURB THE VICTIM’S FAMILY.** Give everyone the facts as quickly as possible to dispel rumors.

NOTE: The timing of the notification of a crisis may alter the order of the initial steps taken.

The following question will help the administrator anticipate the amount of emotional trauma:

*Was the person and were they a long-time popular member of the school?

*What happened?

--Murder and suicide are unexpected and violent, and thus more difficult to deal with than, for example, a death from a long-term serious illness.

*Where did the death occur?

--A death that occurs on school grounds is more difficult to deal with. It is important to find out who witnessed the death and provide them with counseling. Students may also express concerns with personal safety.

*What other tragedies have impacted this school recently?

--The latest death will cause other unresolved issues to surface for both staff and students.

*Who was the perpetrator?

--If the person believed to be responsible for the death is also a member of your school community, it adds to the emotionality.

GUIDELINES FOR MEDIA RELATIONS

The print and broadcast media have the responsibility to report—accurately and fairly—noteworthy events, including those that occur in your school district. This includes any event that significantly impacts the schools and communities that the school serves. These events will include such “crises” as the violent death of a teacher or student, a shooting near campus, or a man-made or natural disaster. You must prepare for the media before a crisis occurs.

Your cooperation with the press is both desirable and necessary to ensure the story gets told as completely and accurately as possible.

If you, or your designated spokesperson, do not help media representative, they will turn to less reliable sources who do not have all the facts. Your goal is to ally the media as an educational and information tool in communicating the situation and the efforts of the district.

The overall accuracy and completeness of media coverage depends in a large degree upon getting the maximum amount of information out to the media—and thus to the public—as rapidly as possible. Emphasize and strongly encourage parents, students, and staff that they can say “NO” to an interview.

If media makes reporting errors, the spokesperson should name the specific reporting agency in correcting the facts.

General principles that can positively affect your actions and communication in a crisis situation:

1. Bring the situation under control, if possible. Always protect people first and property second.
2. Analyze the situation to judge its newsworthiness. Don't create a crisis jumping the gun. Many times the situation doesn't warrant media attention.
3. Act quickly to distribute the information you determine the media and others should have.
4. Before the crisis, prepare a one-page handout with basic information about each building and the school district in general.
5. Set the ground rules for the media.
 - Have a pre-assigned place for media to meet when an event occurs.
 - If space is limited, consider asking the media to arrange pool coverage.
6. Appoint someone to be spokes person for the district who has these attributes:
 - Comfortable before the camera
 - Knowledgeable with subject matter
 - Smart enough to know when to refer a question
 - Able to think on his/her feet
 - Familiar with district
7. Areas for school spokesperson to avoid:
 - Speculation as to the cause of the incident
 - Allocation of blame
8. Gather the facts—who, what, where, when, why, how, and what next.
9. Give the media as much information as possible; they'll get the information (perhaps inaccurately) from other sources.
10. Be truthful.
11. Never answer “No comment.”
 - “No comment” can imply a lack of cooperation, a lack of concern, or an attempt to hide something.

16.

--If you won't comment on the situation, you can be sure someone else will.

+More appropriate responses are:

"I'm not the authority on the subject. Let me have our Mrs. Jones call you right back."

"All our efforts are directed at bringing the situation under control, so I'm not going to speculate on the cause."

12. Never go "Off the record."

--Most reporters respect an "off the record" comment and will not quote you, but they will get the information to someone else.

--A reporter's job is to get the story and to provide reliable information to their audience.

13. Remain open and accessible.

14. Keep no secrets from the public.

15. Report your own bad news. Don't allow another source to inform the media first.

16. Conduct frequent news conference with media representatives.

REMEMBER:
Trust is the bedrock
Of the relationship
Between the press and the community

Memorials and Funerals

*Funerals should not be held on the school premises.

*Memorials are not recommended to be built on school premises.

*Banquets, dinners, or assemblies shall not be held to honor a student death, either at the time of death or an anniversary

*A monetary donation to a general scholarship fund may be accepted in place of a memorial.

STAFF MEETING 1

A facilitator from the Crisis Team must do the following at the first staff meeting during a crisis:

*Review facts of crisis and dispel rumors.

*Help staff members process their responses to a situation.

*Describe the feelings that students may experience and suggest how teachers might handle specific situation.

*Provide guidelines for helping students who are upset .

*Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability /normalcy of range of expressions. The guiding principle is to return to normal as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.

*Encourage staff to dispel rumors whenever possible and discourage any glorification of the event (especially in suicidal death).

*Request staff to meet 30 minutes early the next school day to review procedures plan for the day.

Staff Meeting 2

- *Assign a strong team in the class where the tragedy occurred or in the classes where the student(s) was in attendance.
- *Determine the need for law enforcement personnel, if any, and their location for that day.
- *Questions to be considered in classroom discussion include the following: Are students sleeping? Eating? This may determine the level of stress they are experiencing.
- *Provide stress reduction techniques to the teachers to share with the students.
- *Prepare the students for the injured returning or visiting the school.
- *Encourage the teachers to put structure back into the classroom.
- *Place the “high risk” students and teachers on a list so they may be followed.
- *Set up regular meetings with teachers and staff.
- *Stick to the program schedule that will be provided; have the teachers offer the grief activities.
- *In case of death, provide funeral/visitation information/procedures.

Debriefing Format for Teachers and Staff

- *Review intervention process and events of the day. This should be daily.
- *Ensure that key school personnel attend debriefing.
- *Review status of referred students and staff that needed follow up attention.
- *Identify and prioritize needs for the following day.
- *Provide opportunities for the staff to express feelings and request support.

Debriefing/Wrap-up for Crisis Team

- *Brainstorm ways to meet identified needs.
- *Provide mutual support.
- *Write a detailed summary report of events of the day to present to administrators.

MELBOURNE SCHOOL DISTRICT STUDENT SUPPORT SERVICES

The Interview Intervention

The goal of the interview is not only to identify the immediate effects of the trauma but also to assist the student in the mastery of the traumatic experience and help the student with general solutions to the problem.

In some cases, a single interview may be the only intervention needed. In other cases, further services may be warranted, i.e. counseling, referral to community agencies.

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

The Interview Risk Screening form provides a “mental check list” on essential information to obtain during the student interview.

Students who need further assessment or more in-depth intervention should be referred to school personnel who hold credentials and/or licenses to provide counseling services to students or should be referred to a community agency. It is District policy to obtain written parental consent prior to the delivery of ongoing counseling services.

MELBOURNE SCHOOL DISTRICT
STUDENT SUPPORT SERVICES

Interview Risk Screening

Name: _____ M _____ F _____

Date _____

Referred by:

English _____ Spanish _____ Other _____

Interviewed by:

INTERVIEW OUTLINE (Ask for details, clarifications of thoughts and feelings)

A. Degree of Risk?

1. Where were you when the event occurred?

Direct _____ On-site _____ In neighborhood _____ Out of area _____

2. What did you see or (hear about)?

3. How do you feel now?

B. Other Factors

1. How well do you know the victim(s)?

2. Have you or any of your family had a similar experience?

3. How do you think this will affect your family?

C. Is response in proportion to degree of risk? _____

D. Reaction to Event

1. Do you think your life will be different now? _____

In what way?

2. Do you think you could have done anything to prevent this incident?

3. What are you angry/guilty about?

4. Do you want to "get even" or seek revenge?

E. Concerns/Problems

1. What is bothering you now?

2. Have there been any changes in your life or routine because of the event?

3. What is the most pressing problem?

F. Plan of Action

1. What has worked for you in the past when there has been a problem?

2. What is the problem you would like to work on now?

3. What is the first step you can take?

G. Support

1. Who would you like to help you?

2. To whom can you talk to in your family?

With

friends? _____

3. What will you do when you leave school today?

4. Would you like to talk again? _____