



Our Lady of Fatima Catholic School

Crisis Management Plan

Revised 6/7/2022

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Crisis Management Team

Name	Position	Office Tel.	Mobile Tel.
Stephanie Haney	Principal	318-387-1851	318-450-9432
Tessa Hoff	Asst. Principal	318-387-1851	318-537-3897
Jennifer Webb	Bookkeeper	318-387-1851	318-366-8061
Brittany Perkins	Secretary	318-387-1851	318-503-1328
Teena Lenard	Cafeteria Manager	318-323-4646	318-557-1362
Catherine Prince	Teacher	318-387-1851	318-805-3623
Del'jorie Stewart	Teacher	318-387-1851	318-369-7445
Joli Neal	Teacher	318-387-1851	318-680-2256
Jamie Humphrey	Teacher	318-387-1851	318-381-4988
Brandon Augustine	Teacher	318-387-1851	318-789-0741
Ricka McNeal	Teacher	318-387-1851	318-680-1052

SCHOOL-BASED CRISIS TEAM MEMBERS

NAME POSITION	PHONE NUMBERS	POSITION FOR TRIAGE AREAS
Stephanie Haney	318-450-9432	Command Post
Tessa Hoff	318-537-3897	Checking all areas
Lisa Jones Ricka McNeal Brandon Augustine	318-376-5966 318-680-1052 318-789-0741	Medical Triage
Brittany Perkins Jamie Humphrey Del'jorie Stewart	318-503-1328 318-381-4988 318-369-7445	Parent Area Type I- Releasing Students
Joli Neal Jennifer Webb Catherine Prince	318-680-2256 318-366-8061 318-805-3623	Parent Area Type II Search & Rescue
Teena Lenard	318-557-1362	Kitchen

Directory of Outside Agencies Providing Assistance

Police, Fire, EMS	911
Emergency Management Agencies	
<ul style="list-style-type: none"> ● Office of Emergency Preparedness 	800-256-7036 (LA)
<ul style="list-style-type: none"> ● Local Office 	318-322-2641
<ul style="list-style-type: none"> ● Chemical Emergency Response 	225-342-1234
<ul style="list-style-type: none"> ● Bio Terrorism Response 	225-763-3503

• Radiological Response	225-765-0160
• Helpline for Louisiana Emergency #s	225-342-6600
Media/News	
• TV8 News	318-388-8888
• KTVE News	318-323-1972
• Radio People	318-388-2323
Local Hospitals	
• St. Francis Medical Center	318-966-4000
• St. Francis North Hospital	318-966-1946
• Glenwood Regional Medical Center	318-329-4200
Hazardous Materials/Poison	
• Hazardous Materials Leak or Spill	877-925-6595
• Poison Control Center	800-256-9822 (LA) 800-222-1222 (US)
Disaster Assistance	
• American Red Cross	225-291-4533 (LA)
• Local Red Cross-Disaster Action Team 24/24 Hour	318-323-5141 888-323-5141
Electrical Power Company	
• Entergy Emergencies	800-368-3749 (800-ENTERGY)
• Entergy Power Outages	800-968-8243 (800-9OUTAGE)
Gas Emergency	
• ATMOS	866-322-8667
Centurylink (Fire Alarm)	318-388-0110
Crisis Intervention	
• Rape Crisis Hotline	800-656-4673
• Suicide Prevention	225-924-3900
• "I Care" Crisis Counseling Services	225-226-2273
Victim Assistance	
• Child Abuse/Neglect Reporting Line	225-925-4571
• Runaway Hotline (for students)	800-621-4000

● National Center for Missing/Exploited Children (for parents)	800-843-5678
● Crime Victims Bureau	888-342-6110
● Domestic Violence Hotline	800-799-7233

The following letter should be included in the school's handbook for parents or issued to parents at the start of the school year.

Dear Parents:

Part of our responsibility as educators is to provide a safe learning environment for your child. In the event that an emergency arises on campus, we have prepared a Crisis Management Plan to guide us in responding to crises or threats of crises. This plan is available for your review at any time.

During the course of the school year, we will practice procedures for responding to various emergencies, such as fire, tornado, or intruder on campus. If we practice a drill in which we evacuate off campus, we will notify you in advance.

In the event that there is a real emergency, you will be notified via phone call. Please make sure you let the office staff know if your telephone numbers change so that we can keep our records up to date to make sure you receive proper notification in the event of an emergency. You may also tune in to local television and radio broadcasts for updates. Should we evacuate campus, it is very important that you tune in to local media and/or monitor your telephone for instructions on how to pick up your child. **We ask that you do not drive to the campus when you hear of an emergency unless you are instructed to do so. Because in many emergencies we must keep the campus clear for emergency response vehicles, we will designate an alternate site where you can meet your child.**

We appreciate your cooperation during any emergency. If you have any questions about our crisis response plans, please contact me or the assistant principal.

Yours truly,

Stephanie Haney

SUPPLIES

Classroom Kit

- 1 bucket (to be used as a portable toilet)
- 1 privacy shelter (such as a sheet)
- 20 rolls of toilet tissue
- 300 wet wipes
- 300 plastic bags with ties
- 10 large plastic bags
- Work gloves
- 3 pairs of latex gloves
- Safety goggles
- Student roster
- Student emergency contact cards
- Whistle
- 3 space blankets
- Duct tape

First Aid Crisis Kit

The number of items listed below is designed for a school with up to 600 students. Principals should adjust quantities for their student populations.

- 4" x 4" compress = 1,500
- 8" x 10" compress = 250
- Kerlix bandaging = 1 per student
- Ace wrap: 2" = 15 4" = 15
- Triangular bandage = 3
- Cardboard splints = 25 small, medium, & large
- Steri-strips or butterfly bandages = 50
- Aqua-Blox water cases = 13 (for flushing wounds, etc.)
- Triple antibiotic ointment = 144 squeeze packs
- Hydrogen peroxide = 10 pints
- Bleach = 1 small bottle

- Scissors, paramedic = 5
- Tweezers = 3
- Triage tags = 75
- Latex gloves = 150 pairs
- Oval eye patch = 75
- Tapes: 1" cloth = 75 rolls 2" cloth = 30 rolls
- Dust masks = 150
- Disposable blankets = 75
- First aid books = 2
- Heavy duty rubber gloves = 4 pairs
- Tourniquets

Food

The bulk of stored food should be non-perishable and not require refrigeration or heating after opening. Food is considered a low priority item, except for those with diabetes and certain other medical conditions. Examples of food items are granola bars, power bars, or other food that is easy to distribute.

Other Supplies

- This manual
- Notebook to record events
- Tablets of paper
- Roster of students and staff
- Pens and pencils
- Permanent markers

CODES

“LOCKDOWN”

**“INTRUDER IN THE BUILDING”
(LOCATION GIVEN IF POSSIBLE)**

“ALL CLEAR”

LOCKDOWN PROCEDURES

(used when there is an imminent threat of injury or bodily harm within the building or on the campus grounds)

General Procedures:

Any staff member who encounters a threat announces “lockdown” over PA system (or by any means possible), Presses Panic Button on their personal phone, and directs all students, staff, and visitors to follow lockdown procedures.

IF POSSIBLE: Designated Crisis Team members check bathrooms and halls for each building.

Teachers & Students in Classrooms:

Students should go to the best tactical location in the room and sit in a tucked position. Classroom doors must be locked at all times. Turn off lights. Cover door windows. Check the roll of students.

Remain quiet and **DO NOT ALLOW ANYONE IN OR OUT OF THE CLASSROOM UNTIL THE “ALL CLEAR” IS GIVEN BY PRINCIPAL OR LAW ENFORCEMENT PERSONNEL.**

Students who are in a commons area or restroom should run to the nearest shelter or classroom where they can take cover.

Cafeteria:

If students are at the tables, have them get underneath the tables facing each other in the tucked position. Students should get into the best tactical position depending on the direction of the threat. Students should try to get away from the threat and put a barrier between themselves and the threat.

If students are at the serving line, have them get down and go under the first table near the serving line. If that is not possible, have them get down where they are in a crouched position, facing the server and hands over their heads in the tucked position.

The cafeteria staff should lock the doors to the cafeteria, if possible, and lock down as many people as possible in the manager’s office.

Recess:

Have students go to the nearest classroom and get into a tucked position.

If there is an incident involving weapons being shot and students are in range of violence, staff and students should run and take cover wherever possible. If students and staff can safely run away from campus, they should do so.

Auditorium or Gym:

Students in P. E. will be directed to the P.E. Closet and get into a tucked position.

Lockdown mandates all personnel lock down immediately. Crisis team will not assemble until told to do so.

ESCAPE PROCEDURES

(used when there is an imminent threat of injury or bodily harm within the building or on the campus grounds and escape is a better alternative to lockdown)

General Procedures

Teacher tells students one of four escape destinations depending on the location of the threat. (Fire Station #5, T.P. Outdoors, Burney's, or Burns & Newell)

Students and teachers run to their destination.

Students are to go to the destination and sit down until a teacher gives the all clear.

Students should remain seated and quiet.

Crisis team will communicate via cell phones.

EVACUATION PROCEDURES

General Procedures

Designated staff member calls 911, Superintendent or District Crisis Team member, and the designated relocation center.

The Crisis Team called the office.

Principal issues evacuation to one or more of the following sites:

- 1) _ Fire Station #5 _____ illustrate on map
- 2) _ T.P. Outdoors _____ illustrate on map
- 3) _ Burney's _____ illustrate on map
- 4) _ Burns & Newell _____ illustrate on map
- 5) A site designated by Superintendent or law enforcement

Principal determines whether evacuation is by bus or walking.

Students and staff follow fire procedures and routes to evacuate buildings

Maps should be posted in all classrooms indicating primary and secondary routes and holding areas.

If the situation warrants, custodian/designee turns off all lights, electricity, gas, water faucets, and heating systems.

The Crisis Team ensures all students are out of the building including bathrooms/halls.

Principal or designee locks all entrances to the building after runners report all safe (students and staff).

A designated crisis team member takes the evacuation supplies to the relocation site.

Bus Evacuation

Follow same procedure as walking evacuation, but add these steps:

If a situation demands bus evacuation from school to sites 1, 2, or 3, the principal or designee will coordinate transportation of students by calling the Director of Transportation.

The Principal and the Director of Transportation will coordinate bus evacuation with the site being determined by emergency situation.

Buses pick up children at _Back parking lot_ or Site 1 if situation demands.

Teacher Duties for Evacuation

Follow fire drill procedures unless principal alters procedures

Take rosters available in portable form to the relocation center. (Principal may have a tablet device or other means of providing the roster. The important thing is to make sure someone can account for the children present.)

Check buddy classrooms for students.

Close classroom doors; turn off lights, A/C or heating.

When outside the building, account for all students. Inform the principal/runner immediately if students are missing.

When evacuating by walking, students follow in a line down sidewalks.

Teachers are flanking outside of line and watching for anyone or anything suspicious.

At Site

Seat the students in a designated area.

Roll call and count.

When directed, move students according to bus numbers or parent pickup.

Site may be used for parents if the situation merits AFTER student dismissal.

Relocation Centers

Site 1: Fire Station #5

3110 Breard Street
Monroe, LA. 71201
318-329-2472

Site 3: Burney's

3111 Louisville Avenue
Monroe, LA. 71201
318-322-4959

Site 2: T.P Outdoors

3000 Breard Street
Monroe, LA. 71201
318-388-3835

Site 4: Burn's & Newell Furniture

213 Sterlington Road
Monroe, LA. 71201
318-325-1763

Site 5: To be determined by the Superintendent, Assistant Superintendent, law enforcement/HAZ-MAT officials, or health department officials.

Shelter-in-Place Procedures

(Examples: Tornado; Chemical Spill; Hazardous Materials Release; Biological Contaminant)

General Procedures

Principal announces that all building occupants will shelter in place. Go to a safe area.
Teachers close doors and windows.
Secure outer perimeter doors.
Everyone must move away from doors and windows.

Tornado Warning

Teachers move children to halls or other safe areas.
Take roll once in a safe area.
Ensure students are in a tucked position and remain calm.

Safe Area

All classes use the hallway.
Outside classes move into main building

- o Pre-K moves to library
- o Kindergarten and 1st grade moves to stage

Cafeteria students move to the hallway.
P. E. students go to the hallway assignment.
Bell will ring when it is clear to go back into class.
Gymnasiums or other structures with wide-span roofs are not safe.

Chemical Spills, Hazardous Materials/Biological Contaminant Release

Principal announces a type of alert with order to shelter in place.
If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
Cafeteria workers cover up food not in containers or put food in the refrigerator.
When HAZ-MAT or DEQ calls regarding the fumes, the Principal should ask: How long before fumes are at the school? Do we have time to move students to the main building? How long will we be sheltered? Will we need to evacuate and where?
Custodians should turn off the HVAC system. All persons must remain in safe areas until notified by Principal or emergency responders of “all clear.”

All persons must remain in safe areas until notified by Principal or emergency responders of “all clear.”

EMERGENCY SERVICE AREAS

Triage Areas: Medical Triage (gym)

Who should serve in medical triage?

CPR/First-Aid trained staff
School Nurse
Two team members as recorders

What will I need?

Blankets, first aid supplies, gloves, water, pen and paper, markers, name tag

Where should we set up the area?

Work with law enforcement, EMS, and the custodian on locations for EMS arrival.

Duties

Assist injured until EMS arrives.
Identify injured.
Record names and chief complaint on arm with a marker for first responders.
Send names of injured and hospital location to the command post via walkie talkies or runners.

Triage Areas: Parent Area Type I—Releasing Students

Parent Area Type I: Parent area for student release

Students may be released to parents or guardians on campus or at an alternate evacuation site, as needed.
Consider bus transportation to the parent area.
Verify student name for release.
Parent area designated on campus or at an alternate evacuation site and communicated via telephone.
Law enforcement will assist with crowd control.

Who?

Law enforcement, staff, crisis team members

What will I need?

Bull horn, list of students and staff, release forms

Duties

Maintain list of students released to parents

Triage Areas: Parent Area Type II—Search & Rescue (Parish House @ the Church)

Parent Area Type II: Parent area during search and rescue. Usually located at alternate evacuation site off campus (e.g., a church)

Who should be in the parent area?

- At least 2 crisis team members
- Volunteers
- Clergy
- School Nurse
- School Counselors
- Mental health professionals

What should be in the parent area?

- Blankets
- Coffee
- Food
- Water
- Walkie-talkie
- Pens, paper
- Name tags or hand stamp
- Books or games for children

Duties

- Comforting parents.
- Restrict area.
- Record names of parents and children involved in the incident as well as staff members.
- Transfer information to and from command post or medical triage area.
- Provide parents or staff members' families with updated information on the rescue effort.
- Inform parents or staff members' families when a loved one has been found and hospital location.
- Utilize volunteers for activities with younger children and to serve food.

Triage Areas: Command Post (Office)

Who?

Principal or designee and two team members to maintain documentation and monitor requests from parents or medical triage area. Also, the Academic Officer and other district-level team members, as needed.

Where?

At Command Post location (on or off campus), which will be established based on the nature of the emergency situation.

Triage Assignments

Medical Area

Lisa Jones	CPR/First Aid
Ricka McNeal	CPR/First Aid
Brandon Augustine	Recorder of everything going on in area
	Recorder of everything going on in area
	Backup Recorder

Parent Area Type I (Duties outlined on triage page)

Brittany Perkins	Assisting at parent table; releasing students; bringing emergency binder to site
	Assisting at parent table; releasing students
Del'jorie Stewart	Releasing students; transporting evacuation chest to site
	Releasing students; serving as back-up to transport evacuation chest
Jamie Humphrey	Monitoring parent entrance/exit; directing parents so entry and exit are followed correctly
Rachel Balsamo	Serving as back-up for release and/or monitoring of entrance and exit doors for parents

Parent Area Type II (Duties outlined on triage page)

Father	Counselor
Joli Neal	Staff to assist with parents
Catherine Prince	Staff to assist with parents
Jennifer Webb	Back-up staff member
	Nurse (May need to get another nurse if one is already at the medical triage)
Father	Clergy
Doctors and other Medical Health Professionals	

*All other teachers and teacher assistants will monitor remaining students.

General Response to Any Emergency for All Staff

Assess the situation, verify information and activate the emergency action plan securing the safety of students.

If the situation warrants, call 911 and notify the principal, who will, in turn, notify the Superintendent or District Crisis Team member.

Take charge of the area until the incident is contained or under management.

Assist in any first aid needs while preparing to meet emergency units.

Designate a control area and maintain a phone log of all calls made and received and the time.

Team runners deliver any additional instructions from control center to classrooms and also collect status information, if not in lockdown and the intercom system is not available.

Refer media to the Superintendent or designee.

EMERGENCY

RECOVERY

**OUR LADY OF FATIMA SCHOOL
RELEASE TO PARENT, GUARDIAN OR DESIGNEE FORM
(in lieu of completing forms, you may compile a “checked-out” list
with parent/guardian signatures)**

Date: _____ Time: _____

Student: _____

Teacher: _____

Released from: _____

Released to: _____

Staff Member at Parent Table: _____

Signature of Parent: _____

Comments: _____

**OUR LADY OF FATIMA SCHOOL
STUDENT RELEASED TO MEDICAL TREATMENT
FORM**

Date: _____ Time: _____

Student: _____

Teacher: _____

Released from: _____

Staff Member at Parent Table: _____

Signature of Parent: _____

Child sent to: _____ for

treatment of _____

OUR LADY OF FATIMA SCHOOL
INCIDENT REPORT FORM

DATE OF INCIDENT: _____ TIME OF INCIDENT: _____

WHAT HAPPENED / KIND OF CRISIS _____

DISTRICT ADMINISTRATORS WHO ASSISTED: _____

TIME INCIDENT ENDED _____

WAS SCHOOL DISMISSED? _____ IF SO, WHAT TIME? _____

COMMENTS _____

Please attach a list of any injured students, staff, or visitors. **PERSON(S) FILLING OUT FORM**

Printed Name

Signature

Printed Name

Signature

OUR LADY OF FATIMA SCHOOLSCHOOL CRISIS RESPONSE (DEBRIEFING) REVIEW FORM

Student Death on Campus

Obtain parents' written permission before including the name of the student.

[Date]

Dear Parents and Guardians:

The faculty and staff of Our Lady of Fatima School regret to inform you that on [date], a tragic event occurred on our campus resulting in the death of [name], one of our ___ graders. We extend our heartfelt sympathy to the family.

Today in class, the teachers and counselors talked with the students about [name] and their feelings. Please be sensitive to any changes in your child's behavior. Over the next few days, encourage your child to express his or her feelings and listen attentively.

It will be helpful to recognize the various steps we all go through in the grieving process: denial, anger, bargaining, depression, and acceptance. Some of the common reactions that children experience when reacting to a traumatic event are

- Restlessness or nervous behavior
- Trouble concentrating
- Difficulty sleeping and/or nightmares
- "Clingy" behavior; fear of being alone
- Asking questions over and over again
- Remembering previous losses and events

If you have any concerns regarding your child's reactions to this loss, feel free to contact your child's teacher, the school counselor, or the administrative staff.

Thank you for your concern at this difficult time.

Sincerely,

Stephanie Haney

Tip: Provide information about memorial services, funds, and/or funeral arrangements, if known.

Student Death Off Campus

Obtain parents' written permission before including the name of the student.

[Date]

Dear Parents and Guardians:

We were saddened to learn of the death of [name], a classmate of your child, and we extend our heartfelt sympathy to [his/her] family. Many children have been affected by this news. We encourage you to be especially sensitive and prepared to offer support to your child during this time.

Your child's class has been informed of this loss. Over the next few days, encourage your child to express his/her own feelings and listen attentively. You may see behavior changes, loss of concentration, physical complaints, or depression.

If you have any concerns regarding your child's reaction to this loss, contact your child's teacher, the school counselor, or the administrative staff.

Sincerely,

Stephanie Haney

Tip: Provide information about memorial services, funds, and/or funeral arrangements, if known.

Death of a Teacher

[Date]

Dear Parents and Guardians:

We are deeply saddened by the death of one of our teachers, [name], who died [date] after [a long illness; a serious accident, etc]. [Name] was a ___-grade teacher who had worked for ___ years at our school.

Your child's class had the opportunity to talk to counselors and teachers about some of their concerns. Your child may want to talk to you about his or her feelings. Talking about feelings will help your child deal with this tragic event.

Funeral services will be held at [place] on [date] at [time]. If you decide that you would like your child to attend the service, parents are responsible for seeing that the students get to and from the service.

If you have any concerns regarding your child's reaction to this loss, contact your child's teacher, the school counselor, or the administrative staff. Thank you for your concern at this difficult time.

Sincerely,

Stephanie Haney

Tip: Provide information about memorial funds or scholarships, if available.

Student Victim of Violent Crime Outside of School

Obtain parents' written permission before including the name of the student.

[Date]

Dear Parents and Guardians:

A student in [teacher's name] ___-grade class was the victim of a violent crime off campus [yesterday; today; over the weekend, etc.].

[Student's name] is currently in [list condition] at [name of hospital].

We are saddened by this tragic event. Your child's class had the opportunity to talk to counselors and teachers about some of their concerns.

During this time, your child may be feeling confused and have a lot of questions about this situation. It is important that you listen to your child and discuss his or her concerns. [We have attached some information that you may find useful on how to help your child deal with this issue.]

Please feel free to call the school office at [number] should you have any questions or concerns. Thank you for your concern and support.

Sincerely,

Stephanie Haney

Tip: Include any information on special fund-raising for the family, if available.

Child Abduction Outside of School grounds

Obtain parents' written permission before including the name of the student.

[Date]

Dear Parents and Guardians:

In light of the recent abduction of one of our students in [location abduction occurred] and because of concerns that such an event could happen in our own area, we are sending this letter home with students. The facts are [include *verified* information]. We are currently working with both our school district officials and the ____ Police Department to ensure our campus is safe. Meanwhile, we would like to remind all parents and children of safety precautions so that you can exercise caution.

Police have indicated that if you observe suspicious activity, you should note the following information then call 911.

Record the license number, color, make, model, and any identifying marks of any involved vehicle.

Be able to describe the suspect, noting approximate height and weight; color, length, and style of hair; presence of facial hair; distinctive clothing; and/or tattoos or other markings.

We have reviewed safety precautions with students and have also reminded them to walk in groups or pairs rather than alone when walking to and from school and to be alert to what is going on around them. We encourage you to reinforce these messages with your children and ask them to take the same precautions during non-school hours and on weekends. You may also want to discuss the tips listed above in case they observe suspicious activity.

We share your desire to keep all children safe, and we will keep you informed of any new developments.

Sincerely,

Stephanie Haney

Verbal Threats on School Grounds (Bullying)

[Date]

Dear Parents and Guardians:

A student from [name school] was arrested on campus today after making some comments which we consider threatening and/or inappropriate. These comments were directed at [a staff members/another student or students]. The school staff and the ___ Police have investigated the incident and appropriate disciplinary action is taking place. I want to reassure you that we take any type of threat seriously.

I encourage you to continue talking with your children about the seriousness of threats and the importance of reporting to a trusted adult all suspicious activities, threats, or incidents of bullying. Students need to know that law enforcement agencies take threats very seriously and are pursuing prosecution even when such incidents are intended as pranks. Please make sure your child is aware of these ramifications and that he or she understands that hoaxes related to campus safety will not be tolerated.

I appreciate your continued support of a safe learning environment for our students.

Sincerely,

Stephanie Haney

Incidents at School

[Date]

Dear Parents and Guardians:

This letter is to inform you of an incident that occurred on our campus today. I want to make sure you have accurate information and dispel any rumors you may have heard about the incident.

[Describe the incident here, the involvement of any law enforcement or emergency agencies, if applicable, and the steps taken to resolve the situation. If student discipline was warranted, advise the parents that appropriate disciplinary action is underway.]

I need your help in addressing the important issue of student safety. Please take a moment to review the school's Student Handbook and all safety information contained within it.

Please check your child's backpack each day to make sure that he or she is carrying to school only those items that belong on a school campus. In order for [name of school] to remain a safe haven for children, we must all work together—students, parents, staff, and community members—to provide the peaceful environment that our children deserve.

If you have any questions, please feel free to call my office. Thank you for your support and assistance in keeping our campus safe for children.

Sincerely,

Stephanie Haney

Health Alert

[Date]

Dear Parents and Guardians:

As you may already know, there has been an outbreak of [measles; head lice, etc.] in our [school; community, etc.].

We are doing everything possible to protect the health of our students and to limit the spread of [indicate health problems]. [Explain what the situation is and what steps are being taken.] Our staff are staying informed and monitoring the situation on a daily basis.

I have attached some information about _____. If you would like more information, you may contact _____.

Let me assure you that the health and well-being of our students is our top priority, and we are doing everything possible to address the situation. Please feel free to contact my office if you have any questions or concerns.

Sincerely,

Stephanie Haney

Attachment

School Safety Drill for Emergency Preparedness (Announced)

[Date]

Dear Parents and Guardians:

On [list day, date, and time] our school will conduct a cooperative emergency response drill with the Monroe Police and Fire Departments, among other emergency responders. We plan to conduct this drill to assess our ability to respond to a crisis situation should one arise on our campus.

Drills are essential to the implementation of our school's Crisis Management Plan. You should be prepared for your child to come home and talk about the drill. Please use this opportunity to help your child understand the importance of being prepared for an emergency, including one which could occur at your home.

Working together, we can provide a safe educational environment for our children and also ensure effective handling of any emergency situation which may arise.

Sincerely,

Stephanie Haney

School Safety Drill for Emergency Preparedness (Unannounced)

[Date]

Dear Parents and Guardians:

Today our school conducted an emergency response drill in order to assess our ability to respond to a crisis situation should one arise on our campus. Drills are essential to the implementation of our school's Crisis Management Plan. Please take the opportunity to help your child understand the importance of being prepared for an emergency, including one which could occur at your home.

Working together, we can provide a safe educational environment for our children and also ensure effective handling of any emergency situation which may arise.

Sincerely,

Stephanie Haney

Debriefing: Part of the Recovery Process

Staff Debriefings

Staff debriefings provide a natural forum for critical incident stress management activities. Such settings offer opportunities to give information, dispel rumors, answer questions, and exchange information on students, parents, or school staff members who may need additional support. They also provide a forum for evaluating the effectiveness of the school's response plan.

A staff meeting is also the place to provide defusing activities. The principal should bring in a facilitator from the LPSS Department of Health and Wellness and/or the Employee Assistance Program to assist. If formalized defusing is in order, breaking into groups of 15 to 20 is more effective than conducting large group sessions.

Student Debriefings

Classroom debriefing has proven to be a successful form of group crisis intervention in traumatic incidents. Such activities provide a break from the usual classroom routine and give students a chance to vent feelings and reactions to the crisis and to explore implications of the event in a safe, familiar, supportive environment structured by trained, caring adults.

Ground rules for such sessions are basic support group rules:

The group facilitator guides the session

Each participant has the right to pass (remain silent) when given a turn to speak

Interaction among group members must be respectful

Information shared is confidential unless the facilitator has reason to believe that someone is in danger of hurting himself or others, in which case appropriate help should be sought and referrals made.

As with most support groups, the initial structure and tone of the debriefing are set by the facilitator. As the group begins to coalesce, it is less the facilitator's task to set guidelines and becomes the task of serving as moderator, ensuring each person's chance to speak and guiding discussion through appropriate phases.

USEFUL WEBSITES

Preventing Youth Suicide: Tips for Parents and Educators

<http://www.nasponline.org/publications/cq/cq354suicide.aspx>

Death: Dealing with Crisis at School—Practical Suggestions for Educators

http://www.nasponline.org/resources/crisis_safety/neat_poland.aspx

Save a Friend: Tips for Teens to Prevent Suicide

http://www.nasponline.org/resources/crisis_safety/savefriend_general.aspx

Children and Fear of War and Terrorism—Tips for Parents and Teachers

http://www.nasponline.org/resources/crisis_safety/children_war_general.aspx

Helping Children Cope in Unsettling Times—Tips for Parents and Teachers

http://www.nasponline.org/resources/crisis_safety/helpingchildrencope.aspx

Helping Children Cope with Loss, Death, and Grief—Tips for Teachers and Parents

http://www.nasponline.org/resources/crisis_safety/griefwar.pdf

Safe Schools and FERPA Family Education Rights and Privacy Act

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html>