Practical Information on Crisis Planning

A GUIDE FOR SCHOOLS AND COMMUNITIES

PRACTICAL INFORMATION ON CRISIS PLANNING:

A GUIDE FOR SCHOOLS AND COMMUNITIES

MAY 2003

THE OFFICE OF SAFE AND DRUG-FREE SCHOOLS
U.S. DEPARTMENT OF EDUCATION

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Introduction

"As a former superintendent of the nation's seventh largest school district, I know the importance of emergency planning. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved—from top to bottom—should know the drill and know each other."

-Secretary Rod Paige

Families trust schools to keep their children safe during the day. Thanks to the efforts of millions of teachers, principals, and staff across America, the majority of schools remain a safe haven for our nation's youth. The unfortunate reality is, however, that school districts in this country may be touched either directly or indirectly by a crisis of some kind at any time.

Natural disasters such as floods, earthquakes, fires, and tornadoes can strike a community with little or no warning. School shootings, threatened or actual, are extremely rare but are horrific and chilling when they occur. The harrowing events of September 11 and subsequent anthrax scares have ushered in a new age of terrorism. Communities across the country are struggling to understand and avert acts of terror.

Children and youth rely on and find great comfort in the adults who protect them. Teachers and staff must know how to help their students through a crisis and return them home safely. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death. There are thousands of fires in schools every year, yet there is minimal damage to life and property because staff and students are prepared. This preparedness needs to be extended to all risks schools face. Schools and districts need to be ready to handle crises, large and small, to keep our children and staff out of harm's way and ready to learn and teach.

The time to plan is now. If you do not have a crisis plan in place, develop one. If you have one, review it, update and practice your plan.

Children and youth rely on and find great comfort in the adults who protect them.

WHY THIS GUIDE?

Taking action now can save lives, prevent injury, and minimize property damage in the moments of a crisis. The importance of reviewing and revising school and district plans cannot be underscored enough, and *Practical Information on Crisis Planning: A Guide for Schools and Communities* is designed to help you navigate this process. The Guide is intended to give schools, districts, and communities the critical concepts and components of good crisis planning, stimulate thinking about the crisis preparedness process, and provide examples of promising practices.

This document does not provide a cookbook approach to crisis preparedness. Each community has its own history, culture, and way of doing business. Schools and districts are at risk for different types of crises and have their own definitions of what constitutes a crisis. Crisis plans need to be customized to communities, districts, and schools to meet the unique needs of local residents and students. Crisis plans also need to address state and local school safety laws.

Experts recommend against cutting and pasting plans from other schools and districts. Other plans can serve as useful models, but what is effective for a large inner-city school district where the population is concentrated may be ineffective for a rural community where schools and first responders are far apart.

AN IMPORTANT NOTE ON RESEARCH

The research on what works in school-based crisis planning is in its infancy. While a growing body of research and literature is available on crisis management for schools, there is little hard evidence to quantify best practices. Fortunately, major crises, especially catastrophic events, are rare in our nation's schools. Few cases can be formally evaluated. Much of the information in this Guide draws heavily on what we know about crisis management in many settings. These promising practices could effectively be adapted and applied to school settings.

Furthermore, the Department conducted extensive interviews with individuals who have experienced crisis in a school first hand. We also benefited from input by the multidisciplinary expert panel (see Appendix B) and many other experts in the field. While not a large-scale impact study, these interviews provide community and educational leaders with the most current practical information on crisis management.

WHAT IS A CRISIS?

Crises range in scope and intensity from incidents that directly or indirectly affect a single student to ones that impact the entire community. Crises can happen before, during, or after school and on or off school campuses. The definition of a crisis varies with the unique needs, resources, and assets of a school and community. Staff and students may be severely affected by an incident in another city or state. The events of Columbine and September 11 left the entire nation feeling vulnerable.

The underpinnings for this Guide can be found in the definition for crisis: "An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome (Webster's Ninth Collegiate Dictionary, 1987)." Additionally, Webster notes that "crisis" comes from the Greek word meaning "decision" (Webster's Ninth Collegiate Dictionary, 1987). In essence, a crisis is a situation where schools could be faced with inadequate information, not enough time, and insufficient resources, but in which leaders must make one or many crucial decisions.

All districts and schools need a crisis team. One of the key functions of this team is to identify the types of crises that may occur in the district and schools and define what events would activate the plan. The team may consider many factors such as the school's ability to handle a situation with internal resources and its experience in responding to past events.

Plans need to address a range of events and hazards caused both by both nature and by people, such as:

- Natural disasters (earthquake, tornado, hurricane, flood)
- Severe weather
- Fires
- Chemical or hazardous material spills
- Bus crashes
- School shootings
- Bomb threats
- Medical emergencies
- Student or staff deaths (suicide, homicide, unintentional, or natural)
- Acts of terror or war

THE SEQUENCE OF CRISIS MANAGEMENT

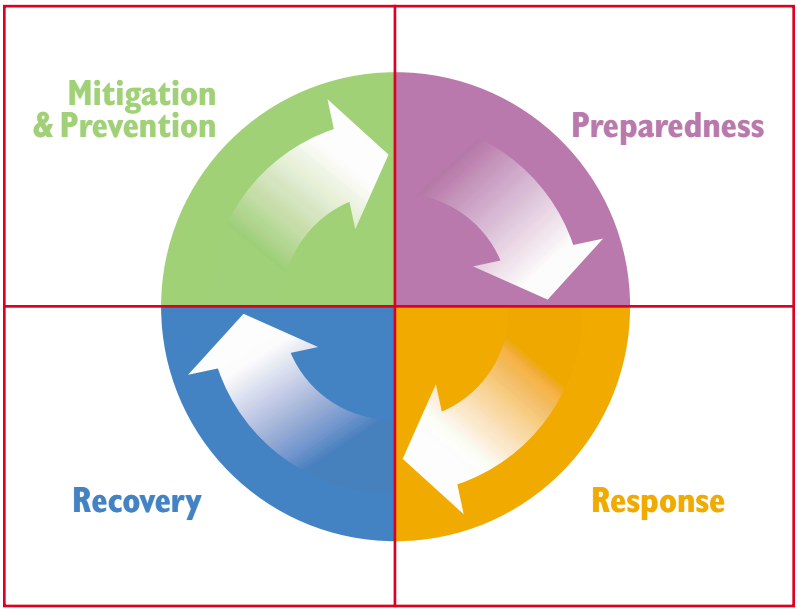
The results of extensive interviews and a review of the crisis literature reveal that experts employ four phases of crisis management:

- **Mitigation/Prevention** addresses what schools and districts can do to reduce or eliminate risk to life and property.

- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** deals with how to restore the learning and teaching environment after a crisis.

Crisis management is a continuous process in which all phases of the plan are being reviewed and revised (see Exhibit 1.1). Good plans are never finished. They can always be updated based on experience, research, and changing vulnerabilities. Districts and schools may be in various stages of planning. This Guide provides the resources needed to start the planning process and is a tool used to review and improve existing plans.

Exhibit 1.1 Cycle of Crisis Planning



TAKE ACTION!

KEY PRINCIPLES FOR EFFECTIVE CRISIS PLANNING

Crisis planning may seem overwhelming. It takes time and effort, but it is manageable. Sections 2 through 5 provide practical tips on how to develop your plans. These principles are crucial to the planning process.

- **Effective crisis planning begins with leadership at the top**. Every governor, mayor, legislator, superintendent, and principal should work together to make school crisis planning a priority. Top leadership helps set the policy agenda, secures funds, and brings the necessary people together across agencies. Other leadership also needs to be identified—the teacher who is well loved in her school, the county's favorite school resource officer, or the caring school nurse. Leaders at the grassroots level will help your school community accept and inform the planning process.

- **Crisis plans should not be developed in a vacuum**. They are a natural extension of ongoing school and community efforts to create safe learning environments. Good planning can enhance all school functions. Needs assessments and other data should feed into a crisis plan. Crisis plans should address incidents that could occur inside school buildings, on school grounds, and in the community. Coordination will avoid duplication and mixed messages, as well as reduce burden on planners.

Effective crisis planning begins with leadership at the top.

- **School and districts should open the channels of communication well before a crisis**. Relationships need to be built in advance so that emergency responders are familiar with your school. Cultivate a relationship with city emergency managers, public works officials, and health and mental health professionals now, and do not overlook local media. It is important that they understand how the district and schools will respond in a crisis.

- **Crisis plans should be developed in partnership with other community groups, including law enforcement, fire safety officials, emergency medical services, as well as health and mental health professionals**. Do not reinvent the wheel. These groups know what to do in an emergency and can be helpful in the development of your plan. Get their help to develop a coordinated plan of response.

- **A common vocabulary is necessary**. It is critical that school staff and emergency responders know each other's terminology. Work with emergency responders to develop a common vocabulary. The words used to give directions for evacuation, lockdown, and other actions should be clear and not hazard specific. The Federal Emergency Management Agency recommends using plain language to announce the need for action, for example,

Crisis plans are living documents. They need to be reviewed and revised regularly. . . .

"evacuate" rather than "code blue." Many districts note that with plain language everyone in the school building including new staff, substitute teachers, and visitors will know what type of response is called for.

However, some districts have found it useful to use—but streamline—codes. Rather than a code for each type of incident they use only one code for each type of response. With either approach, it is critical that terms and/or codes are used consistently across the district.

- **Schools should tailor district crisis plans to meet individual school needs**. In fact, a plan should not be one document. It should be a series of documents targeted to various audiences. For example, a school could use detailed response guides for planners, flipcharts for teachers, a crisis response toolbox for administrators, and wallet cards containing evacuation routes for bus drivers. Plans should be age appropriate. Elementary school children will behave much differently in a crisis than high school students.

- **Plan for the diverse needs of children and staff**. Our review of crisis plans found that few schools addressed children or staff with physical, sensory, motor, developmental, or mental challenges. Special attention is also needed for children with limited English

proficiency. Outreach documents for families may be needed in several languages.

- **Include all types of schools where appropriate**. Be sure to include alternative, charter, and private schools in the planning process, as well as others who are involved with children before and after school.

- **Provide teachers and staff with ready access to the plan so they can understand its components and act on them**. People who have experienced a crisis often report that they go on "autopilot" during an incident. They need to know what to do in advance not only to get them through an incident but also to help alleviate panic and anxiety.

- **Training and practice are essential for the successful implementation of crisis plans**. Most students and staff know what to do in case of a fire because the law requires them to participate in routine fire drills, but would they know what to do in a different crisis? Many districts now require evacuation and lockdown drills in addition to state-mandated fire drills. Drills also allow your school to evaluate what works and what needs to be improved.

Crisis plans are living documents. They need to be reviewed and revised regularly. Analyzing how well a crisis plan worked in responding to an incident, whether a drill or a real event, is crucial. Documenting all actions taken while, during, and after an event helps in identifying the strengths and weaknesses of a plan. Use this information to strengthen the plan.

USING THIS GUIDE

The remainder of this Guide is organized into five sections. Sections 2 through 5 discuss mitigation/prevention, preparedness, response, and recovery in-depth. Each section begins with a checklist that provides an overview of the critical issues in each phase. These are designed so they can be copied and distributed to various stakeholders. Section 6 provides closer looks at specific aspects of crisis management. These are intended for key planners who need more detailed guidance to help them implement the crisis planning process. This symbol refers the reader to a Closer Look topic.

Appendix A provides a resource guide for getting started. A wealth of information is already available to help begin or update the planning process. It also includes contact information for state school safety offices, FEMA, state emergency management agencies, and disaster relief organizations.

Appendix B contains the names and affiliations of the working group members, as well as the members of the focus groups held across the country. Finally, Appendix C contains the names of the crisis planning experts interviewed to assist in preparing the Guide.

Mitigation & Prevention

ACTION CHECKLIST

- [ ] Connect with community emergency responders to identify local hazards.
- [ ] Review the last safety audit to examine school buildings and grounds.
- [ ] Determine who is responsible for overseeing violence prevention strategies in your school.
- [ ] Encourage staff to provide input and feedback into the crisis planning process.
- [ ] Review incident data.
- [ ] Determine the major problems in your school with regard to student crime and violence.
- [ ] Assess how the school addresses these problems.
- [ ] Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Mitigation & Prevention

Although schools have no control over some of the hazards that may impact them, such as earthquakes or plane crashes, they can take actions to minimize or mitigate the impact of such incidents. Schools in earthquake-prone areas can mitigate the impact of a possible earthquake by securing bookcases and training students and staff what to do during tremors.

Schools cannot always control fights, bomb threats, and school shootings. However, they can take actions to reduce the likelihood of such events. Schools may institute policies, implement violence prevention programs, and take other steps to improve the culture and climate of their campuses.

School safety and emergency management experts often use the terms prevention and mitigation differently. Crises experts encourage schools to consider the full range of what they can do to avoid crises (when possible), or lessen their impact. Assessing and addressing the safety and integrity of *facilities* (window seals, HVAC systems, building structure), *security* (functioning locks, controlled access to the school), and the *culture and climate of schools* through policy and curricula are all important for preventing and mitigating possible future crises.

Mitigation and prevention require taking inventory of the dangers in a school and community and identifying what to do to prevent and reduce injury and property damage. For example:

- Establishing access control procedures and providing IDs for students and staff might prevent a dangerous intruder from coming onto school grounds.

- Conducting hurricane drills can reduce injury to students and staff because they will know what to do to avoid harm. Also, schools in hurricane-prone areas can address structural weaknesses in their buildings.

- Planning responses to and training for incidents involving hazardous materials is important for schools near highways.

There are resources in every community that can help with this process. Firefighters, police, public works staff, facilities managers, and the district's insurance representative, for example, can help conduct a hazard assessment. That information will be very useful in identifying problems that need to be addressed in the preparedness process. Rely on emergency responders, public health agencies, and school nurses to develop plans for and provide training in medical triage and first aid.

MITIGATION

The Federal Emergency Management Agency (FEMA) has done considerable work to help states and communities in the area of mitigation planning. It notes that *the goal of mitigation is to decrease the need for response as opposed to simply increasing response capability*.

> [Mitigation is] any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. Mitigation [...] encourages long-term reduction of hazard vulnerability (FEMA, 2002).

Mitigating emergencies is also important from a legal standpoint. If a school, district, or state does not take all necessary actions in good faith to create safe schools, it could be vulnerable to a suit for negligence. It is important to make certain that the physical plant is up to local codes as well as federal and state laws.

Mitigating or preventing a crisis involves both the district and the community. Contact the regional or state emergency management office to help get started and connect to efforts that are under way locally. A list of resources for state emergency management agencies is in Appendix A.

PAGE 6-3
FEMA Resources

The staff in charge of prevention should be part of the crisis planning team.

PREVENTION

Creating a safe and orderly learning environment should not be new to any school and district. Identifying students (or in some cases staff) who may pose a danger to themselves or to others is sometimes called "threat assessment." The U.S. Department of Education and U.S. Secret Service recently released a guide, *Threat Assessments in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* that may be useful in working through the threat assessment process. The results of a threat assessment may guide prevention efforts, which may help avoid a crisis.

Many schools have curricula and programs aimed at preventing children and youth from initiating harmful behaviors. Social problem-solving or life skills programs, anti-bullying programs, and school-wide discipline efforts are common across the nation as a means of helping reduce violent behavior. The staff in charge of prevention in a school (counselors, teachers, health professionals, administrators) should be part of the crisis planning team. Information on effective and promising prevention programs is on the Office of Safe and Drug-Free Schools Web site.

ACTION STEPS

Know the school building. Assess potential hazards on campus. Conduct regular safety audits of the physical plant. Be sure to include driveways, parking lots, playgrounds, outside structures, and fencing. A safety audit should be part of normal operations. This information should feed into mitigation planning.

Know the community. Mitigation requires assessment of local threats. Work with the local emergency management director to assess surrounding hazards. This includes the identification and assessment of the probability of natural disasters (tornadoes, hurricanes, earthquakes) and industrial and chemical accidents (water contamination or fuel spills). Locate major transportation routes and installations. For example, is the school on a flight path or near an airport? Is it near a railroad track that trains use to transport hazardous materials? Also address the potential hazards related to terrorism.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. To help agencies work together, they may want to develop a memorandum of understanding (MOU), that outlines each agency's responsibility.

Bring together regional, local, and school leaders, among others. Given that mitigation/prevention are community activities, leadership and support of mitigation and prevention activities are necessary to ensure that the right people are at the planning table. Again, leadership begins at the top. Schools and districts will face an uphill battle if state and local governments are not supportive of their mitigation efforts.

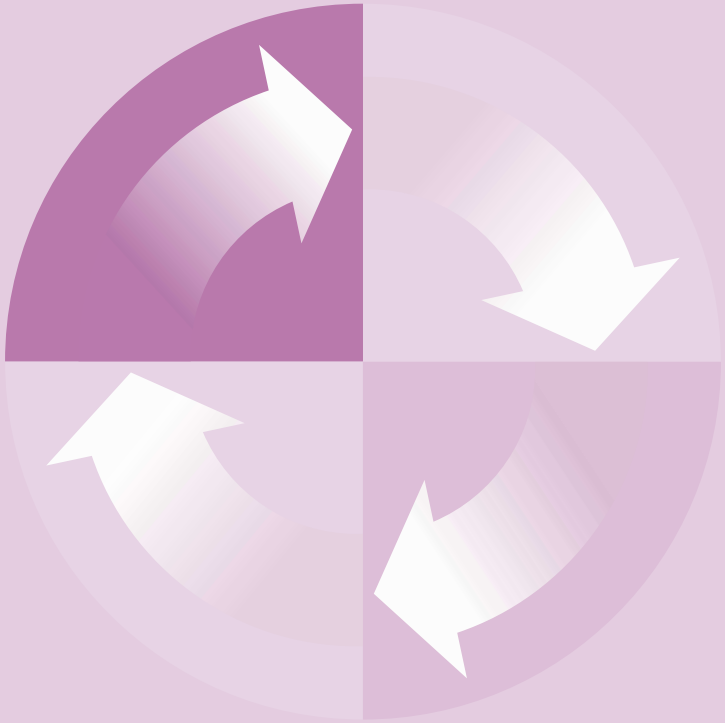
PAGE 6-7 Terrorism, 6-9 Volunteers

PAGE 6-5 Leadership

Make regular school safety and security efforts part of mitigation/prevention practices. Consult the comprehensive school safety plan and its needs assessment activities to identify what types of incidents are common in the school.

Establish clear lines of communication. Because mitigation and prevention planning requires agencies and organizations to work together and share information, communication among stakeholders is critical. In addition to communications within the planning team, outside communications with families and the larger community are important to convey a visible message that schools and local governments are working together to ensure public safety. Press releases from the governor and chief state school officer that discuss the importance of crisis planning can help open the channels of communication with the public.

Preparedness



ACTION CHECKLIST

To review the comprehensiveness of the crisis plan, consider the items on the checklist below.

- [ ] Determine what crisis plans exist in the district, school, and community.
- [ ] Identify all stakeholders involved in crisis planning.
- [ ] Develop procedures for communicating with staff, students, families, and the media.
- [ ] Establish procedures to account for students during a crisis.
- [ ] Gather information that exists about the school facility, such as maps and the location of utility shutoffs.
- [ ] Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Preparedness

Crises have the potential to affect every student and staff member in a school building. Despite everyone's best efforts at crisis prevention, it is a certainty that crises will occur in schools. Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Being well prepared involves an investment of time and resources—but the potential to reduce injury and save lives is well worth the effort.

Every school needs a crisis plan that is tailored to its unique characteristics. Within a school district, however, it is necessary for all plans to have certain commonalities.

Also, it is impractical for all schools to work individually with emergency responders and other local agencies, although school staff should meet the people who will respond to a crisis before one happens. It is important to find the right balance and to assign district and school roles early.

Set a realistic timetable for the preparation process. While it is reasonable to feel a sense of urgency about the need to be prepared for a crisis, a complete, comprehensive crisis plan cannot be developed overnight. Take the time needed for collecting essential information, developing the plan, and involving the appropriate people.

ACTION STEPSh

Start by identifying who should be involved in developing the crisis plan. Include training and drills. Delegating responsibilities and breaking the process down into manageable steps will help planners develop the plan.

Identify and involve stakeholders. Identify the stakeholders to be involved in developing the crisis management plan (the people who are concerned about the safety of the school and the people who will call assist when a crisis occurs). Ask stakeholders to provide feedback on sections of the plan that pertain to them. For instance, ask families to comment on procedures for communicating with them during a crisis.

During this process, create working relationships with emergency responders. It is important to learn how these organizations function and how you will work with each other during a crisis. Take time to learn the vocabulary, command structure, and culture of these groups. Some districts have found it useful to sign MOUs with these agencies that specify expectations, including roles and responsibilities.

It is essential to work with city and county emergency planners. You need to know the kinds of support municipalities can provide during a crisis, as well as any plans the city has for schools during a crisis. For example, city and county planners may plan to use schools as an emergency shelter, a supply depot, or even a morgue. Reviewing this information in advance will help you quickly integrate resources. Participating in local emergency planning gives school and district administrators

PAGE 6-17h
Communityh

It is critical to work with law enforcement officers and emergency responders.

insight into all the problems they might face in the event of a community-wide crisis and will help school efforts.

Consider existing efforts. Before jumping in to develop your crisis plan, investigate existing plans (such as those of the district and local government). How do other agencies' plans integrate with the school's? Are there conflicts? Does the comprehensive school safety plan include a crisis plan? What information from the district's crisis plan can be used in the school's crisis plan?

If the school recently completed a crisis plan, efforts may be limited to revising the plan in response to environmental, staff, and student changes:

- Has the building been renovated or is it currently under renovation?
- Is the list of staff current?
- Have there been changes in the student population? Have other hazards revealed themselves?

Determine what crises the plan will address. Before assigning roles and responsibilities or collecting the supplies that the school will need during a crisis, define what is a crisis for your school based on vulnerabilities, needs, and assets.

Describe the types of crises the plan addresses, including local hazards and problems identified from safety audits, evaluations, and assessments conducted during the mitigation/prevention phase (see Section 2). Consider inci-

dents that may occur during community use of the school facility and prepare for incidents that occur while students are off-site (e.g., during a field trip).

Define roles and responsibilities. How will the school operate during a crisis? Define what should happen, when, and at whose direction—that is, create an organizational system. This should involve many of the school staff—important tasks will be neglected if one person is responsible for more than one function. School staff should be assigned to the following roles:

- School commander
- Liaison to emergency responders
- Student caregivers
- Security officers
- Medical staff
- Spokesperson

During the planning process, both individuals and backups should be assigned to fill these roles.

If the district has not already appointed a public information officer, or PIO, it should to do so right away. Some large school districts have staff dedicated solely to this function. Many smaller districts use the superintendent, school security officers, or a school principal as their PIO.

Work with law enforcement officers and emergency responders to identify crises that require an outside agency to manage the scene (fire, bomb threat, hostage situations). Learn what roles these outsiders will play, what responsibilities they will take on, and how they will interact with school staff. Especially important is determining who will communicate with families and the community during an incident.

PAGE 6-19
ICS

Many schools and emergency responders use the Incident Command System, or ICS, to manage incidents. ICS provides a structured way for delegating responsibilities among school officials and all emergency responders during crisis response. An ICS and/or other management plan needs to be created with all emergency responders and school officials before a crisis occurs.

Develop methods for communicating with the staff, students, families, and the media. Address how the school will communicate with all of the individuals who are directly or indirectly involved in the crisis. One of the first steps in planning for communication is to develop a mechanism to notify students and staff that an incident is occurring and to instruct them on what to do. It is critical that schools and emergency responders use the same definitions for the same terms. Don't create more confusion because terms do not mean the same to everyone involved in responding to a crisis.

It is important to determine how to convey information to staff and students by using codes for evacuation and lockdown, or simply by stating the facts. FEMA recommends simply using plain language rather than codes. If students are evacuated from the school building, will staff use cell phones, radios, intercoms, or runners to get information to the staff supervising them? Be sure to discuss the safest means of communication with law enforcement and emergency responders. For example, some electronic devices can trigger bombs.

Plan how to communicate with families, community members, and the media. Consider writing template letters and press releases in advance so staff will not have to compose them during the confusion and chaos of the event. It's easier to tweak smaller changes than to begin from scratch.

Often the media can be very helpful in providing information to families and others in the community. Be sure to work with local media before a crisis occurs to help them understand school needs during an incident.

PAGE 6-22
The Media

Obtain necessary equipment and supplies. Provide staff with the necessary equipment to respond to a crisis. Consider whether there are enough master keys for emergency responders so that they have complete access to the school. Get the phones or radios necessary for communication. Ask for contact information for families. Maintain a cache of first aid supplies. What about food and water for students and staff during the incident?

Prepare response kits for secretaries, nurses, and teachers so they have easy access to the supplies. For example, a nurse's kit might include student and emergency medicines ("anaphylaxis kits," which may require physician's orders, for use in breathing emergencies such as severe, sudden allergic reactions), as well as first aid supplies. A teacher's kit might include a crisis management reference guide, as well as an updated student roster.

PAGE 6-24
Products

Prepare for immediate response. When a crisis occurs, quickly determine whether students and staff need to be evacuated from the building, returned to the building, or locked down in the building. Plan action steps for each of these scenarios.

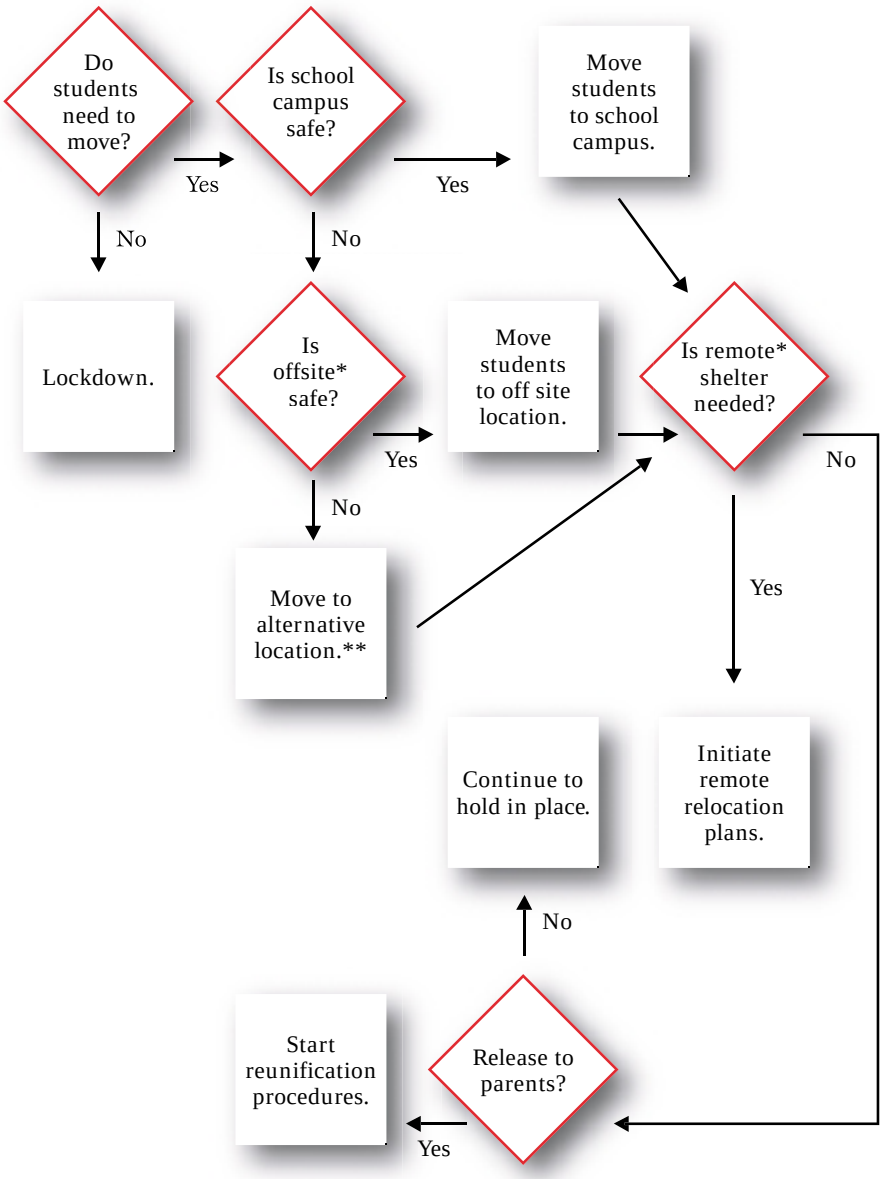
Evacuation requires all students and staff to leave the building. While evacuating to the school's field makes

sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Agreements for using these spaces should be negotiated or reconfirmed prior to the beginning of each school year. Evacuation plans should include contingencies for weather conditions such as rain, snow, and extreme cold and heat. While most students will be able to walk to a nearby community center, students with disabilities may have more restricted mobility. Your plan should include transportation options for these students.

If an incident occurs while students are outside, you will need to return them to the building quickly. This is a *reverse evacuation*. Once staff and students are safely in the building, you may find the situation calls for a lockdown.

Lockdowns are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms. Windows may need to be covered. Exhibit 3.1 illustrates the steps in determining which action is most appropriate for each situation.

Exhibit 3.1 Lockdown, Evacuation, or Relocation Decisions



* "Offsite" means off the school campus but in vicinity.
"Remote" means a location further from the school than offsite location.
** Be sure to prepare primary and secondary evacuation routes in advance.

Adapted from the San Diego school district.

Shelter-in-place is used when there is not time to evacuate or when it may be harmful to leave the building. Shelter-in-place is commonly used during hazardous material spills. Students and staff are held in the building and windows and doors are sealed. There can be limited movement within the building.

Create maps and facilities information. In a crisis, emergency responders need to know the location of everything in a school. Create site maps that include information about classrooms, hallways, and stairwells, the location of utility shut-offs, and potential staging sites. Emergency responders need copies of this information in advance. During a crisis designate locations—staging sites—for emergency responders to organize, for medical personnel to treat the injured, for the public information officer to brief the media, and for families to be reunited with their children. Student reunification sites should be as far away from the media staging area as possible. Law enforcement will help determine the plans needed to facilitate access of emergency responders and to restrict access of well-wishers and the curious.

Develop accountability and student release procedures. As soon as a crisis is recognized, account for all students, staff, and visitors. Emergency responders treat a situation very differently when people are missing. For example, when a bomb threat occurs, the stakes are substantially higher if firefighters do not know whether students are in the school when they are trying to locate and disarm a bomb.

Be sure to inform families of release procedures before a crisis occurs. In many crises, families have flocked to schools wanting to collect their children immediately. A method should be in place for tracking student release and ensuring that students are only released to authorized individuals.

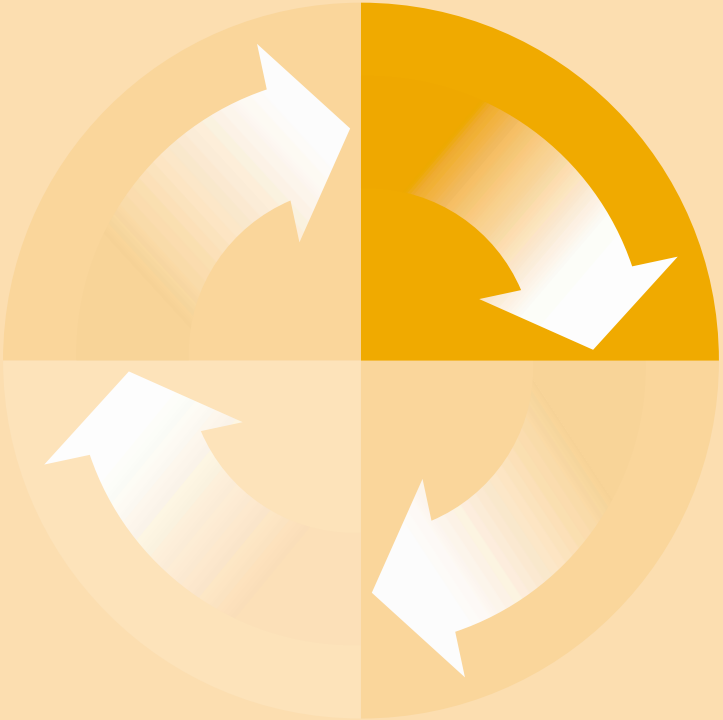
Practice. Preparedness includes emergency drills and crisis exercises for staff, students, and emergency responders. Many schools have found tabletop exercises very useful in practicing and testing the procedures specified in their crisis plan. Tabletop exercises involve school staff and emergency responders sitting around a table discussing the steps they would take to respond to a crisis. Often, training and drills identify issues that need to be addressed in the crisis plan and problems with plans for communication and response. Teachers also need training in how to manage students during a crisis, especially those experiencing panic reactions. Careful consideration of these issues will improve your crisis plan and better prepare you to respond to an actual crisis.

Address liability issues. Consideration of liability issues is necessary before crisis planning can be completed and may protect you and your staff from a lawsuit. Situations where there is a foreseeable danger can hold liability if the school does not make every reasonable effort to intervene or remediate the situation. A careful assessment of the hazards faced by the school is critical.

PAGE 6-32 Student Release

PAGE 6-35 Preparing to Respond, 6-37 Staff Training, 6-40 Tabletop Exercises

Response



ACTION CHECKLIST

- [ ] Determine if a crisis is occurring.
- [ ] Identify the type of crisis that is occurring and determine the appropriate response.
- [ ] Activate the incident management system.
- [ ] Ascertain whether an evacuation; reverse evacuation; lockdown; or shelter-in-place needs to be implemented.
- [ ] Maintain communication among all relevant staff at officially designated locations.
- [ ] Establish what information needs to be communicated to staff, students, families, and the community.
- [ ] Monitor how emergency first aid is being administered to the injured.
- [ ] Decide if more equipment and supplies are needed.

Response

A crisis is the time *to follow the crisis plan,* not to make a plan from scratch. This section summarizes some of the major recommendations gathered from experienced practitioners and other experts about points to remember when called on to implement your crisis plan.

ACTION STEPS

Expect to be surprised. Regardless of how much time and effort was spent on crisis planning, the members of the crisis team should know that there will always be an element of surprise and accompanying confusion when a school is confronted with a crisis.

Assess the situation and choose the appropriate response. Following the plan requires a very quick but careful assessment of the situation. Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude. Because the team has practiced the plan, leaders are ready to make these decisions. After basic protective steps are in place, more information can be gathered to adjust later responses.

Respond within seconds. When a crisis actually happens, make the basic decisions about what type of action is needed and respond within seconds. An immediate, appropriate response depends on a plan with clearly articulated roles and responsibilities, as well as training and practice. With proper training, district and school staff and students will respond appropriately within seconds.

Notify appropriate emergency responders and the school crisis response team. One common mistake is to delay calling emergency responders, such as the police or fire departments. In the midst of a crisis, people often believe that the situation can be handled in-house. It is better to have emergency responders on the scene as soon as possible, even if the incident has been resolved by the time they arrive, than to delay calling and risk further injury and damage. For instance,

One common mistake is to delay calling emergency responders.

it is better to have emergency responders arrive at a school to find a fire put out than to arrive too late to prevent loss of life or serious property damage.

Notifying a district's or school's crisis team allows them to begin the necessary measures to protect the safety of all persons involved. Unless informed otherwise by the incident commander, school crisis team members should proceed with their responsibilities.

Evacuate or lock down the school as appropriate. This step is crucial and should be one of the first decisions made, regardless of the order in which initial decisions are implemented.

Triage injuries and provide emergency first aid to those who need it. The plan should assign emergency medical services personnel and school staff with relevant qualifications to determine who needs emergency first aid. Designate a location for EMS to treat the seriously injured on the scene.

Keep supplies nearby and organized at all times. If you move to another location, remember to take your supplies with you. Monitor the amount of supplies and replace them as needed.

Trust leadership. Trust the internal crisis team members and external emergency responders who have been trained to deal with crises. Trust will help calm the situation and minimize the chaos that may occur during a crisis.

During a crisis, leaders need to project a calm, confident, and serious attitude to assure people of the seriousness of the situation and the wisdom of the directions being given. This leadership style will help all involved to respond in a similarly calm and confident manner, as well as helping to mitigate the reactions of anyone who might deny that a crisis has occurred.

In certain situations it may be necessary to yield leadership to others in the plan's designated command structure. In some jurisdictions laws state the protocol for the command structure. This structure may vary from state to state and even from community to community within state. For instance, in a fire, the expertise of firefighters should lead the way, with others filling designated roles such as manager of family-student reunification.

Communicate accurate and appropriate information. During a crisis, districts and schools will communicate with the school community as well as the community at large. Use the channels of communication identified in the plan. For instance, all information released to the media and public should be funneled through a single public information officer or appointed spokesperson. This will maximize the likelihood of presenting consistent and accurate information to the public.

The crisis team should communicate regularly with staff who are managing students. A school's most important responsibility, the safety of the students entrusted to the school by their families, cannot be fulfilled during a crisis without timely and accurate information to those caring for students.

At a minimum, families need to know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. Additional details about assembly and shelter procedures may also be

provided, as determined by the plan or those managing the crisis. At some point, families will also need to know when and where their children will be released.

Activate the student release system. Always keep in mind that the earliest possible safe release of students is a desired goal. Often student release will be accomplished before complete resolution of a crisis.

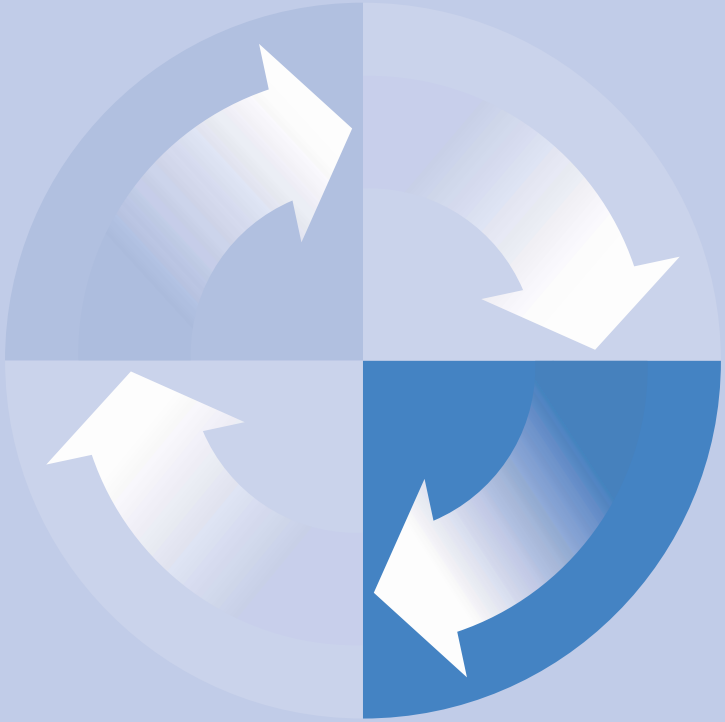
Allow for flexibility in implementing the crisis plan. It is impossible for any crisis plan, no matter how complete, to address every situation that may arise during a crisis. With proper training and practice, emergency responders and staff will be able to respond appropriately and to adapt the school crisis plans to the situation.

Documentation. Write down every action taken during the response. This will provide a record of appropriate implementation of the crisis plan. Also necessary is recording damage for insurance purposes and tracking financial expenditures related to the incident. Keep all original notes and records. These are legal documents.

Recovery

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus on students and the physical plant, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff, and responders. One of the major goals of recovery is to provide a caring and supportive school environment.

Recovery



ACTION CHECKLISTz

- [ ] Strive to return to learning as quicklyz as possible.z
- [ ] Restore the physical plant, as well z as the school community.z
- [ ] Monitor how staff are assessing z students for the emotional impact z of the crisis.z
- [ ] Identify what follow up interventionsz are available to students, staff, andz first responders.z
- [ ] Conduct debriefings with staff andz first responders.z
- [ ] Assess curricular activities thatz address the crisis.z
- [ ] Allocate appropriate time for recovery.z
- [ ] Plan how anniversaries of events willz be commemorated.z
- [ ] Capture "lessons learned" and z incorporate them into revisions z and trainings.z

Recovery

ACTION STEPS

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselors may want to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Assemble the Crisis Intervention Team. A Crisis Intervention Team, or CIT, is composed of individuals at either the district or school level involved in recovery. A review of the literature shows that there are different models for organizing a CIT. In one model, there is a centralized CIT at the district level, which serves all schools in that district. In another model, the district trains school-based CITs. Even when crisis intervention teams exist within individual schools, it may be necessary for the superintendent to allocate additional resources on an as-needed basis.

Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help district and school personnel coordinate activities of the community service providers and see that district procedures and intervention goals are followed.

PAGE 6-46
Crisis Intervention

One of the major goals of recovery is to provide a caring and supportive school environment.

Return to the "business of learning" as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Schools and districts need to keep students, fami lies, and the media informed. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school and district are providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school(s). Be sure to consider cultural differences when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing or repainting/relandscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families, and responders. Assess the emotional needs of all students and staff, and determine those who need intervention by a school counselor, social worker, school psychologist, or other mental health professional. Arrange for appropriate interven-

tions by school or community-based service providers. In addition, available services need to be identified for families, who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm, and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities, including drawing, painting, or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Conduct daily debriefings for staff, responders, and others assisting in recovery. Mental health workers who have provided services after crises stress the importance of ensuring that those who are providing "psychological first aid" are supported with daily critical incident stress debriefings. Debriefings help staff cope with their own feelings of vulnerability.

Allow students to talk about what they felt and experienced during the traumatic event.

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

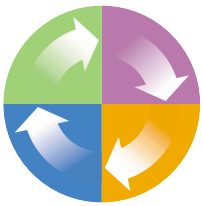
Remember anniversaries of crises. Many occasions will remind staff, students, and families about crises. The anniversary of crises will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly do not have a connection with the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of the crises. Trauma experts discourage memorials for suicide victims to avoid glorification and sensationalization of these deaths.

Evaluate. Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students, and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:

- Which classroom-based interventions proved most successful and why?
- Which assessment and referral strategies were the most successful and why?
- What were the most positive aspects of staff debriefings and why?
- Which recovery strategies would you change and why?
- Do other professionals need to be tapped to help with future crises?
- What additional training is necessary to enable the school community and the community at large to prepare for future crises?
- What additional equipment is needed to support recovery efforts?
- What other planning actions will facilitate future recovery efforts?

CLOSING THE LOOP



At the beginning of this Guide, we discussed the cyclical nature of crisis planning. Recovery may seem like an end, but it is also the beginning. You must close the loop on the circle. A critical step in crisis planning is to evaluate each incident. What worked? What didn't? How could you improve operations? Take what you have learned and start at the beginning. Update and strengthen the plan so that in a crisis, no child is left behind.

Closer Look

Closer Look

Closer Looks

This section provides information on specificx aspects of crisis management, and isx intended for key planners who need morex detailed guidance to help them implementx the crisis management process. As part ofx these "closer looks" at crisis planning andx management, examples have been includedx that illustrate how actual school districtsx have implemented crisis planning. Selectionx of these examples does not constitute anx endorsement of any school district's crisisx plan by the U.S. Department of Education.x Given the vast differences in the ways x educational systems and emergency x responders are organized across the x nation, crisis planning at the local levelx should address individual community needs.x

DEFINING WHAT CONSTITUTES A CRISIS

Those familiar with crises describe them as sudden, unexpected, overwhelming incidents. However, within the crisis planning field, there is no consensus on what constitutes a crisis, emergency, or disaster. Often, these terms are used interchangeably. Below are some ways crisis management planners have defined the terms. We hope these will help you craft your own definition based on local needs, vulnerabilities to certain conditions, and assets.

The State of Florida. Emergency: A dangerous event that does not result in a request for state or federal assistance (Florida Department of Education, 2002).

Olathe Unified School District #233 (Kansas). People Crisis: An event dealing with people and their physical or emotional well-being that impacts the school population (Olathe Unified School District, 2002).

FEMA. Emergency: An emergency is any unplanned event that can cause deaths or significant injuries to employees, customers or the public; or that can shut down your business, disrupt operations, cause physical or environmental damage, or threaten the facility's financial standing or public image (FEMA, 1993).

The National Association of School Nurses. Emergency and Disaster: [A]n emergency is an unexpected event that is usually managed by existing resources and capabilities. A disaster is any incident that results in multiple human casualties or disruption of essential public health services or any incident that requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements (Doyle and Loyacono, 2002).

FEMA RESOURCES

FEMA recently has released a series of "how-to" guides for state and local planners on mitigating disasters that may be useful in learning about and understanding mitigation practices:

- *Understanding Your Risks: Identifying and Estimating Losses*. This guide provides step-by-step instructions on assessing risk.

- *Getting Started: Building Support for Mitigation Planning*. This guide provides a general overview of emergency management, takes the reader through the stages of mitigation planning, and gives practical examples on conducting a community assessment, building a planning team, and engaging the public in planning.

- *Integrating Human-Caused Hazards into Mitigation Planning*. This guide was developed in the wake of the September 11 attacks. The guide addresses such incidents as technological hazards and acts of terrorism.

- *Are You Ready: A Guide to Citizen Preparedness*. This guide provides detailed information in layperson's terms on what to do in specific disasters and what to do to survive one.

These documents can be downloaded from http://www.fema.gov.

Some of FEMA's online courses will also be helpful for school and district staff. *Basic Incident Command System*

provides an introduction to the concepts and principles of ICS including how ICS functions and the activities it is responsible for during incidents. *Exercise Design* teaches how to develop tabletop exercises and drills to test the plan. The course addresses the communications, logistics, and administrative structure needed to support these activities. These courses can be downloaded at http://training.fema.gov/emiweb.

Students may appreciate the *FEMA for Kids* Web site http://www.fema.gov/kids. Materials on the Web site are designed to make crises less scary to children by helping them feel prepared. The Disaster Action Kid program even provides certificates to students who complete a series of online activities.

LEADERSHIP

Leadership is the key to crisis preparedness. An organized management structure will be needed to respond to any crisis—and this structure begins with strong leadership.

Major Elementsx

- **Leadership should start at the top.** An effective crisis plan requires strong leadership from state, district, school, and community leaders. Leadership should start at the state level and continue down to the district and school levels. In selecting team members, remember natural leaders at the grassroots level.

- **Districts should be at the forefront in the creation of crisis plans for all of their schools.** Schools should then tailor plans to fit their needs.

At the school level, the principal serves as a leader. He or she should do the following:

- **Identify stakeholders who need to be involved in crisis planning,** such as community groups, emergency responders, families, and staff. Cultivate relationships with these groups.

- **Establish a crisis planning team.**

- **Secure commitment to crisis planning** within the school and the larger community.

- **Create an incident management structure.** The structure should provide a comprehensive organizational structure designed for all types

of emergencies. It is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

- **Know available resources.** This activity includes identifying and becoming familiar with resources in the school such as staff members certified in cardio-pulmonary resuscitation (CPR); in the community, including everyone from emergency responders to counselors; and, in organizations such as the parent-teacher association.

- **Set up time to train and practice** with staff, students, and emergency responders. Training is multifaceted and can include drills, in-service events, tabletop exercises, and written materials. Also include time to review and evaluate the plan.

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ICS

In times of crisis, the principal serves as the manager and a leader. This does not always equate with being the person in charge of the entire crisis response; see the closer look on ICS for more details. During a crisis, a principal should perform the following tasks:

- Respond within seconds and lead with a serious, calm, confident style.

- Implement the crisis plan.

- Yield authority, when appropriate, to others in the plan's designated command structure.

- Facilitate collaboration among school staff and emergency responders.

- Remain open to suggestions and information that may be critical in adjusting the response.

TERRORISM

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident. While the risk of a terrorist attack on a school is much lower than the risk of being impacted by many local hazards, it is very important to be prepared. As with other incidents, a terrorist attack may result in the following:

- Damage beyond school boundaries (as with a hurricane),
- Victims who are contaminated (as with a hazardous materials spill),
- A crime scene to protect (as with arson), or
- Widespread fear and panic (as with a school shooting).

The response will need to involve securing student and staff safety and supporting long-term recovery, just as with any other incident.

As the Department of Homeland Security (DHS), Advisory System signals increased threat, additional protective measures are needed. Several districts have incorporated the DHS system into their crisis planning. The Red Cross has also issued some general guidance on how schools may adapt these codes. It is useful to consult with local emergency management offices and state or county emergency terrorism task forces. Each state also has a Department of Homeland Security liaison. Check with the Governor's office to identify the contact.

The sample school advisory system is a useful tool to adapt and incorporate into crisis planning. As the risk of attack increases, consider action items under both current and lower threat levels. It is important to assess local conditions and implement actions accordingly.

Sample School Advisory System

Risk	Suggested Actions
SEVERE *(Red)*	▸ Follow local and/or federal government instructions (listen to radio/TV) ▸ Activate crisis plan ▸ Restrict school access to essential personnel ▸ Cancel outside activities and field trips ▸ Provide mental health services to anxious students and staff
HIGH *(Orange)*	▸ Assign staff to monitor entrances at all times ▸ Assess facility security measures ▸ Update parents on preparedness efforts ▸ Update media on preparedness efforts ▸ Address student fears concerning possible terrorist attacks ▸ Place school and district crisis response teams on standby alert status
ELEVATED *(Yellow)*	▸ Inspect school buildings and grounds for suspicious activities ▸ Assess increased risk with public safety officials ▸ Review crisis response plans with school staff ▸ Test alternative communication capabilities
GUARDED *(Blue)*	▸ Review and upgrade security measures ▸ Review emergency communication plan ▸ Inventory, test, and repair communication equipment ▸ Inventory and restock emergency supplies ▸ Conduct crisis training and drills
LOW *(Green)*	▸ Assess and update crisis plans and procedures ▸ Discuss updates to school and local crisis plans with emergency responders ▸ Review duties and responsibilities of crisis team members ▸ Provide CPR and first aid training for staff ▸ Conduct 100% visitor ID check

VOLUNTEERS

Volunteers can be a vital resource for planning. Recent federal initiatives have focused on training civilians for emergency preparedness.

The White House Freedom Corps created the Citizen Corps to funnel the energy and concern of volunteers into initiatives that prepare local communities to prevent and respond effectively to the threats of terrorism, crime, or any other kind of disaster. Citizen Corps efforts at state and local levels are coordinated nationally by FEMA. One of these nationwide initiatives is the Community Emergency Response Team (CERT), a training program that prepares citizens in neighborhoods, the workplace, and schools to take a more active role in emergency management planning and to prepare themselves and others for disasters.

CERT efforts include developing community action plans, assessing possible threats, and identifying local resources. As you explore neighborhood resources to assist in mitigation, planning, response, and recovery, be sure to check whether a CERT is active in the area. Additionally, knowing this national support structure may provide the impetus needed for organizing volunteers who may surface at various points of the crisis planning and management cycle.

COMMUNICATION

Clear lines of communication are crucial to a successful response to a crisis. During the planning process, it will be important to establish effective lines of communication among and within the state, district, school, and community groups. When creating a crisis plan, there are several communication needs that should be addressed.

Communication is essential before crises occur:

- **Use common terminology across a district.** Terminology should be the same across schools in a district. In most districts, there is a great deal of mobility from one school to another, for both staff and students. The term or code for evacuation in one school, for example, should be the same as the term or code for evacuation in another school in the district. The use of plain language is advised.

- **Identify several modes of communication for both internal and external communication.** Keep in mind that in times of crisis, computers, intercoms, telephones, and even cell phones may not work or may be dangerous to use. Plan for several methods of communication in a crisis.

- **Make sure that schools have adequate supplies of communication gear and that the appropriate individuals have access to it.** One school's crisis plan, for example, calls for the principal to immediately grab a backpack containing a cell phone and a

walkie-talkie. Communication gear is of no use if no one can access it.

- **Verify that school communication devices are compatible with emergency responder devices.** A cell phone or two-way radio is of no use if it cannot be used with the emergency responder's phone or radio. Also, check to see that the school's communication devices do not interfere with the emergency responder's equipment.

- **Create communication plans to notify families that a crisis has occurred at their child's school.** These pathways should include several modes of communication, including notices sent home and phone trees, so the pathways can be tailored to fit the needs of a particular crisis. For example, it may be appropriate in some crises to send a notice home, while other crises require immediate parental notification. Use these pathways throughout the planning process to encourage parental input and support.

- **Establish communication pathways with the community.** This may be in the form of a phone or e-mail tree, a community liaison, or media briefings. It is crucial to keep the community informed before, during, and after a crisis.

- **Designate a PIO** to deal with families, the community and the media. The designation of one individual will help all parties stay informed with identical information.

Good communication during a crisis is also crucial. Below are some key points to keep in mind:

- **Keep staff who are managing the students informed.** Regardless of the amount of training staff members have received, there is going to be chaos and fear. Communication mitigates those reactions and helps regain a sense of calm and control.

- **Notify families of action being taken.** Understand that parents are going to want immediate access to their children. Safely begin reunification procedures as soon as possible. Keep families informed as much as possible, especially in the case of delayed reunification.

Communication often stops after a crisis subsides. However, during the recovery phase, keeping staff and community informed remains critical.

PREPAREDNESS

There is a great deal of variation in what districts do to prepare for crises. Different districts have different needs and face different hazards. For example, Olathe Unified School District in Kansas is likely to face a tornado, unlike San Diego City Public Schools in California. Also, San Diego serves far more students than Olathe. In contrast, the Boyertown Area School District in Pennsylvania must address the hazards posed by its proximity to a nuclear power plant. Volusia County, Florida, is unique for its tests of whether staff and students follow proper procedures during a mock crisis situation. Despite their different needs, all four districts have undertaken comprehensive preparedness efforts.

Olathe Unified School District, Kansasx

"The question is not if an emergency happens, but when it happens, how prepared are we to handle a situation," says the assistant superintendent for general administration for the Olathe School District. Olathe's crisis plan has been in existence for the past 11 years. Every school building is required to have its own all-hazard crisis plans, which are also housed in the district office. Building principals review and update their plans yearly to make sure they are in compliance. Plans are continuously used by school buildings and are considered part of the daily routine.

The district has two teams that have specific responsibilities needed to respond to crisis situations. The district crisis management team is responsible for coordination of all aspects of a crisis from the district level. The building crisis management team assesses the

situation to determine whether the building crisis plan should be set into motion. The district has also established universal codes, drills, and procedures for each building in the district. Training and drills are seen as essential components of the crisis plans. The district requires five types of drills over the school year: fire, tornado, severe weather, code red (lockdown), and bus evacuation. Other drills are left up to the schools' discretion.

San Diego City Public Schools, Californiax

San Diego has implemented a four-pronged approach for the development and maintenance of its schools' safety plans and meeting safety needs of students, staff, and the community:

- Revise emergency procedures and develop a quick reference guide.
- Create and distribute an emergency response box to every school and child development center in the district.
- Conduct ongoing crisis response planning and training with the San Diego Police Department, San Diego School Police Services, public safety, and district personnel.
- Implement safe school plans.

State law has required school safety plans since 1997. School police services coordinates the annual review of safe school plans for all schools and child development centers in the district. Plans must be reviewed and approved by the school site prior to submission to school police services. The school board ultimately signs

off on all plans. The district can be fined by the state for any school that does not submit a plan.

Boyertown Area School District, Pennsylvaniax

Boyertown Area School District is only a few miles from the Limerick Nuclear Generating Plant. Any school within 10 miles of a nuclear power plant has special needs for crisis plans. Many Pennsylvania school districts have found the Philadelphia Electric Company—Limerick's owner—very helpful in developing evacuation plans. Boyertown has developed an All Hazards Plan, which provides information on various emergency procedures, including those for accidents, bomb threats, evacuation, explosion, fire, hazardous materials, natural disasters, radiological emergencies, security situations, casualties, and crisis intervention. The All Hazards Plan goes to district administrators and school principals who in turn develop site plans. School staff are given a staff emergency procedures folder to use in the event of an emergency. The district uses a color-coded system to facilitate response and communication. One feature of the All Hazards Plan is the checklist that appears at the beginning of each section. These checklists enable the person in charge during an emergency to know exactly what to do, whom to call, and how to react. Changes are made to the plan as the district experiences emergencies or conducts routine drills. In addition to the routine drills, every two years school buildings must conduct a radiological drill with the help of emergency management staff.

Volusia County Schools, Floridax

"Overall, [Volusia County Schools] feel comfortable that staff and students are prepared for an emergency," says the district director of student assignments. The district

has implemented a security certification process for all schools for the past four years. Schools must be in compliance with all 57 security standards which are divided into six categories:

- training and implementation,
- violence prevention,
- emergencies and disasters,
- student and staff protection,
- physical plant, and
- community involvement.

In addition to a copy of the standards and requirements for certification, schools have access to a workbook that outlines where they should be. A team of district, school, and law enforcement administrators conducts compliance monitoring and certification every third year. To confirm that staff and students are aware of procedures during a crisis situation, schools are evaluated on their response to a crisis scenario. In order to pass, schools must demonstrate that staff and students follow proper procedures and are aware of steps they must take when a situation arises. District staff annually spot-check schools on identified standards. Schools found out of compliance receive unannounced spot-checks within a year after the initial review.

COMMUNITY COLLABORATION

Crisis planning experts recommend that school districts collaborate with community emergency responders in developing their crisis plans. They note that emergency responders have substantial training in this area, unlike most school system staff. In some states, laws mandate collaboration among schools, school districts and emergency responders in developing their crisis plans. For example, the Georgia General Assembly wrote the following:

> "School safety plans of public schools shall be prepared with input from students enrolled in that school, parents or legal guardians of such students, teachers in that school, other school employees and school district employees and local law enforcement, fire service, public safety and emergency management agencies."

Maine, Nevada, and Rhode Island are among the states requiring law enforcement, firefighters, and local emergency services officials be included in the planning process.

Here are examples of how two school districts have worked with community agencies to develop their crisis plans.

Bibb County School District, Georgiax

School district staff in Bibb County, Georgia, through the school police, have worked extensively with county and community agencies to develop a comprehensive crisis management plan. After their district-wide crisis team (whose members included campus police, school social workers, school psychologists, teachers from all education levels, families, and students) had developed a draft crisis management plan, they worked with local

police, sheriff, EMS, Red Cross, county health and mental health agencies, and family and children's services to determine how they would interact in a crisis and what services each agency would provide.

District staff have also participated in the community-wide emergency preparedness initiative. This effort to address major incidents was convened by the sheriff who recognized that the county emergency management agency has plans to deal with floods and hurricanes, but is not prepared for a weapons of mass destruction incident. All community agencies were asked to bring copies of their crisis plans and a list of the resources they could lend to manage such an incident. This group has been meeting every two weeks and has conducted a number of tabletop exercises.

Hanover Public Schools, Virginiax

Hanover Public Schools' crisis plans developed out of a partnership with the Hanover County Sheriff's Department. Plans have been in existence for the past eight years. The district's plan consists of intervention, crisis response, and critical incident procedures. An important component of the district's plan is its community collaboration. "The district has made every effort to include a broad cross section of the community constituency in the development of crisis plans," says the district's executive director of support services. The district has an interagency agreement that is both written and verbal with a compendium of agencies to aid in communication and to help coordinate services between the agencies and individual schools or the entire school district. In addition, each school must have a community representative on the school safety committee and on the school safety audit committee.

INCIDENT COMMAND SYSTEM

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

FEMA is a good source of information on the ICS. FEMA has developed a self-study course that anyone can take. The description of the ICS below borrows from that course and from FEMA's multihazard training for schools—a program also offered by many state emergency management agencies.

Before developing school and district ICS teams, work with emergency responders to learn how they will respond to different types of crises. Learn which types of crises will result in fire and police departments leading the response. Learn how they will direct their personnel and interface with outsiders. Let these agencies know who at the school will be their liaison during an incident. Designate two backup liaison officers in case the primary liaison is off site when the incident occurs.

Although emergency responders may be managing the incident, there is still much for school staff to do, including managing the care of students and the supplies and staffing needs of the situation. While the ICS calls for school staff to serve in all of the critical functions, be prepared for the incident commander to designate outside personnel to manage these responsibilities. According to FEMA, the critical functions are as follows:

- **Incident commander.** This person manages the entire incident and will very often be an emergency responder rather than a school administrator.

- **Public information officer.** This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting information to families and community members.

- **Safety officer.** This person is responsible for the safety of the scene and the individuals at the scene. His or her role might include determining whether students have been evacuated far enough from the school. Often this role will be filled by an emergency responder.

- **Liaison officer.** This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information both to responders about the situation or the school facility and to school staff about necessary actions.

- **Operations officer.** This person manages student and staff care during a crisis. This includes physical (food and water), medical (CPR and first aid), and mental needs (psychological services), as well as student release.

- **Planning and intelligence officer.** This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action.

- **Logistics officer.** This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring

the supplies needed to assist the emergency responders. The logistics officer's school staff logistics responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.

THE MEDIA

Though there are not many certainties in school crises, it is guaranteed that the media will be at the scene. Instead of being overwhelmed and threatened by the media, be prepared to work with them. The media can be a valuable asset during a crisis. In the event of a catastrophic event, the media may be your only outlet for communicating with families. However, as with all crisis planning, it is important to be proactive, not reactive. If members of the media feel that they are not getting a story, they will seek one out.

- **Work with local media before a crisis occurs to make sure they understand your needs during an incident.** The media can even help report on preparedness efforts—families and community members will appreciate knowing about a plan for dealing with the situation should a crisis arise.

- **Designate one representative within your crisis team to deal with the media.** This should be the PIO. The PIO may be the principal or another team member designated by the principal or the head of the response team. There also may be media specialists at the district level. Investigate this and make sure that the school-level representative immediately contacts the district-level media representative in the event of a crisis.

- **Emphasize that only the designated representative will give information to the media.** In order to be proactive, only one PIO/spokesperson should speak with the media, even if there is nothing yet available

to share. It is helpful for the representative to introduce him or herself as the spokesperson and say, "We don't have/aren't able to release any information yet but we will keep you updated as soon as we are able. We would really appreciate your cooperation with staying in the media staging area. I will be making all announcements from this area and will keep you informed."

- **Designate a predetermined site for the media to congregate in event of a school crisis.** If it is not possible to use the predetermined site that is away from students and staff, the principal or head of the command chain should designate an alternate site.

- **Prepare staff to deal with the media trying to get live coverage pictures and interviews.** Media personnel will often try to get on campus and interview staff and students. Make it clear to staff that they should direct media people to the media area and to the school spokesperson or PIO.

- **Arrange for a joint press conference with emergency responders or choose one media representative to disseminate information to all other media outlets.** This will give you some control over the content, flow, and timing of information that is released.

- **Work with state and local emergency management agencies to have the Federal Aviation Administration restrict air space over your site.** This will prevent helicopters flying over your school at a time of chaos. Media helicopters can be very frightening to children.

PRODUCTS

A three-ring binder detailing every aspect of response, complete with floor plans, facilities information, and roles and responsibilities is not the only product you'll need to be able to respond to a crisis. Teachers should have abbreviated guides, principals should have crisis response boxes, and emergency responders should have floor plans and facilities information. Some school districts have found the following products useful.

Teacher Quick Reference Guidesx

The director of school safety in Bulloch County, Georgia, discovered that teachers found having copies of the district's safety plan inadequate for crisis response. Using the master plan, they were unable to quickly identify their roles and responsibilities in a crisis. Teachers recommended that the district develop something they could hold in their hands and quickly flip through.

Staff at one high school, including teachers, nurses, and media center staff, were drafted to develop such a tool. Their *Quick Guide* was piloted by all teachers at that school for one year. Overall, teachers were happy with the guide but did report some bugs. Over the summer the district-level team worked to refine the guide to address the bugs and make sure the guide contained all key information from the district-level plan. The guide is a spiral-bound notebook with plastic insert pages. The pages contain district- and school-specific information. General district procedures are on the front pages and school-specific information, such as evacuation locations for fire drills, are on the back pages. The title of each incident is at the bottom of the page so staff can quickly flip to the procedures for the situation at hand.

The *Quick Guide* has been designed to be a dynamic document that can be updated every year. Now all faculty members, from teachers to cafeteria workers, have a copy of the guide and only principals and members of school safety team have the big book.

Crisis Boxesx

The California Safe Schools Task Force realized school administrators should have crisis boxes so that they will immediately have the information essential for effective management of a critical incident. They created a monograph that can be found at http://www.cde.ca.gov/spbranch/safety/crisismgnt/crisis.asp. The monograph contains tips on how to organize the information that should be in the crisis response box, recommendations for who should get copies of the box, and details of what should be in the box and why. Recommended contents include the following:

- Crisis response team roster and contact information
- Student attendance rosters
- Student disposition forms and emergency data cards
- Student photos
- Special needs data
- Staff roster
- Keys

- Aerial photos of campus
- Maps of the surrounding neighborhood
- Campus layout
- Evacuation sites
- Designated command post and staging areas
- Fire alarm turn-off procedures
- Sprinkler systems turn-off procedures
- Utility shutoff valves
- Gas line and utility line layout

The guide also reminds schools of the importance of having first aid supplies easily accessible from multiple locations.

Teacher Crisis Bagsx

Many experts recommend that each classroom be equipped with a crisis bag. These can take the form of backpacks, tote bags, or even five gallon buckets. The contents should include the following:

- Current class roster
- Copy of emergency procedures
- First aid supplies
- Flashlight and extra batteries

- Activities for students
- Paper and pens
- Clipboard

Store teacher crisis bags in easily accessible locations.

Family Reunification Plansx

Staff in Bibb County School District, Georgia, have put a lot of effort into developing the family reunification procedures that are in the district crisis plan. They have worked with the Red Cross to set up evacuation/reunification sites around the county. Not only does every school have two evacuation kits that include student rosters and emergency notification/contact cards, but the district has a system-wide reunification kit. This kit includes drafts of notices that can be faxed to local media outlets with information necessary to let families know both that an evacuation has occurred and where they can collect their children. Bibb County's crisis preparations included discussions with the media on how media outlets could help distribute information in the event of a crisis. The Chief of Bibb County School Police noted that the media has been very cooperative in developing these protocols.

School Site Informationx

When a crisis occurs, emergency responders will immediately need a great deal of information about your school campus. They will need to know the members of your crisis response team, how various sites can be accessed, and the location of utility shutoff valves. Many schools share this information with local police and

rescue agencies during the crisis planning process. Some schools give these agencies copies of floor plans that indicate shutoff information. Some school districts compile site information for all schools on a CD-ROM and distribute copies to responders; other schools post this information on a secure Web site that responders can access from laptops at the scene. The following are two examples of how this information can be assembled.

Maryland Virtual Emergency Response System, or MVERS. MVERS was developed in partnership with the Maryland State Police, Maryland Institute for Emergency Medical Services Systems, and the Maryland Emergency Management Agency. This system can be used to prepare an electronic plan that allows quick and easy access to information in order to expedite a response to a critical situation. MVERS utilizes digital floor plans with specific icons that link the viewer to photographs, panoramic pictures, or spreadsheets containing essential data. The images can include instructions for disconnecting utilities, gaining access to a certain area, and locations of potential hazards. The combination of floor plans and associated information provides a virtual tour of the structure's interior and exterior, allowing responders to understand the building layout prior to entering. Schools can also load contact information into MVERS. The Virtual Emergency Response System Construction Kit will provide the user with a description of the MVERS, an appendix of resources, and shareware for completing the plan. The MVERS team estimates it takes about 60 hours to collect and load all information to create the digital floor plan for each school. The bulk of this time will be spent taking and editing pictures of the buildings.

Charlotte-Mecklenburg, North Carolina Police Virtual Tour. After a recent incident where there were communication glitches between school staff and police, the Charlotte-Mecklenburg Police Department realized it needed to better prepare for school crises. An officer was detailed to create *Virtual Tours* for each school. The *Virtual Tour* is a combination of the school plan and the police plan. School resource officers, or SROs, develop basic crisis plans around the plans their school has already developed. The SROs identify on-scene and off-scene command posts and initial road blocks. They also collect information on crucial players at the school and district (maintenance supervisors), bell schedules, aerial photographs of the school and surrounding community, and extensive photos of the school campus.

For each school, a master Web page contains a picture of the school and links to the crisis plan, the *Virtual Tour*, and aerial photos of the school and surrounding neighborhood. The tour allows emergency responders to move around the school building from the safety of a laptop as they prepare to respond to the crisis. The *Virtual Tour* opens with a map of the school. Users can zoom in on a door or window, click on a door and go through, walk down a hallway, look left, right, up and down, and turn around. Each screen includes an orientation map that shows where you are on the site map. The program also flags potential hazards, such as closets, windows in unusual spaces, and crawl spaces. This information is loaded on police laptops and computers and updated monthly. This material is stored on a private Web site and cannot be accessed by the public.

CONSIDERATIONS OF SPECIAL NEEDS STAFF AND STUDENTS

Be sure to give special consideration to the unique needs of staff and students with disabilities when developing the crisis plan. Evacuation and relocation procedures will need to address mental, physical, motor, developmental, and sensory limitations. For example, individuals who use wheelchairs or other auxiliary aids will not be able to traverse the front steps of a building without substantial assistance.

The following issues should be addressed:

- In some cases, individuals with disabilities may have limited mobility. In an evacuation there may not be enough time to move mobility impaired students and staff to traditional shelters. It is important to identify alternative, accessible, safe shelter locations and to communicate these locations to emergency responders.

- Individuals with hearing disabilities may not be able to communicate verbally, to read lips, or to hear fire alarms or other emergency signals. Consider providing basic sign language training to designated school staff.

- Visual impairments might impede reading signs or traversing unfamiliar or altered terrain—consider whether debris might obstruct the evacuation of such staff and students and necessitate alternative shelter locations.

- Debris may obstruct the evacuation of individuals with mobility impairments. Be sure

to assign sufficient staff to assist these individuals during a crisis or consider identifying alternative shelter locations.

- Are staff trained to assist students with developmental disabilities? These students may become upset if routine patterns of activity are disrupted.

- Do any students or staff have special needs for medicines, power supplies, or medical devices that are not likely to be available in emergency shelters? Consider what alternative arrangements can be made to provide these necessities.

In addition to addressing these concerns, find out whether specific crises will require additional considerations for hazards, such as fire, severe weather, or earthquake. For example, mobility impairments might prevent some staff or students from being able to bend over to assume the protective position recommended during tornadoes. Also, during a fire, elevators will be unavailable to transport wheelchairs. As noted earlier, it is critical to identify safe and appropriate shelter areas inside school buildings that can be reached quickly and accommodate individuals with disabilities.

STUDENT RELEASE

Student release is a crucial part of crisis planning. In all school crisis planning, the safety of the students is the main priority. During a crisis, traditional student release procedures are frequently unsafe or otherwise inoperable. Accordingly, a comprehensive crisis plan needs to include certain procedures:

- **Update student rosters.** Rosters should be updated at a minimum of twice a year; some districts recommend updating rosters weekly.

- **Distribute updated rosters.** All teachers need updated rosters of all their classes. This information should be stored in their classroom so that a substitute teacher could easily find it. A copy of all rosters should also be placed in the crisis response box, as well as with the principal and any other stakeholder as advisable. It is critical to know which students are present during a crisis.

- **Create student emergency cards.** At the beginning of the school year, make sure the school has an emergency card for each student containing contact information on parents/guardians, as well as several other adults who can be contacted if the parent or guardian is not available. The card should also indicate whether the student is permitted to leave campus with any of the adults listed on the card, if necessary. Some districts recommend authorizing one or more parents of children at your child's school to pick up your child. The card should also include all pertinent medical information, such as

allergies, medications, and doctor contact information. These cards should be stored in the front office, both in hard copy and electronically, if possible.

- **Create student release forms to be used in times of crisis and store them with crisis response materials.** Create a back-up plan if forms are not available.

- **Designate student release areas, as well as back-up options.** These areas should be predetermined and communicated to families. If necessary, changes should be communicated through the designated channels.

- **Assign roles for staff.** For example, a staff member is needed to take the emergency cards from the office to the release area, while several staff members are needed to deal with families and sign out students. These roles should be assigned before a crisis occurs. If roles change, the principal or designated leader should assign new roles.

- **Create student release procedures.** These procedures should create a flexible, yet simple, system for the release of students. Families will want immediate access to their children; emotions will be running high. Create a system that considers this, and train staff to expect it. Procedures should require proof of identity; if necessary, wait until such proof can be ascertained. It is important not to release a student to a noncustodial guardian if custody is an issue for the family. Do not release students to people not listed on student emergency cards. A well-intentioned

friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people so students' families will know where they are.

- **Arrange for transportation for students who are not taken home by a parent or guardian.** Also arrange for shelter and provisions, if necessary.

- **Use all communication outlets to keep families, the media, and community informed during and after the crisis.** Signal the end of the crisis as well.

PREPARING STUDENTS, K STAFF, AND STAKEHOLDERSK TO RESPONDK

Experts have noted that when a crisis occurs, individuals involved tend to go on autopilot. Therefore, when a crisis occurs staff immediately need to know how to react. They need to know, for example, the signals for crisis, the protocol for lockdown and evacuation, how to dismiss students, and what to do if staff or students need help. They should know these things ahead of time. There will not be a time during the crisis to think about what to do next. Chances of responding appropriately in a crisis will be much greater if all players have practiced the basic steps they will need to take. Training and drills are crucial.

In the San Diego, California, school district, staff feel that practice and training should constitute the majority of the crisis planning process. In their "formula for success," practice accounts for 50 percent of the process, training for 30 percent, and planning 20 percent. While the percentages are flexible, training and drills are essential. Key components to facilitate training, and thus a successful reaction, are as follows:

- **Provide regular, comprehensive trainings for teachers and staff.** At least once a year, provide crisis response training for teachers and staff. Also provide make-up trainings for those unable to attend the regular training session. Go through the crisis plan and procedures in order to familiarize all school personnel with it. Periodically remind staff of signals and codes.

- **Visit evacuation sites with staff and stakeholders.** Show involved parties not only where evacuation sites are but also where specific areas, such as student reunification areas, media areas, and triage areas will be.

- **Give all staff, stakeholders, and families literature corresponding to the crisis plan.** While all staff should have a copy of the crisis plan, it will also be helpful to provide them with pamphlets reminding them of key principles. Families and community members should also receive literature summarizing crisis procedures and information pertaining to them. Provide each classroom with a copy of the crisis plan and any relevant materials, supplies, and equipment.

- **Require a specific number of crisis drills every year.** Most states require fire drills; the same should be true of crisis drills. This need not be an extra burden; work with state and district laws for possible options. In Arizona, for example, schools are permitted to use some of the mandated fire drills for crisis drills. Also, speak with students about the importance of drills and explain that while they are serious, students should not be frightened.

- **Conduct tabletop exercises and scenario-based drills regularly.** While actual drills and training are essential, it is also helpful to have group brainstorming activities that can be done informally around a table. These can be held with stakeholders, staff, community members, and first responders. Students can be involved as well.

STAFF TRAININGK

School staff need to be trained in how to respond in a crisis.

Bulloch County School District, Georgiax

In Bulloch County School District, Georgia, school district staff were able to illustrate to the school board the need for training by using data from a faculty survey showing teachers felt they lacked the skills to consistently and adequately respond in a crisis. The district now uses a train-the-trainer model to provide important skills to all school staff.

District staff now conduct trainings every month. Each school sends a delegate from its crisis response team or safety committee. Often the delegate is an assistant principal or lead teacher, but some training sessions focus on the needs of specific groups, such as front office personnel, custodians, and cafeteria workers. Training sessions have addressed topics from intruders to large assemblies.

Generally the first hour of each training session is an explanation/demonstration for the delegates. During the second hour, the delegates work in groups to devise ways to present this information to the staff at their schools. All school staff members are expected to receive training from their delegates within a month of the district-wide training.

For the bomb threat training, a representative from the Georgia Emergency Management Agency, or GEMA, conducts an assessment at each school to identify common issues. The GEMA officer than conducts the training and covers the following issues:

- What form the secretaries should complete when a bomb threat is called in,
- How the secretaries can keep the caller on the phone as long as possible,
- How to alert school staff and law enforcement based on their conversation with a perpetrator,
- Who is in charge of the situation (law enforcement versus fire chief), and
- How the building will be screened when emergency responders arrive.

The training also addresses how school staff should be notified of the bomb threat, including those schools without intercoms. In addition, staff learn that if the caller reports that a bomb is in the gym, for example, it might not be necessary to evacuate the entire school. During the month following the training, each school will be required to conduct a bomb threat drill. These drills will range from law enforcement responding as though there really was a bomb in the building to a staff-only tabletop exercise.

Every spring all school principals and safety representatives evaluate that year's training to identify areas where more training is needed.

Hudson School District, New Hampshirex

The Hudson School District teamed with the New Hampshire Office of Emergency Management (NHOEM) to train district staff in emergency planning. The district then teamed with local police and fire officials to conduct tabletop exercises, individual school drills, and a town-wide mock drill.

The comprehensive town-wide drill began at a local elementary school when an intruder entered the school. The school and local response agencies were faced with a number of issues including that the intruder had a weapon and had taken a hostage. During the drill, the ICS was activated at both the school and the Superintendent's Office. The town-wide drill was evaluated by NHOEM and local experts. The experience helped the district better prepare to manage emergencies. The district also gained valuable experience in interfacing with local emergency responders.

TABLETOP EXERCISES

Tabletop exercises are "informal and stress-free exercises intended to facilitate the testing, evaluation and practicing of a school facility's crisis response plan and promote group problem solving." (Fairfax County, Virginia).

While drills and training are essential, it is also helpful to have group brainstorming activities that can be conducted informally. For this reason, many districts are adopting tabletop exercises. Fairfax County, Virginia, has had great success with these exercises. In Fairfax, the exercises consist of complete written scenarios and "injects"—additional pieces of information or circumstances that can be injected to alter the scenario. These injects range from "suspicious person with firearm behind school" to "electrical service to cafeteria interrupted." Injects include a list of possible responses to assist the facilitator.

The exercise begins with the reading of the scenario; scenarios are often tweaked to fit a particular school. A facilitator then distributes injects to individual participants. Participants may handle the inject and implement an action individually or seek more information and coordination from other group members. Discussion ensues.

In Fairfax, the objectives include the following:

- Test the ability of school personnel to identify, allocate, and utilize resources within their school during a critical incident.
- Assess the ability of school personnel to implement their critical incident plan.

The director of safety and security for Fairfax County Public Schools commented:

> "We believe that the best type of training is experience. Fortunately, most of our schools do not have frequent critical events that require these kinds of responses. Therefore, many of our personnel do not have the opportunity to experience the harsh realities of having to manage these issues. The tabletop exercise allows us to provide an environment that can reasonably simulate the topics and some elements of the stress that are inherent in critical events. We have provided tabletop exercises to all 234 of our schools over the past two years. We now have a rotating schedule that provides an exercise facilitated by our office to all high schools and middle schools every other year, and to each elementary school every three years."

FAMILIES

Many facets of school safety planning impact families. Much of the literature on school safety planning provides guidelines for communicating with families and advice for families on how to deal with their children after a crisis. Additionally, verbatim statements from families of children attending school near the World Trade Center on September 11 provide insight into crisis planning. The following sections address the school's role in communicating with families both before and immediately following a school crisis and what families can do to facilitate their children's recovery.

Communicating Information x to Families Before a Crisisx

Families will appreciate information on crisis preparations. It is especially useful to explain family members' roles before an incident occurs. Some school districts send families letters describing the school's expectations for their response. Other school districts have found it useful to work with local media to disseminate this information.

School and district staff and emergency responders need to be able do their jobs. Families need to know that they should rely on media outlets for information during an incident, rather than telephoning schools. It is very important that families understand that during a crisis, school phones will be needed to manage the situation. Families should also know that they should wait for instructions on student release rather than rushing to the school. It is helpful to explain to families that emergency responders need the area clear to do their job. Also explain that only after emergency responders

determine that a safe student release is possible will families be reunited with their children. It is also useful to remind families that in many situations, their children will be safer in the school building than outside or in a car, particularly in cases of severe weather.

Communicating Informationx to Families During a Crisisx

Communicating with families. It is important to have a mechanism for communicating with families in the event of a crisis. The mode of communication could be a telephone voice recording with information about welfare of the children, evacuation sites, or information about releasing students. Arrangements could be made with TV and radio stations to release such information. In the case of an extended crisis, such as the sniper attacks on the Washington, D.C., metropolitan area, a school official may want to write a letter to families each day of the crisis to update them on safety measures devoted to the safety of their children. Schools should be sensitive to the communities they draw upon and enlist volunteers to help communicate with families who do not speak English. It is important to acknowledge cultural differences in responding to crises.

Contact information for students. Schools need contact information from families, including numbers where they can be reached during the day. In addition, each child should have several alternative contacts, such as a relative or family friend who would be able to pick up the child in the event of an emergency. One of the backup adults should live outside of the immediate area, if possible.

Guidelines for Families in Dealing with Theirx Children After a Crisisx

Remain calm. It is important to remain calm in the aftermath of a crisis. Children are greatly influenced by their family's sense of well-being, and anything that families can do to reassure students will be helpful. At the same time, families need to be compassionate listeners when their children speak of the crisis.

Attend to children's reactions. Be alert to children's emotional needs. Individuals recover from crisis at their own pace. Many children will benefit from mental health services regardless of whether they were directly or indirectly involved in the incident.

Return children to normal routine as quickly as possible. Families should adhere to the schedule of the school, and if the school remains open immediately after the aftermath of a crisis, it is important to let children return to school. Adhering to a typical routine will help children in the recovery process.

Refer the Media to the PIO. Undoubtedly, the media will try to interview families and children during or after a crisis. Families can make a very positive contribution to the school by referring the media to the PIO.

Attend community meetings. Families will receive invaluable information and support by attending community or school meetings. Community meetings often provide information to help dispel rumors and establish mechanisms of communication with parents, the media, and other affected parties.

The following statement, made by a parent of a child in a school near the World Trade Center on September 11, 2001, emphasizes the points made earlier.

> "Children's reactions are reflections of their parents. Too many parents expose children to their every emotion: fear, anxiety, anger, worry, etc. The fact is that children want parents to be heroes. If parents can be strong, this will benefit their recovery."

MODELS OF CRISIS INTERVENTION FOR STUDENTS

There are many approaches to crisis intervention for students. Most experts agree that school- or classroom-based stress management needs to be conducted for all students and that those with more severe reactions need to be referred for evaluation and possibly counseling.

Who provides interventions? Teachers, school counselors, and social workers, as well as community service providers may be involved in conducting interventions following a crisis. Families may also use school personnel as a resource for seeking outside counseling. During the planning phase, districts should identify service providers in the community that have the skills and appropriate credentials and develop a list of referrals.

What are the types of interventions? The following bullets briefly describe several approaches:

- **Group crisis intervention, or GCI,** a school-based intervention, is often defined as "psychological first aid." GCI is an efficient and cost-effective way of helping students cope in the aftermath of a crisis. Basically, GCI is offered to homogeneous groups of students (class membership) and involves guided group discussions in a supportive environment. The agenda for GCI includes an introduction and sessions on providing facts, dispelling rumors, sharing stories, sharing reactions, providing empowerment, and offering a closing. Students with severe reactions to the crisis should receive more intensive interventions (Brock et al., 2002).

- **Acute traumatic stress management** for educators, another school-based intervention, offers a "road map" for educators to deal with the aftermath of a crisis. ATSM takes a practical approach to dealing with the psychological consequences of a traumatic event. The goal is to stimulate adaptive coping mechanisms and to stabilize more severe reactions among students. ATSM has 10 stages:

  - Assess for danger/safety for self and others.
  - Consider the mechanism for injury.
  - Evaluate the level of responsiveness.
  - Address medical needs.
  - Observe and identify.
  - Connect with the individual.
  - Ground the individual.
  - Provide support.
  - Normalize the response.
  - Prepare for the future.

- **Individual counseling.** Students who experience severe symptoms after a crisis may need individual counseling. It is important for these individuals to be referred for further evaluation by a mental health professional. There are many forms of individual

counseling depending on the age of the child and presenting symptoms. Some of the approaches to individual counseling include play therapy, art therapy, talking therapy, drug therapy, and a combination of therapies. Cognitive-behavioral therapy, among others, has shown to be an effective therapeutic intervention in the literature. Dr. Robert Pynoos, Director of Trauma Psychiatry at the University of California at Los Angeles, developed an interview guide for working with students who have been traumatized. The interview guide contains the following sections:

- Triage questions
- Individual's reaction to the event/traumatic reminders
- Life changes/changes in behavior
- Grief responses
- Problem solving/taking constructive action, affirmation
- Affirmation and reinforcement of student's strengths and assets

Appendix A

Appendix A

Appendix A

Resources

This resource list provides the reader with examples of the types of programs that exist in crisis planning. This information is current as of Spring 2003. Selection of these programs does not indicate an endorsement by the Department of Education. The Department is interested in identifying other crisis planning Web sites. Please contact emergencyplan@ed.gov if you have information regarding other practical resources.

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http://www.atsm.org
http://www.traumatic-stress.org
http://www.aaets.org

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http://www.sopriswest.com/default.asp

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Schoenfeldt, M. (2000).*School crisis response teams: Lessening the aftermath.* Marysville, Wash.: Schoenfeldt & Associates.
http://www.safer-schools.com/

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http://www.ed.gov/offices/OSDFS/publications.html

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http://catalog.janes.com/

Helpful Web Resources

For more information on grants from the Department of Education to strengthen and improve emergency response plans, as well as to help fund education-related efforts in the immediate after math of a violent crisis, please see http://www.ed.gov/emergencyplan

American Red Cross
http://www.redcross.org

Public Health Training Network
Centers for Disease Control
http://www.phppo.edc.gov/PHTN/

Crisis Management Toolkit
Department of Defense Education Activity
http://www.odedodea.edu/instruction/crisis/index.htm

Fairfax County (VA) Public Schools
http://www.fcps.k12.va.us/

Federal Emergency Management Agency
http://www.fema.gov

Montgomery County (MD) Public Schools
http://mcps.k12.md.us/info/emergency/preparedness/index.cfm

National Clearinghouse for Educational Facilities
http://www.edfacilities.org/

NEA Crisis Response Team
National Education Association
http://www.nea.org/crisis/b1home.html# response

North Carolina Public Schools
http://www.ncpublicschools.org

Helpful Web Resources (Cont.)

Ready Campaign
http://www.ready.gov

Emergency Planning
Office of Safe and Drug-Free Schools
U.S. Department of Education
http://www.ed.gov/emergencyplan/

Communication in a Crisis: Risk Communication Guidelines for Public Officials, 2002
U.S. Department of Health and Human Services
Substance Abuse and Mental Health Services Administration
http://www.riskcommunication.samhsa.gov/index.htm

U.S. Department of Homeland Security
http://www.dhs.gov

State Emergency Management Offices[1]

Natural Hazards Program
Alabama Emergency Management Agency
5898 County Road 41
P.O. Drawer 2160
Clanton, AL 35046-2160
(205) 280-2238
(205) 280-2200 MAIN
(205) 280-2495 FAX
http://www.aema.state.al.us/

Alaska Division of Emergency Services
P.O. Box 5750
Fort Richardson, AK 99505-5750
(907) 428-7000
(907) 428-7009 FAX
http://www.ak-prepared.com/
School Preparedness Page:
http://www.akprepared.com/training/toppage1.htm

Arizona Division of Emergency Services
5636 East McDowell Road
Phoenix, AZ 85008
(602) 231-6245
(602) 231-6356 FAX
http://www.dem.state.az.us/
School Preparedness Page: http://www.dem.state.az.us/pte/multihazardschool1.htm

Plans and Operations Department
Arkansas Department of Emergency Management
P.O. Box 758
Conway, AR 72033
(501) 730-9750
(501) 730-9754 FAX
http://www.adem.state.ar.us/

[1] Please contact local emergency management offices prior to contacting state offices.

State Emergency Management Offices (Cont.)

California Governor's Office of Emergency Services
Information and Public Affairs Office
P.O. Box 419047
Rancho Cordova, CA 95741-9047
(916) 845-8400
(916) 845-8511 FAX
http://www.oes.ca.gov/

Colorado Office of Emergency Management
Division of Local Government
Department of Local Affairs
15075 South Golden Road
Golden, CO 80401-3979
(303) 273-1622
(303) 273-1795 FAX
http://www.dola.state.co.us/oem/oemindex.htm

Connecticut Office of Emergency Management
Military Department
360 Broad Street
Hartford, CT 06105
(860) 566-3180
(860) 247-0664 FAX
http://www.ct.gov/oem/site/default.asp
(Connecticut Emergency Management officials recommend contacting the State Department of Education.)

Delaware Emergency Management Agency
165 Brick Store Landing Road
Smyrna, DE 19977
(302) 659-3362
(877)-729-3362 (in-state only)
(302) 659-6855 FAX
http://www.state.de.us/dema/index.htm

District of Columbia Emergency Management Agency
2000 14th Street, NW, 8th Floor
Washington, DC 20009
(202) 727-6161
(202) 673-2290 FAX
http://dcema.dc.gov

Florida Division of Emergency Management
2555 Shumard Oak Blvd.
Tallahassee, FL 32399-2100
(850) 413-9969
(850) 488-1016 FAX
http://www.floridadisaster.org

Georgia Emergency Management Agency
P.O. Box 18055
Atlanta, GA 30316-0055
(404) 635-7000
(404) 635-7205 FAX
http://www.State.Ga.US/GEMA/
http://www2.state.ga.us/GEMA/

Training, Education & Information Branch
Hawaii State Civil Defense
3949 Diamond Head Road
Honolulu, HI 96816-4495
(808) 733-4300
(808) 734-4246
(808) 733-4287 FAX
http://www.scd.state.hi.us

Emergency Planning
Idaho Bureau of Disaster Services
4040 Guard Street, Bldg. 600
Boise, ID 83705-5004
(208) 334-3460
(208) 334-2322 FAX
http://www2.state.id.us/bds/index.htm

State Emergency Management Offices (Cont.)

Illinois Emergency Management Agency
110 East Adams Street
Springfield, IL 62701
(217) 782-7860
(800) 782-7860 (in-state only)
(217) 524-7967 FAX
http://www.state.il.us/iema

State Planning Branch
Indiana State Emergency Management Agency
302 West Washington Street
Room E-208 A
Indianapolis, IN 46204-2767
(317) 233-6116
(317) 232-3986
(317) 232-3895 FAX
http://www.ai.org/sema/index.html

Iowa Division of Emergency Management
Department of Public Defense
Hoover Office Building
Des Moines, IA 50319
(515) 281-3231
(515) 281-7539 FAX
http://www.state.ia.us/government/dpd/emd/index.html

Training Section
Kansas Division of Emergency Management
2800 S.W. Topeka Boulevard
Topeka, KS 66611-1287
(785) 274-1401
(785) 274-1426 FAX
http://www.accesskansas.org/kdem/

Kentucky Community Crisis Response Board
612 B Shelby Street
Frankfort, KY 40601-3460
(502) 564-0131
(502) 564-0133 (fax)
http://www.state.ky.us/agencies/military/kccrb/index.html

Or

Kentucky Emergency Management
EOC Building
100 Minuteman Parkway Bldg. 100
Frankfort, KY 40601-6168
(502) 607-1682
(502) 607-1614 FAX
http://kyem.dma.state.ky.us

Louisiana Office of Emergency Preparedness
7667 Independence Blvd.
Baton Rouge, LA 70806
(225) 925-7500
(225) 925-7501 FAX
http://www.loep.state.la.us

Planning
Maine Emergency Management Agency
State Office Building, Station 72
Augusta, ME 04333
(207) 626-4503
(207) 626-4499 FAX
http://www.state.me.us/mema/memahome.htm

State Emergency Management Offices (Cont.)

Maryland Emergency Management Agency
Public Information Officer
Camp Fretterd Military Reservation
5401 Rue Saint Lo Drive
Reisterstown, MD 21136
(410) 517-3631
(877) 636-2872 Toll-Free
(410) 517-3610 FAX
http://www.mema.state.md.us/

Massachusetts Emergency Management Agency
400 Worcester Road
Framingham, MA 01702-5399
(508) 820-2000
(508) 820-2030 FAX
http://www.mass.gov/portal/index.jsp?pageID=aghome&agid=mema

Training Office
Michigan Division of Emergency Management
4000 Collins Road
P.O. Box 30636
Lansing, MI 48909-8136
(517) 333-5042
(517) 333-4987 FAX

Minnesota Division of Emergency Management
Department of Public Safety
Suite 223
444 Cedar Street
St. Paul, MN 55101-6223
(615) 651-0450
(615) 651-0459 FAX
http://www.dps.state.mn.us/emermgt/

Mississippi Emergency Management Agency
P.O. Box 4501 - Fondren Station
Jackson, MS 39296-4501
(601) 352-9100
(800) 442-6362 Toll Free
(601) 352-8314 FAX
http://www.msema.org/index.htm
(MEMA recommends contacting the State Department of Education, Division of School Safety)

Missouri Emergency Management Agency
P.O. Box 16
2302 Militia Drive
Jefferson City, MO 65102
(573) 526-9100
(573) 751-2748 24-hour Duty Officer
(573) 634-7966 FAX
http://www.sema.state.mo.us/semapage.htm

Montana Division of Disaster & Emergency Services
1100 North Main
P.O. Box 4789
Helena, MT 59604-4789
(406) 841-3911
(406) 444-3965 FAX
http://www.state.mt.us/dma/des

Nebraska Emergency Management Agency
1300 Military Road
Lincoln, NE 68508-1090
(402) 471-7421
(402) 471-7433 FAX
http://www.nebema.org

State Emergency Management Offices (Cont.)

Nevada Division of Emergency Management
2525 South Carson Street
Carson City, NV 89711
(775) 687-4240
(775) 687-6788 FAX
http://www.dem.state.nv.us/

Comprehensive Emergency Management
Planning for Schools
Governor's Office of Emergency Management
State Office Park South
107 Pleasant Street
Concord, NH 03301
(603) 271-2231
(603) 225-7341 FAX
http://www.nhoem.state.nh.us/

Operational Planning Bureau, or Community Relations
New Jersey Office of Emergency Management
Emergency Management Bureau
P.O. Box 7068
West Trenton, NJ 08628-0068
(609) 538-6050 Monday-Friday
(609) 882-2000 ext 6311 (24/7)
(609) 538-0345 FAX
http://www.state.nj.us/oem/county/

New Mexico Department of Public Safety
Office of Emergency Services & Security
P.O. Box 1628
Santa Fe, NM 87504
(505) 476-9635
(505) 476-9695 FAX
http://www.dps.nm.org/emergency/index.htm

Planning Department
New York State Emergency Management Office
1220 Washington Avenue
Building 22, Suite 101
Albany, NY 12226-2251
(518) 457-2222
(518) 457-9995 FAX
http://www.nysemo.state.ny.us/

Support Services Branch
North Carolina Division of Emergency Management
116 West Jones Street
Raleigh, NC 27603
(919) 733-3867
(919) 733-5406 FAX
http://www.dem.dcc.state.nc.us/

North Dakota Division of Emergency Management
P.O. Box 5511
Bismarck, ND 58506-5511
(701) 328-8100
(701) 328-8181 FAX
http://www.state.nd.us/dem

Ohio Emergency Management Agency
2855 W. Dublin Granville Road
Columbus, OH 43235-2206
(614)-889-7167
(614) 889-7183 FAX
http://www.state.oh.us/odps/division/ema/

Planning, Training, and Exercise Division
Office of Civil Emergency Management
Will Rogers Sequoia Tunnel 2401 N. Lincoln
Oklahoma City, OK 73152
(405) 521-2481
(405) 521-4053 FAX
http://www.odcem.state.ok.us/

State Emergency Management Offices (Cont.)

Oregon Emergency Management
Department of State Police
595 Cottage Street, NE
Salem, OR 97310
(503) 378-2911
(503) 588-1378 FAX
http://www.osp.state.or.us/oem/index.htm

Bureau of Plans
Pennsylvania Emergency Management Agency
2605 Interstate Drive
Harrisburg, PA 17110
(717) 651-2196
(717) 651-2040 FAX
http://www.pema.state.pa.us/

Rhode Island Emergency Management Agency
645 New London Ave
Cranston, RI 02920-3003
(401) 946-9996
(401) 944-1891 FAX
http://www.state.ri.us/riema/riemaaa.html

South Carolina Emergency Management Division
1100 Fish Hatchery Road
West Columbia, SC 29172
(803) 737-8500
(803) 737-8570 FAX
http://www.state.sc.us/emd/

South Dakota Division of Emergency Management
500 East Capitol
Pierre, SD 57501-5070
(605) 773-6426
(605) 773-3580 FAX
http://www.state.sd.us/state/executive/military/sddem.htm

Planning
Tennessee Emergency Management Agency
3041 Sidco Drive
Nashville, TN 37204-1502
(615) 741-4332
(615) 242-9635 FAX
http://www.tnema.org

Texas Division of Emergency Management
5805 N. Lamar
Austin, TX 78752
(512) 424-2138
(512) 424-2444 or 7160 FAX
http://www.txdps.state.tx.us/dem/

Utah Division of Emergency Services and Homeland Security
1110 State Office Building
P.O. Box 141710
Salt Lake City, UT 84114-1710
(801) 538-3400
(801) 538-3770 FAX
http://www.des.utah.gov/

Field Operations
Vermont Emergency Management Agency
Department of Public Safety
Waterbury State Complex
103 South Main Street
Waterbury, VT 05671-2101
(802) 244-8721
(802) 244-8655 FAX
http://www.dps.state.vt.us/

Virginia Department of Emergency Management
10501 Trade Court
Richmond, VA 23236-3713
(804) 897-6500 or after hours (804) 674-2400 to have an on-call representative paged
(804) 897-6506
http://www.vdem.state.va.us

State Emergency Management Offices (Cont.)

Public Education Program
State of Washington Emergency Management Division
Building 20, M/S: TA-20
Camp Murray, WA 98430-5122
(253) 512-7000
(253) 512-7200 FAX
http://www.emd.wa.gov/

West Virginia Office of Emergency Services
Building 1, Room EB-80
State Capital Complex
1900 Kanawha Boulevard, East
Charleston, WV 25305-0360
(304) 558-5380
(304) 344-4538 FAX
http://www.state.wv.us/wvoes

Wisconsin Emergency Management
2400 Wright Street
P.O. Box 7865
Madison, WI 53707-7865
(608) 242-3232
(608) 242-3247 FAX
http://badger.state.wi.us/agencies/dma/wem/index.htm

State Event Management Planning
Wyoming Emergency Management Agency
5500 Bishop Blvd.
Cheyenne, WY 82009-3320
(307) 777-4920
(307) 635-6017 FAX
http://wema.state.wy.us

Puerto Rico Emergency Management Agency
P.O. Box 966597
San Juan, PR 00906-6597
(787) 724-0124
(787) 725-4244 FAX
http://www.disaster-management.net/puerto_di.htm

Virgin Islands Territorial Emergency Management - VITEMA
2-C Contant, A-Q Building
Virgin Islands 00820
(304) 774-2244
(304) 774-1491
http://www.usvi.org/vitema/index.html

Safe School Centers

National School Safety Center
141 Duesenberg Drive, Suite 11
Westlake Village, CA 91362
(805) 373-9977
(805) 373-9277 FAX
http://www.nssc1.org

Colorado Center for the Study and Prevention of Violence
900 28th Street, Suite 107
Boulder, CO 80303
(303) 492-0404
http://www.colorado.edu/cspv/

Connecticut Governor's Prevention Partnership
30 Arbor Street
Hartford, CT 06106
(860) 523-8042 ext. 28
(860) 236-9412 Fax
http://www.preventionworksct.org

Florida Office of Safe Schools
Florida Department of Education
325 W. Gaines Street, Room 301
Tallahassee, FL 32399-0400
Phone: (850) 410-1667
Fax: (850) 410-1796
http://www.firn.edu/doe/besss/safehome.htm

Indiana School Safety Specialist Academy
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
317-234-0326
317-232-9140 - Fax
http://ideanet.doe.state.in.us/isssa/

Kentucky Center for School Safety
Eastern Kentucky University
105 Stratton Building
521 Lancaster Avenue
Richmond, KY 40475
1-877-805-4277 (toll free)
http://www.kysafeschools.org

Missouri Center for Safe Schools
Univ. of MO. - Kansas City - School of Education.
5100 Rockhill Road
Kansas City, MO 64110
Phone Number: 816-235-5656
Fax Number: 816-235-5270
http://www.umkc.edu/safe-school/

Nebraska School Safety Office
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987
Phone: (402) 471-1925
Fax: (402) 471-8127
http://www.nde.state.ne.us/safety

New York State Center for School Safety
175 Rt. 32 N.
New Paltz, NY 12561
(845) 255-8989
Emergency number: (845) 471-3660
http://www.mhric.org/scss

North Carolina Center for the Prevention of School Violence
North Carolina Department of Juvenile Justice and
Delinquency Prevention
410 S. Salisbury Street
Raleigh, NC 27601
800-299-6054
http://www.cpsv.org

Safe School Centers (Cont.)

Ohio Prevention and Education Resource Center (OPERC)
University of Cincinnati
P.O. Box 210109
Cincinnati, OH 45221-0109
Voice: (513) 556-0440
Toll Free: (800) 788-7254
Fax: (513) 556-3764
http://www.ebasedprevention.org

Pennsylvania Center for Safe Schools
1300 Market Street
Suite 12
Lemoyne, PA 17043
(717) 763-1661
http://www.safeschools.info

Tennessee School Safety Center
7th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
(615) 741-3248
http://www.state.tn.us/education/sp/sptssc

Texas School Safety Center
Southwest Texas State University
601 University Drive
ASB South, 3rd Floor
San Marcos, TX 78666
Phone: (512) 245-3696
Fax: (512) 245-9033
http://www.txssc.swt.edu

Appendix B

Appendix B

Appendix B

Emergency School Safety, Planning, Response, and Recovery Meeting Participants

Working Group

Chris Stone - **Facilitator**
Vera Institute of Justice
New York, N.Y.

Christine Aguilar
Director of Safe Schools/Healthy Students Grants
Poudre School District
Fort Collins, Colo.

William Brenner
Director
National Clearinghouse on Educational Facilities
Washington, D.C.

Peg Carson
Risk Watch Field Advisor
National Fire Protection Association
Warrenton, Va.

Karen Cleveland
Emergency Response Coordinator
Centers for Disease Control and Prevention
Atlanta, Ga.

Julie Collins
Operations Manager
Florida Department of Education, Office of Safe Schools
Tallahassee, Fla.

Joan Crigger
Assistant Executive Director
U.S. Conference of Mayors
Washington, D.C.

Elizabeth Davis
National Organization on Disability
Emergency Preparedness Initiative
Brooklyn, N.Y.

Working Group (cont.)

Michael Dorn
Antiterrorism Planner
Office of Homeland Security – Georgia Emergency Management Agency
School Safety Division
Atlanta, Ga.

Steven Edwards, Ph.D.
Vice President
National Crime Prevention Council
Washington, D.C.

Ted Feinberg
Assistant Executive Director
National Association of School Psychologists
Bethesda, Md.

Robyn Ford
Workplace Improvement Analyst
U.S. Postal Service – Capital District
Capitol Heights, Md.

Gabriella Hayes
Program Manager
National PTA
Chicago, Ill.

Kim Hogan
Behavior Teacher
Hudson School District
Hudson, N.H.

Bob Hull, Ph.D.
Assistant Superintendent
Olathe Unified School District 233
Olathe, Kan.

James Kelly
Police Chief
Palm Beach County School, District Police and Safe Schools Center
West Palm Beach, Fla.

Curtis S. Lavarello
Executive Director
National Association of School Resource Officers
Sarasota, Fla.

Robert Lewandowski
Middle School Coordinator
Keys School
Park Hill, Okla.

Mike Logan
Director, Readiness
Disaster Services
American Red Cross National Headquarters
Falls Church, Va.

Robert D. Macy, Ph.D.
Executive Director
The Center for Trauma Psychology
Boston, Mass.

Working Group (cont.)

Peter Marcello
Program Analyst
Transportation Security Administration
Arlington, Va.

Judy Marks
Associate Director
National Clearinghouse for Educational Facilities
Washington, D.C.

Wesley Mitchell
Chief of Police (retired)
Los Angeles School Police Department
Altadena, Calif.

Bebe Pinter
Manager
Harris County Department of Education
Houston, Tex.

Judith Robinson, Ph.D., RN, FAAN
Executive Director
National Association of School Nurses
Castle Rock, Colo.

Gregory Thomas
Executive Director
Office of School Safety and Planning – New York City Department of Education
Brooklyn, N.Y.

Cynthia Wright-Johnson, MSN RNC
Director
Maryland Institute for Emergency Medical Services Systems
EMSC Program
Baltimore, Md.

Charlotte, N.C. Focus Group

Melissa DeRosier, Ph.D.
3-C Institute for Social Development

Jerri Haigler
Executive Director
Public Information
Charlotte-Mecklenburg School District

William Lassiter
School Safety Specialist
Center for the Prevention of School Violence

Lori Lumpkin
Durham Public Schools

Joe Park
Winston-Salem/Forsyth County

Ted Pearson
Director
School Law Enforcement Department
Charlotte-Mecklenburg School District

Marianne Peltier-Allison
Alamance-Burlington School District

Althia Scriven
Health and Safety Officer
Durham Public Schools

Ralph Taylor, Ph.D.
Director
Alternative Education and Safe Schools

Theresa Wahome
Coordinator
Safe and Drug-Free Schools
Durham Public Schools

Denver, Colo. Focus Group

Robert Anderson
Director
District Prevention and Intervention
Denver Public Schools

Larry Borland
Director
Safety and Security
Colorado Springs District 11

Jim Dorn
Director
Safety and Security
Jefferson County R1 School District

Stephen Finley
Manager
Risk Management
Denver Public Schools

Melanie Haas
Assistant Superintendent
Sabin Elementary School
Denver Public Schools

Janelle Krueger
Program Manager
Prevention Initiatives
Colorado Department of Education

Patricia Lopez
Co-Project Director
Psychological Services
Denver Public Schools

David Martin
Security Training Specialist
Department of Safety and Security
Denver Public Schools

Greg Moore
Director
Organizational Support
Aurora Public Schools

Sharon Moore
Project Director
Highline Education Center

Leslie Paige
Project Director
RURAL: Safe Schools/Healthy Students
Hays Unified School District #489, Kan.

Lynn Popkowski
Teacher on Special Assignment
Safe and Drug-Free Schools
Denver Public Schools

Denver, Colo.
Focus Group (cont.)

Edward Ray
Chief
Safety and Security
Denver Public Schools

Reggie Robinson
Principal
Mitchell Elementary School
Denver Public Schools

Chris Saiz
Psychological Services
Denver Public Schools

Betsy Thompson
Director
Student Services
Jefferson County Schools

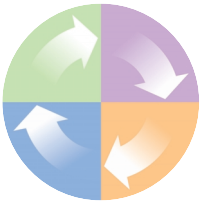
Jim Trevino
Principal
Horace Mann Middle School
Denver Public Schools

Timothy Turley
Project Manager
Safe Schools/Healthy Students
Denver Public Schools

Appendix C

Appendix C

Appendix C



Crisis Planning Interview Participants

Education Law Policy

Gary Avery
Law Policy Institute

Chris Borreca
Bracewell and Patterson, LLP

Mandy Bingaman
Executive Director, Education Law Association

Education Organization

Bill Bond
National Association of Secondary School Principals

Nancy Dorman
Policy Specialist, Wisconsin Association of School Boards

Nora Howley
Project Director, School Health Project, Council of Chief State School Officers

Jerald Newberry
Director, Safe Schools Now Network, National Education Association

Ann Od'Done
National Education Association

Paula Rae Pawlowski
Member, National PTA Board of Directors

Ronald D. Stephens
Executive Director, National School Safety Center

Emergency Management

Gordon Aoyagi
Fire Administrator, Montgomery County, Md.
Emergency Management Center

Mike Austin
Director, Arizona Division of Emergency Management

Charlie Biggs
FEMA, Readiness Division

Gregg Champlin
Natural Hazards Program Specialist,
New Hampshire Office of Emergency Management

Ann DeMueuse
Co-Chair, Door County Wisc. Emergency Management Director

Michael Dorn
Georgia Emergency Management Agency, School Safety Division

Renelle Grubbs
Executive Director, Kentucky Community Crisis Response Board

Trina Hembree
Executive Director, National Emergency Management Association

Kathee Henning
Coordinator, Montgomery County, Md. Emergency Management Center

Richard Meighen
Maryland Institute of Emergency Management Systems

Karen Marsh
Branch Chief, FEMA, Office of National Preparedness, Community and Family Preparedness

Ralph Swisher
FEMA, Community and Family Preparedness

Dawn Warehime
FEMA, Emergency Training Institute

Health and Welfare

Susan Wolley
American School Health Association

Local Education Agency

Lois Berlin
Associate Superintendent for Curriculum and Instruction, Alexandria, Va. City Public Schools

Sharon Boettinger
Superintendent for School Counseling, Frederick County, Md. Public Schools

Cindy Carlyle
School Counselor

Keith Grier
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Maryland Department of Education

Lynn Widdowson
Maryland Department of Education

U.S. Department of Education

No Child
LEFT BEHIND