

MEMORANDUM

To: Site Crisis Response Team Coordinator
District Crisis Response Team Members
Other District Staff

From: Henry L. Caudle, Sr., District Crisis Response Team Coordinator

Date: August 2007

Re: Crisis Response Master Plan Update

Enclosed you will find the updated 2007-08 Crisis Response Master Plan. As part of an ongoing process, there will be additional new and/or revised "emergency procedures" sent to you as they are reviewed and approved. These materials should be added to your Crisis Response Master Plan binder as indicated, and maintained for future reference.

The 2007-08 Crisis Response Master Plan includes the following updates:

- Name and phone number changes
- Updated emergency procedures and materials
- Revision of the table of contents and corresponding page numbers

Please feel free to contact my office if you have questions pertaining to this manual or school security issues in general.

Thank you.

ANN ARBOR PUBLIC SCHOOLS

2007-2008

CRISIS RESPONSE MASTER PLAN

REVISED August 2007

TABLE OF CONTENTS

I.	Board of Education/District Crisis Response Team Members	1
	Crisis Response Master Plan Introduction.....	2
	Types of Crises To Which These Procedures Apply	3
	District Crisis Response Team:	
	Role Descriptions.....	4-5
	Responsibilities	5-6
	<i>District Crisis Response Team Actions:</i>	
	Overview	7
	Outline of Response Procedures	7-9
	District Technical Assistance and Training	9-10
	Critical Incident Stress Management (CISM) Plan	
	Responsibilities of CISM Leadership Team.....	11-12
	CISM Cluster Team Leadership Responsibilities	12-13
	CISM Cluster Team Membership.....	13
	CISM Cluster Team Responsibilities.....	14
	CISM Cluster Team Communication/Deployment Flowchart.....	14-15
II.	District Fan Out Lists.....	16
	(Balas, ITD, SISS, Transportation, Rec & Ed, Hum Resources, Phy Prop, Instructional Services)	
	District Crisis Response Actions Checklist	17
III.	Building/Site Crisis Response Plan:	
	Overview of Building Site Crisis Response Plan Components	19
	Role	20
	Building Site Crisis Response Team Responsibilities.....	21-22
	Parent Communication	23
	Counseling Support	24-25
	Staff Communication	26
	Medical Liaison	27
	Law Enforcement Liaison	28
	Media Liaison	29
	Family Liaison	30
	Social Worker	31
	Psychologist	32
	Building Site Check List	33-36
	Building Information	37
	Crisis Response Team Membership	
	Emergency Fan-out Phone List	
	Crisis Plan Evacuation Site Form	
	Current Building Layout Template	
IV.	Addendum	
	Home Land Security Efforts	39-40
	Lock Down/Shelter in Place Legislation.....	42
	Michigan Legislation	
	Communication Templates	43
	District Guidelines	

ANN ARBOR PUBLIC SCHOOLS
BOARD OF EDUCATION
2007 -2008

Karen D. Cross, President
Irene Patalan, Vice President
Glenn Nelson, Secretary
Randy Friedman, Treasurer
Susan Baskett
Helen Gates-Bryant
Deb Mexicotte

Dr. Todd Roberts, Superintendent

**DISTRICT CRISIS RESPONSE TEAM MEMBERS
2007 -2008**

Crisis Response Team Director – Todd Roberts (734 994-2230; Cell Phone 734 216-2266)

Back up Robert Allen (734-994-2250; Cell Phone- 734-216-1421)

Back up David Comsa (734 994-2283; Cell Phone 734 216-0831)

Crisis Response Team Coordinator – Henry L. Caudle, Sr. (734-994-9468; Cell Phone-734-368-0976)

Back up- Ann Anglim (734 994-2263; Cell Phone- 734 216-1416)

Critical Incident Stress Management (CISM) Team Leaders-

Balas Cluster- Stacey Cameron (734 994-2318; Cell Phone- 734 368-4650)

Clague Cluster- Cynthia Leaman (734 994-1976; Cell Phone 734 368-3537)

Forsythe Cluster- Naomi Zikmund-Fisher (734 994-1910; Cell Phone- 734 216-0073)

Scarlett Cluster- Sandra Bromley (734 994-2303; Cell Phone- 734 476-5861)

Slauson Cluster- Michael Madison (734 994-1928; Cell Phone-734 216-5482)

Tappan Cluster- Kim Pennington (734 994-2124; Cell Phone- 734 645-2874)

Communications/Media Coordinator- Liz Margolis (734-994-2236; Cell Phone-734-368-0127)

Back up – Ali Vandoren (734 994-2214; Cell Phone- 734 216-3240)

Counseling Coordinator – Larry Simpson (734 994-2318; Cell Phone- 734 368-1714)

Back up – Bernice Fluker (734 994-2318; Cell Phone- 734 260-2130)

Physical Properties Support Coordinator – Tim Gruszczynski (734-9942226; Cell Phone- 734 216-1417)

Back up- Mike Maroney (734 994-2000; Cell Phone- 734 216-1418)

Outside Resource Coordinator- Randy Trent (734 994-8118; Cell Phone- 734 216-1415)

Back up – Joe Dulin, II (734 994-4759; Cell Phone- 734 216-1414)

Transportation – Brad Mellor (734 994-2330; Cell Phone 734-368-3363)

Back up – Larry Mitchell (734 994-2330; Cell Phone- 734 260-1115)

ANN ARBOR PUBLIC SCHOOLS CRISIS RESPONSE MASTER PLAN

INTRODUCTION

When a traumatic event or crisis occurs within the District, the Ann Arbor Public Schools resolves to provide planned, specific intervention. The District will do its best to be prepared to meet the needs of affected individuals during any time of crisis. Every staff person has the potential to perform a task or take a role in the management of such a crisis. This plan will serve to direct and guide these roles and actions.

Crisis response activities are organized around six major goals:

- Safety of all concerned
- Containment of related responses
- Prevention of negative psychological "side effects"
- Maintenance of appropriate school activities
- Coordination of District and site activities
- Timely revision and updating of district and site plans

Contents of This Document

This master plan is distributed to the members of the District Crisis Response Team, other Central Office administrators, and Site Crisis Response Team Coordinators. The master plan includes:

A. General information

- Types of crises to which the plan and procedures apply
- District Crisis Response Team structure and responsibilities
- Site crisis response teams' structure and responsibilities
- Actions of the District Crisis Response Team in response to a crisis
- Technical assistance to sites provided by the District

B. Copies of related documents

- The checklist to be used by the District Crisis Response Team at the time of a crisis
- The District-wide Emergency Fan-out Communication System (additional copies distributed at each site as appropriate)
- The template for sites to use to develop their local site crisis response plans
- Emergency Procedures (copies are available at all sites in well publicized, easily

accessible places.

These detailed guidelines, developed in advance of an unexpected crisis, increase the Likelihood that response to a crisis will be effective and compassionate. Each site team is asked use the template to develop specific procedures to fit the needs and structure of its own site. Each site is expected to have its site crisis plan developed and tested. A copy of each site's crisis response plan is to be kept with this document as well as a copy sent to the Superintendent's office.

TYPES OF CRISES TO WHICH THESE PROCEDURES APPLY

The District and/or Site Crisis Response Teams may be activated when any of the following events occur that affect people in the District. Please refer to page EP2 for Emergency Procedures Table of Contents.

- Violent incident on school property or at school sponsored event
- Impending or threatened incident
- Deadly or life-threatening accident
- Vehicular accident
- Athletic accident
- Suicide (or serious attempt)
- Drug-related death
- Sudden, unexplained death
- Murder (of staff/student/family member)
- Highly visible family tragedy
- Media publicized disaster (e.g., airplane crash, civil disaster, bombing)
- Reports of infectious disease or environmental contamination:
- Rumor control

The resources of the District and/or Site Crisis Response Teams may be utilized to provide longer-term support responses in several other situations:

- Terminal illness
- Aftermath of suicide attempt: potential for "contagion" or repeat attempt
- Recovery rehabilitation after serious injury
- Aftermath of drug overdose

DISTRICT CRISIS RESPONSE TEAM

The Superintendent provides direction to the District Crisis Response Team Director. During a crisis the direction may be direct or through the Crisis Response Coordinator. The members of the District Crisis Response Team, in addition to the Director and Coordinator, include the Communications/Media Coordinator, the Counseling Coordinator, the Outside Resources Coordinator, and the Support Services Coordinator.

The list of the District Crisis Team members for the current school year on the first page will be updated annually.

ROLE DESCRIPTIONS OF DISTRICT CRISIS RESPONSE TEAM MEMBERS

Crisis Response Team Director -overall responsibility for the year round implementation of all aspects of the District Crisis Response Plan and, during a crisis, the person in charge at the direction of the Superintendent.

When a crisis occurs, the Crisis Response Team Coordinator remains in a single location and facilitates team actions/interactions.

- directs resources to appropriate locations in consultation with appropriate administrator, if possible
- directs media to Communications Media Coordinator
- assesses scope of crisis and the need for outside resources such as emergency management support, additional counseling support, law enforcement or personnel for staff debriefing.
- maintains record of activities and contacts

Crisis Response Coordinator -communicates information from and to the Superintendent.

- sets up necessary meetings
- informs Communications/Media Coordinator of developing events
- provides summary feedback to Superintendent about response activities
- communicates recommendations of District Crisis Response Team members to Superintendent (e.g., if it becomes apparent that a significant procedural change may be warranted)
- disseminates information from Superintendent to District Crisis Response Team members
- identifies people available to provide additional support
- maintains record of activities and contacts

Critical Incident Stress Management (CISM) Team Leader- coordinates direct intervention at identified sites of district emergency

- facilitate selection of Cluster Team membership
- take responsibility for the establishment, coordination, and clarification of tasks for Cluster Team members
- establish communication lines and coordinate policy with CISM Team leaders, District Crisis Response Team, and Site Crisis Response Team
- assist in coordination and implementation of crisis response training for team members

Communications/Media Coordinator -controls and directs the flow of communication with the broader community including the media.

- Fields questions from the media
- coordinates distribution of prepared literature and correspondence
- keeps Crisis Response Team Coordinator informed and coordinates communication messages to ensure consistent information and to quell rumors for all groups including parents, families and the community.
- handles follow-up correspondence (e.g., thank-you notes)
- maintains record of activities and contacts

Counseling Coordinator -arranges for, coordinates, orients and directs necessary Student Support Services staff and resources.

- coordinates staffing support and replacement assignments
- welcomes and orients resource people as they arrive
- arranges debriefings during and after the crisis
- identifies liaisons to the family or families
- maintains record of activities and contacts

Outside Resources Coordinator -primary contact person to arrange for or direct support from outside the District.

- maintains contact with Counseling Coordinator to determine needs
- arranges for additional counseling resources (e.g., ministerial, mental health professionals)
- coordinates community/parental requests for and offers of support (e.g., providing food)
- maintains record of activities and contacts

Support Services Coordinator -primary contact person to arrange for equipment and skilled trades staff

- obtains and deploys necessary vehicles and equipment
- locates and provides skilled trades staff
- coordinates requests involving utilities and similar outside services
- maintains record of activities and contacts

RESPONSIBILITIES OF THE DISTRICT CRISIS RESPONSE TEAM

1. Meet at least annually to:

- a. Add members when necessary and familiarize them with these procedures
- b. Review current procedures and recommend change
- c. Evaluate the District's responses to crisis events which occurred in the past year
- d. Plan trainings and drills
 1. Familiarize each site with District crisis response procedures
 2. Provide workshops on specific topics related to crisis management (e.g. dealing with grief, warning signs of workplace violence)
- e. Prepare and present annual report to Board of Education

2. At the time of crisis:
 - a. Each team member carries out functions described above under "Roles"
 - b. Serve as the central communication point for any crisis within the District
 - c. Help Site Crisis Response Teams develop specific communication materials (e.g., letters to families, media releases)
 - d. Help plan resources for supplemental staffing
3. Arrange for creating and/or revising and printing, and distributing informational literature such as:
 - a. Tip sheets and checklists
 - b. Advice regarding when to call and/or involve parents
 - c. Advice regarding when or whether to send students home
4. Provide crisis management resource materials for each site, including this document.
5. Collect, review and comment annually on all site plans.

DISTRICT CRISIS RESPONSE TEAM ACTIONS

For Crises That Affect Ann Arbor Schools And Sites

OVERVIEW

When there has been a crisis or trauma within Ann Arbor Public Schools in the past, typically the most appropriate response has been at the site level (that is, the event most markedly affected one particular site). In such instances, communication with the other sites and with administration has been important to help identify at-risk students, families and staff who may also have been affected. Still, the primary response in those instances has been by the local crisis team, with support as needed from other resources (e.g., central office, other District personnel, or outside resources). Crisis response actions in these instances will continue to be guided by the individual site's crisis response plan.

In other circumstances, however, the magnitude of crisis may be such that the entire District is significantly impacted. At those times the District Crisis Response Team will be activated and will coordinate response efforts across the District. The following pages outline how that decision is made and the procedures for District-level response actions. More specificity is provided in the District Crisis Response Actions Checklist on page 18.

OUTLINE OF CRISIS RESPONSE PROCEDURES

Communicating Initial Information:

1. An individual hears of or witnesses an event. Persons witnessing an event should respond immediately as appropriate to the circumstances. For example:
 - Assure safety of those in vicinity
 - Call for assistance
 - Report event to responsible authority
 - Assume leadership
 - Provide first aid to victims
2. An individual reports the facts of the event to the Site Crisis Response Team Coordinator or alternate.
3. The Site Crisis Team Coordinator contacts the Superintendent or designee and the District Crisis Response Team Director or Coordinator.
4. The Superintendent or designee then contacts the appropriate Critical Incident Stress Management (CISM) Cluster leader(s) and each affected building principal and site supervisor to share information and judge the potential impact on each site.

5. The Superintendent or designee and District Crisis Response Team Director decide which additional sites should activate Site Crisis Response Team procedures.
6. The Superintendent or designee contacts all other administrative staff using fan-out procedures when necessary (pages 10-17).

When a District Level Response is Warranted

(if not, refer to appropriate Building Crisis Response Plan)

7. The District Crisis Response Team Director or Coordinator calls a meeting of the District Crisis Response Team to develop a situation-specific crisis response plan to coordinate District and sites' response efforts.

At the Initial District Crisis Response Meeting

8. The District Crisis Response Team Director or Coordinator coordinates information sharing and updating among team members.
9. The District Crisis Response Team Director assigns team member roles and responsibilities. Generally, these will include:
 - Response Team Director
 - Counseling Coordinator
 - Crisis Response Coordinator
 - Communications Coordinator
 - Outside Resource Coordinator
 - Support Services Coordinator

Assignment of these roles may vary from situation to situation depending upon staff availability as well as individual Team member's personal involvement in the particular crisis. In some instances, the same individual may serve in two or more roles.

10. The District Crisis Response Team meets with and organizes the Critical Incident Stress Management (CISM) Leadership Team for the year.
11. The District Crisis Response Team and CISM Leadership Team works together, with the building(s) involved, to complete the District Crisis Response Actions Checklist, which delineates the situation-specific actions to be completed. (Checklist is on pages 33-36)

First School Day Response Activities

12. Crisis Response Plan is implemented, as outlined in the District Crisis Response Actions Checklist.

Assessment of First Day Efforts

13. At the conclusion of the first school day, whole-staff meetings are held at each site. Following these, a debriefing meeting should be held with appropriate members of the District Crisis Response Team in attendance. The purposes of this meeting would be:
 - a. To share new information about the event and to discuss continuing needs.
 - b. To revise crisis response plan based on (a) above.
 - c. To discuss team members' feelings and give each other support.

Immediate Follow-up Response Activities

14. Crisis response activities are continued, as outlined in the District Crisis Response Actions Checklist, including plans for return to business as usual.

Assessment of Follow-up Efforts

15. At the end of the second day, or as soon as appropriate, a brief inventory and evaluation meeting with the Site Crisis Response Team members should be held. Members should discuss what has happened and what needs to happen. Short term and long-term goals and strategies should be determined.

Future Activities

16. Follow-up meetings should be held as needed. The purposes would be as follows:
 - a. Monitor the progress of people identified as "at risk" during the initial crisis.
 - b. Revise and implement continuing strategies for working through the crisis.
 - c. Evaluate how the crisis response team performed.
 - d. Update and revise the crisis response system.
 - e. When initial emotional impact of the event begins to subside (one to two days) a stress debriefing may be held for those involved in the response.

DISTRICT TECHNICAL ASSISTANCE AND TRAINING

(shall be available to sites upon request and/or as needed)

District Crisis Response Team Director

Available for consultation and authoritative access to additional resources at the request of the site crisis response team coordinator. (outside consultant media, transportation, facilities, emergency management office, etc.)

- Provide Crisis Response Team training for all site teams.
- Help clarify roles of the team members by function and the "type" of person that should

be in that role. (flexibility of schedule, role at the site, specific knowledge needed, etc.)

- Suggest when and how to use outside consultation.
- Support the site crisis response team coordinator.
- Anticipate impact of a crisis on other parts of the District.
- Facilitate contact with and or responses to other parts of the District.
- Serve as liaison to the site from the District office.

Student Support Services Consultants

Individuals in the normal referral chain who have knowledge of community and site issues and are comfortable being involved in crisis response situations.

Trained staff who can assist in the crisis response under the coordination of the district or site crisis response team coordinator.

- Provide consultation regarding possible reactions of staff, students and family
- Assist in the crisis response at the request and direction of the site crisis response team coordinator.

TRAINING

- Introduce Instructional Council to the master plan and how to select a crisis response team.
- Site crisis response teams should be trained as a team.
- Group teams for training, e.g. elementary teams and secondary teams.
- Training should include:
 - introduction of the AAPS Crisis Response Master Plan
 - description of typical crisis reactions of the age student team will be working with
 - hands on rehearsals of responses - follow-up activities
 - debriefing of staff after an event
 - when and how to use outside consultation.

Critical Incident Stress Management (CISM) PLAN

When a traumatic event or crisis occurs within the District, the Ann Arbor Public Schools resolves to provide planned, specific intervention. The District will do its best to be prepared to meet the needs of affected school sites during any time of crisis. The Critical Incident Stress management (CISM) Leadership Team will be engaged. As a result, specific CISM staff will be deployed to assist at the involved school site(s) as an important component in the District-wide Crisis Management Plan.

GENERAL RESPONSIBILITIES of the CISM LEADERSHIP TEAM

- Develop district-wide CISM Plan
- Be responsible for ongoing review and revision of the Plan
- Develop CISM Cluster Teams
- Gather and deploy resources
- Plan for ongoing CISM Training

GENERAL RESPONSIBILITIES of the CISM Cluster TEAM

IMMEDIATE RESPONSES

- Contact school/building Site Crisis Response Team Coordinator
- Collect the pertinent information about crisis

SHORT-TERM RESPONSES

- Convene CISM Cluster Team
- Coordinate and implement the response plan
- Liaison with District-wide Crisis Response Team
- Distribute information and updates
- Maintain communication between school site and District-wide Crisis Response Team
- Frequent updates (check-in) with site Crisis Response Team and site Coordinator
- Adjust response as new information is received

LONG-TERM RESPONSE

- Insure adequate emotional support
- Follow through on all aspects of the District Crisis Response Plan
- Team debriefing

RESPONSIBILITIES OF CRITICAL INCIDENT STRESS MANAGEMENT (CISM) LEADERSHIP TEAM

1. Meet as the CISM Leadership Team periodically to evaluate response activities for the year and assess training needs of CISM Cluster Team members. Appoint CISM Cluster Team members each spring for the upcoming year and familiarize them with the District-wide Crisis Response Plan and procedures.
2. Meet as the CISM Leadership Team in September to review the Site Crisis Response Plan and to receive needed training.
3. Activate team in response to a crisis or traumatic event.
 - a. Gather the factual information about the site event and deploy appropriate CISM Cluster Team(s)
 - b. Meet with CISM Cluster team members to review the plan and specific response details.
 - c. Meet with site personnel.
 - d. Provide support for site staff.
 - e. Request supplemental resources from the District Crisis Response Team.
 - f. Coordinate response to the event
 - suggest activities for the first day
 - suggest follow up activities
 - adjust response plan as day evolves
 - g. Keep District Crisis Response Team informed
 - h. Create a written summary of the response plan and activities, including evaluation of the response efforts.

CISM CLUSTER TEAM LEADER RESPONSIBILITIES

1. Facilitate selection of Cluster team membership.
2. Take responsibility for the establishment, coordination, and clarification of tasks for Cluster Team members.

3. Establish communication lines and coordinate policy with CISM Team leaders, District Crisis Response Team, and Site Crisis Response Team.
4. Assist in coordination and implementation of crisis response training for team members.

CISM CLUSTER TEAM MEMBERSHIP

CISM Cluster Teams will consist of a Team Leader, two (2) Mental Health Professionals, an administrator, an office professional, and a Central office representative. The Cluster Team format will be modeled after the district's middle school attendance center structure . Each Middle School CISM Cluster will also serve the assigned feeder elementary and high schools sites.

2007-08 CISM Cluster Team Leaders

CISM Cluster Leaders are responsible for facilitating Cluster Team membership.

Balas Cluster- Stacey Cameron, Leader

Assigned sites: Balas, Rec & Ed, Preschool Center, and Transportation

Clague Cluster- Cynthia Leaman, Leader

Assigned school sites: Logan, Northside, King, Thurston, and Community

Forsythe Cluster- Naomi Zikmund-Fisher, Leader

Assigned school sites: Abbot, AA Open @ Mack, Haisley, Wines, and Skyline

Scarlett Cluster- Sandra Bromley, Leader

Assigned school sites: Mitchell, Pittsfield, Carpenter, Allen, Clemente, and Huron

Slauson Cluster- Michael Madison, Leader

Assigned school sites: Dicken, Eberwhite, Lawton, Lakewood, and Bach

Tappan Cluster- Kim Pennington, Leader

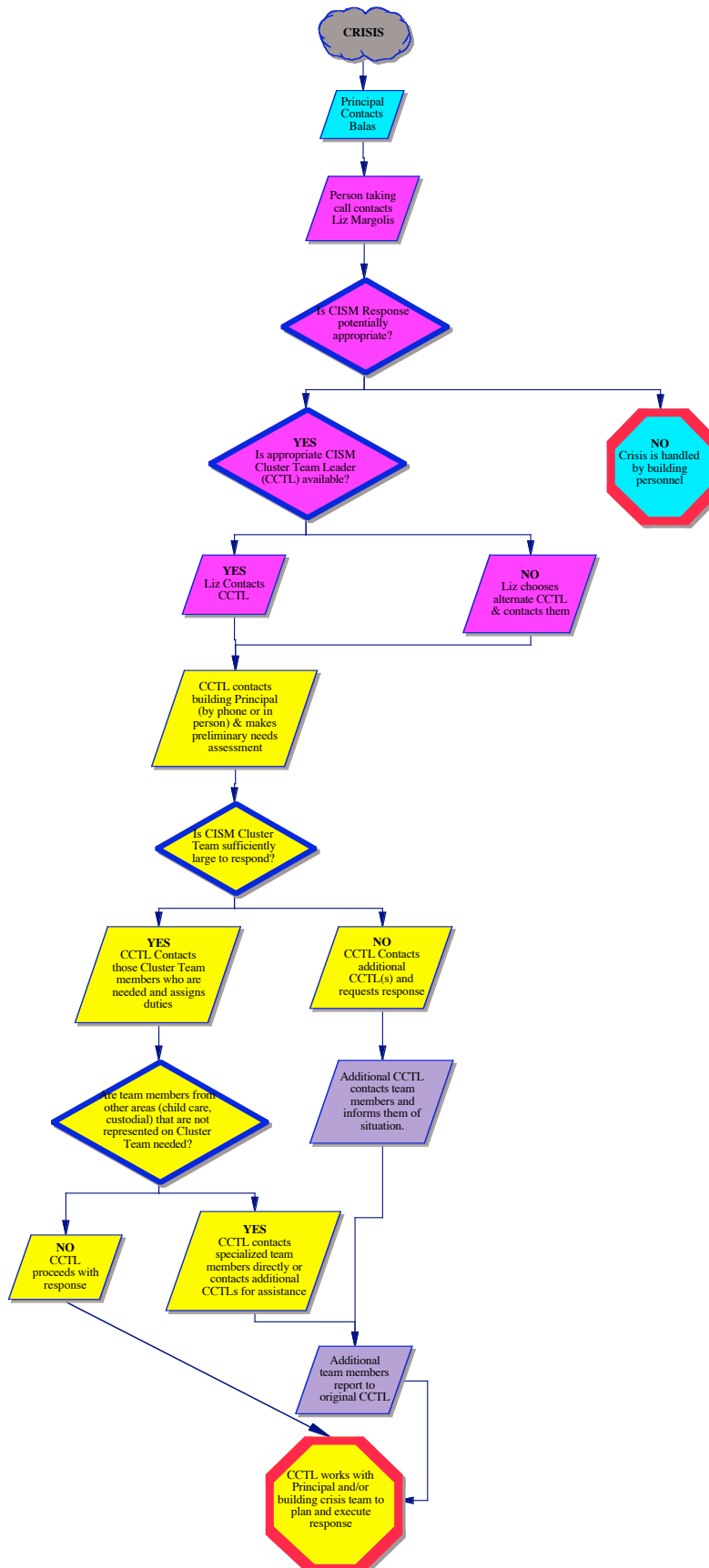
Assigned school sites: Burns Park, Angell, Pattengill, Bryant, Pioneer, and Stone

CISM CLUSTER TEAM RESPONSIBILITIES

1. Convene meetings with Site Crisis Response Team during emergency
2. Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.
3. Determine with Site Crisis Team the most effective and caring way to communication with staff and students about the event.
4. Determine with Site Crisis Team when and how announcements should be made (P.A. systems usually is not the best way to communicate "bad news").
5. Help implement Site Crisis Management parent notification procedures.
6. Help implement site-based fan-out procedures.
7. Help gather and evaluate crisis incident feedback for review.
8. Meet with Site Crisis Team members to evaluate crisis response and help implement revisions as needed.
10. Coordinate long-term support to Site Crisis Team as needed.

CISM Cluster Team Communication/Deployment Flowchart

1. A crisis occurs in the District and is reported to the immediate supervisor, who in turns notifies the appropriate Level Director at Balas.
2. The Superintendent, the District Crisis Response Team, and CISM Cluster Team Leaders will be informed of the crisis situation.
3. The designated Cluster Team Leader will contact building principal or area supervisor and discuss the crisis situation.
4. The Cluster Team Leader will deploy other Cluster Team members (and additional CISM staff) if deemed necessary.
5. If deployed, the Cluster Team will consult with the building crisis team to determine course of action.
6. The Cluster Team Leader will keep the District Crisis Response Team informed of actions taken.
7. The Cluster Team will debrief the District Crisis Response Team and provide follow-up assistance to the building staff as needed.



EMERGENCY FANOUT IMPLEMENTATION

DISTRICT CRISIS RESPONSE ACTIONS CHECKLIST COMMUNICATING INITIAL INFORMATION

Once the building principal or Site Crisis Team Coordinator receives notice of a crisis or trauma, the District Crisis Coordinator is notified. The District Crisis Coordinator will notify the Crisis Response Team Director and Superintendent.

The Superintendent or designee will contact each site and the assigned CISM Cluster Team and share appropriate information.

Abbot	Elementary	Sense of impact? _____
Allen	Elementary	Sense of impact? _____
Angell	Elementary	Sense of impact? _____
AA Open @Mack	Elementary	Sense of impact? _____
AA Preschl/Fam Ctr	Preschool Program	Sense of impact? _____
Bach	Elementary	Sense of impact? _____
Bryant	Elementary	Sense of impact? _____
Burns Park	Elementary	Sense of impact? _____
Carpenter	Elementary	Sense of impact? _____
Dicken	Elementary	Sense of impact? _____
Eberwhite	Elementary	Sense of impact? _____
Haisley	Elementary	Sense of impact? _____
King	Elementary	Sense of impact? _____
Lakewood	Elementary	Sense of impact? _____
Lawton	Elementary	Sense of impact? _____
Logan	Elementary	Sense of impact? _____
Mitchell	Elementary	Sense of impact? _____
Northside	Elementary	Sense of impact? _____
Pattengill	Elementary	Sense of impact? _____
Pittsfield	Elementary	Sense of impact? _____
Thurston	Elementary	Sense of impact? _____
Wines	Elementary	Sense of impact? _____
Clague	Middle	Sense of impact? _____
Forsythe	Middle	Sense of impact? _____
Scarlett	Middle	Sense of impact? _____
Slauson	Middle	Sense of impact? _____
Tappan	Middle	Sense of impact? _____
Clemente	Student Development	Sense of impact? _____
Community	High	Sense of impact? _____
Huron	High	Sense of impact? _____
Pioneer	High	Sense of impact? _____
Skyline	High	Sense of impact? _____
Stone	Adult Ed/High School	Sense of impact? _____
Transportation	Administration	Sense of impact? _____
Balas	Administration	Sense of impact? _____

**ANN ARBOR
PUBLIC SCHOOLS**

BUILDING/SITE

**CRISIS RESPONSE
PLAN**

Overview of Building/Site Crisis Response Plan Components

ADVANCE PLANNING

- Prepare a plan
- Review the plan
- Identify Site Response team
- Gather resources

IMMEDIATE RESPONSE

- 9 1 1 or emergency procedures
- First Aid or initial containment of the situation
- Contact Site Crisis Response Team Coordinator

SHORT-TERM RESPONSE

- Convene Site Crisis Response Team
- Implement/coordinate the plan
- Liaison with external support
- Distribute information and updates
- Maintain communication
- Periodic check in of Crisis Response Team members with Coordinator
- Adjust response as new information is received

LONG-TERM RESPONSE

- Insure adequate emotional support
- . Follow through on all aspects of the plan

SITE CRISIS RESPONSE TEAM

ROLES OF SITE CRISIS RESPONSE TEAM MEMBERS

The composition of the Site Crisis Response Team will vary somewhat from site to site, reflecting the unique needs and staffing of each site. The following positions/job titles are provided as a guide for selecting site team members:

Administrator/Principal
Counselor
Custodian
Law enforcement officer
Lunchroom supervisor
Nurse
Parent/Community
Representative
Transportation
Psychologist
Social Worker
Secretary
Supervisor
Teacher
Teacher Consultant
Teacher of Speech and Language
Impaired

The roles that site crisis response team members should play are:

Team Coordinator
Counseling/Support
Media Liaison
Social Worker
Parent Communication
Medical Liaison
Family Liaison
Staff Communication
Law Enforcement Liaison
Psychologist

RESPONSIBILITIES OF SITE CRISIS RESPONSE TEAM

1. Meet as a Site Crisis Response Team periodically to evaluate response activities for the year and assess training needs of site staff and team members. Appoint Site Crisis Response Team members each Spring for the upcoming year and familiarize them with the site's response procedures

2. Meet as a Site Crisis Response Team in September to review the Site Crisis Response Plan and to receive needed training.
3. Activate team in response to a crisis or traumatic event.
 - a. Gather the factual information about the event.
 - b. Meet with site team members to review the plan and specific response details.
 - c. Meet with site personnel.
 - d. Provide support for site staff.
 - e. Request supplemental resources from the District Crisis Response Team.
 - f. Coordinate response to the event
 - suggest activities for the first day
 - suggest follow up activities
 - adjust response plan as day evolves
 - g. Keep District Crisis Response Team informed
4. Create a written summary of the response plan and activities, including evaluation of the response efforts.

SITE CRISIS RESPONSE TEAM RESPONSIBILITIES

TEAM COORDINATOR

Advance Planning:

1. Facilitate selection of team members.
2. Take responsibilities for the establishment, coordination, and clarification of tasks for crisis team members in each building.
3. Establish communication lines and coordinate policy with District Crisis Response Team.
4. Establish communication lines and coordinate policy with local emergency management.
5. Assist in coordination and implementation of crisis response training for team and staff members.
6. Convene meetings of Site Crisis Response Team
7. Determine with Crisis Team what the most effective and caring way to communicate with staff and students about the event.
8. Decide when and how announcements should be made (P.A. systems usually is not the best way to communicate "bad news").
9. Decide how things should be handled when an event occurs during the school day compared to outside the school day.
10. Develop procedure to notify parents of crisis situation in a prompt, tactful, and caring manner.
11. Coordinate and implement periodic crisis response (drills) for students and/or staff.
12. Inform school community of the roles of each team member in the event of a crisis.

13. Ensure that emergency procedures are established at the site and that they are reviewed monthly.
14. Determine and acquire with team consultation equipment and other materials needed such as:
 - flashlights
 - cordless phones
 - maps
15. Prepare a site-based fan-out for the Crisis Team.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Notify Site Crisis Response Team members of crisis and activate site team.
2. Notify district of crisis - Superintendent, District Crisis Response Team Coordinator or Central Office Supervisor.
3. It is very important that the Team Coordinator be in a central location from which to operate and/or be readily available to other team members during a crisis response.
4. Direct, clarify, and coordinate activities of Site Crisis Response Team members. Coordinate these activities with District Crisis Response Team.
5. Contact family representatives of victim(s) when appropriate.
6. Maintain documentation log of times, incidents, individuals involved, and actions taken at time of crisis.
7. Coordinate work with clerical staff that will be managing the number of people coming to the building and calling in (it probably should not be the Media Liaison exclusively).

Long-Term Response:

1. Coordinate long-term support to building staff, students, and families as needed.
2. Gather feedback from central office, parents, staff, students, and crisis team members.
3. Meet with team members to evaluate crisis response plan, training, and implementation and adapt or revise as needed.

PARENT COMMUNICATOR

Advance Planning:

1. Provide ongoing communication to parents regarding the existence of the school crisis plan and its objectives.
2. Develop materials that may be needed for the dissemination of information at the time of crisis. Keep them in a handy, "ready to go" place. These materials should include:
 - a. A draft of a letter to parents informing them of what has happened and when and how they should contact the school for further information. This might include the time of the first public meeting or discussion following the crisis.
 - b. Information about how to work with and talk with their children following a crisis and what to expect in themselves.
 - c. How the site/school district intends to manage the situation. It is important to make sure the parents are aware of all the efforts to protect, support, and comfort the students.
3. Develop a list of community resources for parent and family support.
4. Develop a "Fan-out" list to disseminate timely and accurate information to parents.
5. Arrange with District Crisis Support Services Coordinator for a "Hot Line" service in support of the site during a crisis.
6. Develop an ongoing relationship with the PTO particularly for planning follow-up activities.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Arrange for immediate and ongoing distribution of written information to parents.
2. Implement a plan to manage incoming calls.
3. Implement a plan to work with individuals who arrive at the site.
4. Initiate fan-out calls to provide accurate information and current hot line number to call for updates.
5. Make arrangements for information meeting as determined by the Site Crisis Response Team.

Long-Term Response:

1. Arrange follow-up meetings with parents. These meetings may need to occur for some time following a crisis. Parents may be invited to continue "update" meetings to follow their concerns over time.
2. Distribute follow-up letter to the school community.

COUNSELING SUPPORT

Advance Planning:

1. Assist in implementation of educational programs for students that might prevent crisis (drug abuse prevention, conflict management, coping skills programs, Students Against Drunk Driving, etc.).
2. Identify student leaders for assistance at time of and/or post crisis if appropriate.
3. Educate students regarding the existence of the Site Crisis Response Plan and its objectives.
4. Plan ways of using community resources that are easily accessed during a crisis. These may include mental health agency personnel, clergy, and professionals within the school district.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Coordinate support activities with parents and Site Crisis Response Team members.
2. Utilize student leaders and assistance as appropriate.
3. Be available, or coordinate resource persons from the community to any assigned crisis rooms, hallways, victim's classes, and/or locker in order to provide support and counseling as needed.

Crisis Rooms: One or more staff team members and/or community resource persons should be available in a designated area. No more than 6-8 people per room are recommended.

Victim's class or work schedule: Coordinate staff/team or community resource persons to "follow" schedule. Discuss what happened, provide specific facts, and allow individuals to talk about their feelings. Lesson plans or other activities should be set aside, if necessary.

Walk the Halls: Staff or team members should be made available to walk the halls during the school day. They will be in contact with some students who would otherwise not seek assistance. If the deceased or victim(s) were involved in after school activities such as athletic or drama groups, plans for assistance and counseling should be made for these groups. Special attention should be given to lavatories, stairwells, and other areas where survivors may congregate or otherwise isolate themselves.

Identify the victim's locker location: A designated staff person should remain in the area of the locker since special friends or others may congregate there and need assistance.

4. Instruct teachers regarding the release of students from classes to be involved in support activities.

Long-Term Response:

1. Continue coordination of support activities with parent and Site Crisis Response Team members.
2. Arrange for follow-up counseling, support, and monitoring of effected individuals.
3. Initiate appropriate follow-up group activities as needed.
4. Contact staff and parent liaisons to coordinate additional counseling and assistance as needed.
5. Assist in determining the appropriateness of removal/relocation of the individuals 'empty desk.'

STAFF COMMUNICATOR

Advance Planning:

1. Prepare materials for teachers and staff. These materials should include:
 - a. Site Crisis Response Plan.
 - b. Crisis management procedures.
 - c. Communication plans for during a crisis.
 - d. Potential support activities during a crisis.
 - e. Guidelines for immediate response to students during a crisis.
2. Establish a location for emergency meeting to be held as announced.
3. Develop clear procedures for staff to give and receive information related to the event.

Response Immediate:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Coordinate activities with counseling support and parent liaisons.
2. Alert hall monitors, custodians, and other staff and arrange with Counseling/Support team member for them, to help with monitoring lavatories, stairwells, and other areas where survivors may congregate or otherwise isolate themselves.
3. Arrange for an informational meeting for all staff as soon as possible. At this meeting:
 - a. All known information should be given to staff and a plan for the following day should be discussed.
 - b. Materials developed for suggested classroom activities and what symptoms to expect in students should be passed out as appropriate.
 - c. Review protocol for sending students out of class.
4. Schedule meetings with the staff throughout the period of the crisis to update them on the status of events.
5. Stay in close contact with Media Liaison to ensure consistency of information.

Long-Term Response:

1. Meet with staff to process how the plan went and to modify procedures as needed.

MEDICAL LIAISON

Advance Planning:

1. Ensure that first aid/CPR training is provided to team members and other individuals at the site.
2. Maintain first aid kit materials and make staff aware of kits location.
3. Understand where the nearest emergency rooms are and how to best access them for small and large numbers of injured individuals.
4. Obtain telephone numbers and names of contact people who need to be organized and ready.
5. Develop a list of resource individuals who are knowledgeable and can be relied on to come to the scene of a medical emergency and help with the organization of students as well as help those with minor problems.
6. Develop a plan to get seriously injured persons to the nearest doctor or hospital and also plan to systematically determine who is in most immediate need of services (triage) in a group of people.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Step in the Emergency Procedures Handbook.

Short-Term Response:

1. Administer first aid to injured students.
2. Triage injured students and staff. Determine where each should go for services and contact resources (ambulances, parents, etc.) necessary for transportation.
3. Keep a written record of who has received which services and who has been transported where.

Long-Term Response:

1. Provide ongoing medical and emotional assistance to the ill or injured.
2. Serve as a liaison between school and hospitalized or homebound students.
3. Coordinate the process of the return to school of injured students, particularly if there are visible physical changes or predictable emotional responses.

LAW ENFORCEMENT LIAISON

Advance Planning:

1. Be familiar with school administrative policies and have some understanding of law enforcement.
2. Be very clear at what point and in which kinds of crisis the police should be called immediately.
3. Establish a procedure for contacting law enforcement in the event of a crisis.
4. Be familiar with fire and hazardous materials procedures and communication systems.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Facilitate communication between law enforcement officials and school as needed.

Long-Term Response:

1. Coordinate the re-entry to school of students who have been incarcerated or suspended/expelled.
2. Coordinate communications between the school system and the juvenile justice personnel such as probation officers

MEDIA LIAISON

Advance Planning:

1. Establish roles and responsibilities with district level administration.
2. Understand district's public relations policies.
 - a. Will the media be allowed to film or interview students inside the building? If so, under what circumstances?
 - b. What information? if any! will be withheld from the media and under what circumstances (e.g. names? if the family has not been notified? information that is not confirmed.
 - c. How will the district or building respond to questions to which the answers are not yet known? Educate staff and students about district policies regarding student and staff interviews and sharing of information with the media.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short- Term Response:

1. Respond to telephone calls from the media.
2. Greet and "contain" members of the media who may arrive on campus. Provide a room near the building entrance where the media may discuss the incident.
3. Use the media coverage opportunity to communicate with community agencies and parents? If necessary.
4. Serve as moderator and mediator for any interview that may be granted to the media (e.g. teachers? parents? student) in the building or on school grounds.
5. Coordinate press releases and information to be shared with the media.

Long-Term Response:

1. Review process and update school for the future.
2. Provide follow-up information to the media.

FAMILY LIAISON

Advance Planning:

1. Inform the staff at the site of the roles of the Family Liaison.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Develop and maintain a relationship with families affected by the crisis.
2. Make frequent and direct contacts with family members.
3. Ascertain needs of family(ies) and coordinate support.
4. Coordinate communication between the site and the family(ies).

Long-Term Response:

1. Continue coordination of support for family(ies).
2. Make arrangements for the return of personal items to family(ies) if needed.

SOCIAL WORKER

Advance Planning:

1. Prepare materials regarding behavioral/emotional reactions in a crisis for staff, students and parents.
2. Communicate with police and social agencies to establish collaborative relationship.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Provide emotional support, encouragement for individuals throughout the crisis period.
2. Assist staff who appears to be having a great deal of difficulty coping with the crisis.
3. Facilitate communication with students as needed.
4. Collaborate with police and social agencies to provide support for students and families.

Long-Term Response:

1. Suggest follow-up activities appropriate to the situation.
2. Be available to assist individuals as needed.
3. Provide information on grief, loss, depression and emotional stress.
4. Provide follow-up support as needed.

PSYCHOLOGIST

Advance Planning:

1. Provide resources and information to team members as they carry out their responsibilities.

Immediate Response:

Implement emergency procedures based on the situation and as described under Critical Action Steps in the Emergency Procedures Handbook.

Short-Term Response:

1. Be available to assist individuals as needed.

Long-Term Response:

1. Be available to assist individuals as needed.

CHECK LIST for SITE CRISIS RESPONSE COORDINATOR

DAY 1 :

A. Facts available:

What happened? _____

Who was involved? _____

When did the event occur? _____

Where did it happen? _____

What other information is needed? _____

- are there other siblings? _____

B. Who needs to be contacted immediately? Telephone Numbers

Superintendent _____

Team leaders _____

Team members _____

Others (staff, community) _____

C. What needs to happen before the end of the students' day?

Team meeting? When? _____

Staff Briefings? When? _____

Announcement to School? _____

- To Whom? Entire School _ or Selected classes _ Support Staff _

- When? _____

- Means _____

- Moment of respect _____

Communication to parents. (to selected parents, general note to all)

Space allocated for counseling/crisis intervention _____

Staff assignments: _____

- for counseling _____

- rumor control _____

- maintaining contact with family _____

- who will handle media contact? _____

What schedule changes are needed? _____

- classes _____

- other _____

D. What needs to happen after students leave and while staff is still available?

Team meeting. When? _____

Debriefing staff (how is staff affected?) When? _____

How are students reacting? _____

Planning for Day 2. _____

DAY 2:

A. What additional facts are available? _____

B. What needs to happen before end of school today? _____

Team meeting? Before School? When? __ After School? When? __

Announcements to school _____

Staffing issues: _____

- subs _____

- counseling assignments _____

a. individual students/staff/classes with special needs _____

Media involvement/issues

DAY 3 and after:

- Watch for affected staff and students and provide resources and support to meet individual needs.
- Compile a list of staff and students affected with whom direct contact must be made.
- Arrange time, location and agenda for community information meeting.
- Arrange time, location and agency for small support group meetings

FUTURE PLANNING:

Who (staff/students) is going to need ongoing help? _____

Anniversary issues: _____

- graduation ceremony _____

- yearbook _____
- specific dates _____
- seasonal _____
- monitoring of reactions that may show up in class activities
- other _____

Follow-up meetings:

- with staff _____
- with parents _____

Building Information

ADDENDUM

Homeland Security Efforts

Homeland Security School Equipment Grant

Through participation in the 2003 State Homeland Security Grant Program, Michigan school districts were allocated homeland security dollars to participate in planning and exercise of activities to enhance the capabilities of school buildings to prepare for and respond to an incident of terrorism or an incident involving chemical, biological, radiological, nuclear and explosive (CBRME) weapons of mass destruction.

During the fall of 2005, Ann Arbor Public Schools was a successful participant in the Homeland Security School Equipment Grant Program. This grant, made possible by the United States Department of Homeland Security and the Michigan State Police, Emergency Management Division (EMD), provided for the purchase of individual portable radios for use within the district. The radios will be distributed and used according to the following plan:

Distribution Plan

<u>Site</u>	<u># of Radios</u>	<u>Comments</u>
Elementary Schools	25 total	
Middle Schools	20 total	
High Schools	35 total	
District Crisis Response Team	24 total	
Critical Incident Management Team		
Physical Properties Department		
Grounds Department		
Transportation		

Guidelines

Homeland Security (HS) Radio Channels and Usage:

<u>Radio Channels</u>	<u>Site</u>	<u>Comments</u>	<u>Other</u>
1 & 2	assigned to various schools		
5	assigned to Balas staff		
15	Talk Around		
16	Superintendent		

Channels 1 & 2- Channel 1 for *daily routine use at the **various elementary and middle school sites** with more than one HS radio assigned;

Channels 1-2 for *daily routine use at the **various high school sites** with more than one HS radio assigned.

*Other HS radios assigned to a site may be used for routine daily activities as needed at the discretion of the building principal.

- Channel 5- for emergency use with **Balas staff** who are assigned HS radios
- Channel 15- for emergency use with **ALL** district staff assigned HS radios
- Channel 16- for emergency communication generated from the **Office of the Superintendent or designee ONLY****:

At least, one (1) Homeland Security (HS) radio must be set to CHANNEL 16 and monitored continuously everyday at each school site. This radio is NOT FOR DAILY ROUTINE USE, but is reserved for direct communication from the OFFICE of the SUPERINTENDENT OF SCHOOLS and/or his designee. CHANNEL 16 is for the sole purpose of providing a 'traffic free' line of communication from the Superintendent's Office to **all sites during district-wide emergencies.

**Michigan School
Lockdown/Shelter-in-Place
Policy**

Lock Down/Shelter in Place Legislation

Summary of Recent changes in Michigan School Safety Codes:

House Bill 4460*- signed into law on June 19, 2006 by Governor Jennifer Grandholm, requires public and private K-12 schools to perform a minimum of two (2) drills in which occupants are restricted to the interior of the building and the building secured, with security measures appropriate to an emergency such as a release of hazardous material or the present of an armed individual on or near the premises.

Senate Bill 1108*- signed into law on August 15, 2006 by Governor Jennifer Grandholm, added the requirement that some of the drills must be conducted during lunch and recess or at other times when a significant number of the students are gathered but not in the classroom.

Fire Prevention Code Act 207 of 1941- reduced the number of fire drills from 8 to 6, while adding two emergency drills.

Senate Bill 1108, Section 8- requires the state police emergency management and Homeland Security Division to develop a model to be used by a school to conduct the drills.

*See Michigan School Lockdown/Shelter-in-Place Policy Packet beginning on page 42

Communication Templates