

# *RECOVERY*



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# Objectives

- ▶ List the components of a crisis plan
- ▶ List the goals of *Recovery*
- ▶ Define Crisis Intervention Team
- ▶ List the 4 components of Recovery

# Crisis Planning

- ▶ Taking action and preplanning can save lives, prevent injury, and minimize property damage in the moments of a crisis.
- ▶ Crisis plans should be customized to communities, districts, and schools to meet the unique needs of students and local residents.

# Components of a Safety (Crisis) Plan

- ▶ **Mitigation/Prevention** requires taking inventory of the dangers in a school/community and identifying how to prevent and reduce injury and property damage.
- ▶ **Preparedness** consists of training, safety support, and providing resources **before** a traumatic event occurs (e.g. CPR class, First Aid Kit).
- ▶ **Response** consists of the immediate reactions **during** an event.
- ▶ **Recovery** consists of providing crisis intervention to victimized students/staff **after** the traumatic event has occurred and the restoration of normalcy to the school.

*Safety Plans are required by law and should be viewed on nSide School Safety System*

# Goals of Recovery

- ▶ Restore the learning environment as soon as possible
- ▶ Provide a caring and supportive school environment

# When does the recovery phase start?

Recovery starts immediately *after* the response phase has ended. The duration of the recovery process may last well into the future.

# LEA Responsibilities

- ▶ The LEA should implement safety measures and strategies to provide *crisis intervention* to victimized students and staff.
- ▶ LEAs should establish both district level and school crisis intervention teams of student support staff.

# Crisis Intervention

- ▶ Crisis intervention is focused on minimizing the stress of the event, providing emotional support and improving the individual's coping strategies.
- ▶ Crisis counseling is intended to be brief.  
*Reminder:* Crisis counseling is **not** psychotherapy.



# What is a Crisis Intervention Team (CIT)?

A group of individuals who are responsible for communications, logistics and triage. Their major tasks are to assess the situation, identify the problems, identify locations for individual and group crisis counseling, and determine what resources are needed. The CIT could be the school safety planning committee.

# CIT Responsibilities

Assessment

Planning

Treatment

# Members of the CIT

- ▶ The **district CIT** is a group of individuals administered by the Superintendent of the LEA and is deployed at the request of principals. The district CIT members are usually psychologists, social workers, counselors and other central office staff.
- ▶ The **school CIT** members should include the school personnel who assisted with the school safety plan. However, others may have to be added to the CIT.

# 4 Key Components of Recovery

- Physical/Structural Recovery
- Fiscal/Business Recovery
- Academic Recovery
- Social/Emotional Recovery - Psychological First Aid, comfort and emotional support

# Physical/Structural Recovery

- ▶ The Principal, building and grounds personnel, the insurance agent, and district business/risk manager should assess the structural damage to the school.
- ▶ The Superintendent and Administrators should decide on temporary relocation of classes or activities if damages require repair or rebuilding.
- ▶ The Superintendent and Transportation Supervisor should decide on the date to resume transportation, reroute buses if necessary and possibly reconfigure drop off zones.

# Physical/Structural Recovery

## Continued

- ▶ Administrators should assess the damages and need for replacement of furniture, equipment and supplies (e.g. desks, books, computers).
- ▶ The Maintenance/Custodian and other related personnel are responsible for cleanup of damaged facilities and campus. Crime scenes should be handled by law enforcement.
- ▶ Administrators and Cafeteria Manager should decide on alternative areas for food service and inspection by health authorities if the cafeteria is affected.

# Fiscal/Business Recovery

- ▶ The Chief Financial Officer and Director of Technology should restore payroll and accounting systems and access to personnel and student data which need to be available prior to school re-opening.
- ▶ The Principal and Chief Financial Officer should track expenditures and payments for the incident. The Book keeper should track overtime hours, rentals, supplies and equipment as well as ensure that these costs are segregated from normal school business expenditures.

# Fiscal/Business Recovery

- ▶ Contracting services are needed immediately for cleanup, debris removal, and utility restoration. This may require a board policy for implementation.
- ▶ Director of Technology or designee should back up electronic data files daily.



# Academic Recovery

## *Short term*

- ▶ The Superintendent/Principal should make the decision to re-open school and resume classes as soon as possible.
- ▶ The Principal should convey accurate and complete details on re-open date and time to parents/students/staff via TV, radio, mass email/text or mass system call-out.
- ▶ Book keeper, teaching staff, building and grounds personnel should develop lists of needed items.
- ▶ The Principal should authorize the replacement of academic materials, supplies, and equipment if necessary for class resumption after the request from the central office.

# Academic Recovery

## Continued

- ▶ The Administrator should schedule staff briefings on routine schedule modifications, provision of counseling services, and communications sent to students' homes.
- ▶ The Administrator should communicate with parents or guardians via meetings, mass call-outs, web site, letter, or mass email/text.
- ▶ The Administrator should schedule future faculty/student debriefing sessions to allow ventilation and discussion.

# Academic Recovery

## *Long Term*

- ▶ Curriculum director should arrange for homebound instruction or tutoring services for students unable to attend school
- ▶ Teachers should rearrange or reschedule tests or assignments if necessary due to physical limitations of the building, loss of instruction time or lack of necessary materials
- ▶ Teachers and counselors should allow for periodic visits to counseling services

# Social/Emotional Recovery

**LEA should identify community-based resources  
before an emergency or disaster**

- ▶ American Red Cross
- ▶ Local Dept. of Public Health (DPH)
- ▶ Dept. of Human Resources (DHR)
- ▶ Local Dept. of Mental Health (DMH)
- ▶ Local County Emergency Management Agency (EMA)

# Social/Emotional Recovery

## Student Support Staff

Student Support Staff (nurses, school social workers, counselors, school psychologists/psychometrist) working with teachers, administrators and community mental health agencies should plan strategies for the social/emotional recovery of the students. LEA should *establish partnerships and develop agreements* between the school and community agencies (e.g. local Emergency Management Agency)

# Social/Emotional Recovery

## **LEA should plan for faculty/staff emotional recovery**

- ▶ LEA should encourage staff use of the district's Employee Assistance Program, (EAP). In-house or contracted mental health services should be provided to help employees deal with personal problems.

# Social/Emotional Recovery

## Counselor Responsibilities

- ▶ Head counselor should have a list of available licensed agents for counseling. This information could be acquired from the local DMH before the school year begins.
- ▶ Counselor Supervisor should organize emotional support systems or groups with student support services personnel district-wide (e.g. social workers, nurses).

# Social/Emotional Recovery Counselor Responsibilities

- ▶ Counselors should have knowledge of the American School Counselor Association Code of Ethics.
- ▶ Counselors should actively listen, establish rapport, have basic knowledge of the effects of trauma, understand the limits of crisis counseling, know the appropriate referral of students/staff to higher levels of care, and maintain confidentiality.
- ▶ Open and collaborative communication with outside agencies should ensure an appropriate transition for referred clients.
- ▶ Documentation/log of counseling sessions should be required for all students who have been counseled (name, date, time).



# Social/Emotional Recovery

## Counselor Responsibilities

- ▶ Counselors should assess emotional needs of students and implement interventions based upon those needs including follow-up and referral for continued care.
- ▶ Trauma focused treatment should be utilized for students who do not fully recover from the traumatic event.
- ▶ Counselors should train the faculty/staff to recognize the symptoms of extreme stress in children.

# Social/Emotional Recovery

## Symptoms of Extreme Stress

### Internal Symptoms

- ▶ Worrying/Sadness
- ▶ Depression - feelings of helplessness or hopelessness
- ▶ Fear/Guilt
- ▶ Physical complaints - headaches, stomachaches, nausea
- ▶ Isolation/Withdrawal from activities and friends

# Social/Emotional Recovery

## Symptoms of Extreme Stress

### External Symptoms

- ▶ Suspected drug or alcohol use
- ▶ **Suicidal behavior/ideations** - beware of plans, suicide notes, access to and interest in weapons
- ▶ Threatens to hurt self or others
- ▶ Self-destructive behaviors - biting, burning, cutting, scratching, running out into traffic, speeding and/or driving recklessly
- ▶ Sexual promiscuity

Parents should seek professional help  
for their child if the symptoms are  
extreme and persist for more than  
3 months.

# Social/Emotional Recovery

## Faculty/Staff Responsibilities

► Faculty/Staff who identify students at risk of **observed or of delayed emotional responses** should refer students to the counselor/mental health professional.

1. Social withdrawal
2. Drastic weight loss
3. Despair
4. Nail biting
5. Poor hygiene and Disheveled appearance
6. Sleeping during class and Excessive daydreaming
7. Restlessness and Procrastination

# Social/Emotional Recovery

## CIT/Faculty Responsibilities

- ▶ The CIT should have knowledge of various cultural and ethnic group responses to trauma and grief before the traumatic event occurs. Fear, anger, and sadness are universal emotions to trauma. In mental health terms, a crisis refers to how an individual responds to the situation.
- ▶ Most traditional cultures can be described as collectivists. Trauma is experienced and shared by friends, neighbors, and acquaintances (e.g. Sandy Hook, Columbine High School).

# Social/Emotional Recovery

## Faculty/Staff Responsibilities

- ▶ Teachers should involve students in group discussion to express their feelings and experiences
- ▶ Teachers should consider allowing students to create a class banner or story, write poems, plant a tree, or send get well cards
- ▶ Teachers should convey safety/security measures while providing comfort, support, and reassurance of their safety

# Considerations for Teachers of Diverse Student Populations

In crisis situations, written notices and oral communication with culturally and linguistically diverse students and their families should be available in the dominant language of the student and family whenever possible.

Suggestion: inclusion of bilingual professionals on the CIT (e.g. ELL teachers).



# Considerations for Teachers of Special Needs Students

Some special needs students have triggers that may be indicators they are in danger.

## Indicators of danger

- ▶ Speech changes
- ▶ Nervous tics
- ▶ Sweating
- ▶ Anxiety - nervousness
- ▶ Physical/Somatic complaints - feeling sick

# Possible Interventions for Special Populations

- ▶ **Autism** - keep daily routines consistent and use social stories to help the student understand
- ▶ **Cognitive Challenges** - give explanations using concrete language and pictures
- ▶ **Learning Disabilities** - use simple and concrete language or direct instruction
- ▶ **Severe Emotional Disturbance/Behavior Disorders** - review their IEP, conduct individual/group counseling sessions, solicit parental support and referral to community agency

# Possible Interventions for Special Populations

- ▶ **Vision Impaired** - communicate accurate verbal cues to reinforce what is seen and felt
- ▶ **Hearing Impaired** - use simple and concrete language, visual materials and a sign language interpreter for those who can't lip read
- ▶ **Total Communication Students/Deaf** - Sign Language Interpreter is needed for communication

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

## Appropriate Staff

- ▶ Medications should be disbursed by a nurse or trained medical assistant. There should be documentation of annual training for medical assistants.

*Ref.:* Medication Curriculum pages 10 & 55  
“Staff Training”

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

## Invasive Procedures

- ▶ Ensure that only a RN or LPN provides invasive procedures such as tracheotomy care/suctioning, gastrostomy/naso-gastric tube feedings, or meds by injections.
- ▶ Documentation is required for procedures performed by the nurse as well as prescriber/parent authorization.

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

## Doctor's order/Parent Authorization

- ▶ Ensure each student has a prescriber/parent authorization (PPA) which is a doctor's order and parent request for medication on file.

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

## Securing & Storing Medications

- ▶ Ensure meds are secured and properly stored

*Ref.:* Medication Curriculum pages 13, 15, 42-45

“Responsibilities related to Controlled Substances”

(AL Law HB56 Act No. 2003-271)

- ▶ Location of meds should be based on PPA when requirements are met. Some meds may be kept on person for chronic illnesses (e.g. diabetes and cystic fibrosis). All other prescribed meds should be stored in a designated secure area.

*Ref.:* Medication Curriculum (ACT2007-463)

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

## Confidentiality

- ▶ The *confidentiality* of all medical/health information must be maintained. This should include the Prescriber/Parent Authorization Form and Health Assessment Record.

*Ref.:* Record Creation/Record Storage pages 39-40

“Guidelines for Protecting Confidential Health Information”

Family Educational Rights and Privacy Act of 1974 (FERPA)



# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

## Individual Health Care Plan

## Individual Emergency Action Plan

- ▶ Students with chronic health problems or health concerns that significantly affect their ability to learn, should have Individual Health Care Plans (IHCPs) and/or Individual Emergency Action Plans (IEAPs).

*Ref.:* Section 504 of the Rehabilitation Act of 1973; ALSDE/ABN Curriculum to Teach Unlicensed School Personnel How to Assist

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

- ▶ IHCPs and IEAPS should include location of meds, transportation information, provision of field trips and extracurricular activities, and guidelines for dealing with unforeseen events (e.g. inclement weather, lockdown, and evacuation of school).

*Ref.:* Section 504 of the Rehabilitation Act of 1973; ALSDE/ABN Curriculum to Teach Unlicensed School Personnel How to Assist

# Considerations for Healthcare Providers (Nurses & Trained Medical Assistants)

- ▶ Every school should have an Automatic External Defibrillator (AED) according to Alabama Law Act No.: 2009-754
- ▶ Every school should have AED system procedures according to Alabama Law Act No.: 1999-370

# Considerations for Public Information Officer

- ▶ LEA should have a designated Public Information Officer (PIO) to answer all questions from the media.
- ▶ Superintendent should set media policies and procedures (press release plan) before a tragedy occurs.
- ▶ PIO should answer media questions accurately without disclosing unnecessary or confidential information. Speculative opinion should be avoided.

The background features abstract, overlapping purple geometric shapes in various shades, creating a modern and dynamic visual effect. The shapes are primarily triangles and polygons, some solid and some semi-transparent, arranged in a way that suggests depth and movement.

# Situations & Suggestions

# Dismissal from School

- ▶ Principals should follow their safety plan policies/procedures on time and location for students to be picked up
- ▶ Accurate information on dismissal and location for dismissal should be sent out to parents through mass system call out, mass email/text, TV and/or radio by Administrative Asst. or designee.

# Dismissal from School

## continued

- ▶ Teachers should escort their students to the designated location and remain there with them.
- ▶ Teachers should have their roll book with electronic copy of student contact information and mark students off the list as they are picked up.
- ▶ Only adults whose names appear on student contact sheet will be allowed to pick up students. All other students must remain at school until their parents pick them up.

# Shelter in Place

## Chemical Spills off Campus

- ▶ Move inside a dwelling immediately
- ▶ Close and lock all windows and doors
- ▶ Turn off all ventilation systems
- ▶ Enter and seal a room with towels and/or tape to prevent air from entering
- ▶ Listen to intercom for further emergency instructions



# Shelter in Place

## Chemical Spills off Campus

- ▶ Stay off the phone
- ▶ Do not allow any students to leave your room unless instructed to do so by a Principal/Administrator
- ▶ Parents should not attempt to pick up children from schools unless instructed to do so by Principal, or Emergency responders
- ▶ *Evacuate the building if the chemical spill is inside the building.*

# Shelter in Place

## Inclement Weather

- ▶ Superintendent/Principals should monitor local/regional weather channel. If school will be disrupted, it may be best to cancel/delay before the day begins.
- ▶ Assess threat and/or damaged areas at or near the school
- ▶ Use media, mass call out/text to notify parents/community
- ▶ Contact district maintenance regarding cleanup/corrective measures
- ▶ If students are at school during the storm, LEA Superintendent should contact ALSDE Superintendent and the local EMA director who will contact the state EMA director for resources.
- ▶ Contact transportation if early dismissal is needed

# Shelter in Place Overnight



## Inclement Weather

- ▶ *Suggestion:* Master keys to cafeteria, kitchen, pantry, and nurse's office should be secured in a designated location in the main office
- ▶ LEAs should be proactive and make arrangements with local EMA for resources needed (e.g. pillows, blankets, water and food)
- ▶ *Suggestion:* Students should be brought to a central location such as the gym or cafeteria

# Shelter in Place

## Day or Night

### Administering Medication

- ▶ Medication should be given by a nurse or trained medical assistant in a confidential, secure, and private location.

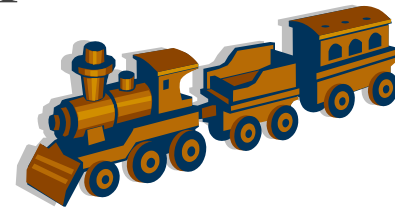


# Shelter in Place/Evacuate



## Plane Crash/Train Derailment

- ▶ Administrator should immediately contact and consult with the LEA Superintendent and local county EMA to determine the feasibility of sheltering in place or evacuating.



# Field Trips

## Emergency Information

- ▶ Consent/Emergency forms should be readily accessible, brought on the trip and kept by the teacher/coordinator of trip.
- ▶ Forms should include - Parent/Guardian contact and numbers; student health information including medications being taken, chronic health conditions and allergies to food, drugs, or insect bites.

# Field Trips

## Emergency Information

- ▶ School staff and chaperones who accompany the students should provide emergency information to the field trip coordinator.
- ▶ Suggestion: Wrist bands containing emergency information are a possible solution to quickly identify students and contact parents. Wrist bands could be made from laminated card stock. These could be worn by chaperones as well.

# Death, Grief, and Bereavement

## Death of Student

### After school hours or on the weekend

1. Principal verifies the facts and acknowledges the death via phone contact
2. Principal contacts LEA Superintendent
3. LEA Superintendent contacts ALSDE Superintendent
4. LEA Superintendent/Principal/designee contacts Crisis Response Team or Crisis Intervention Team



# Death, Grief, and Bereavement

## After school hours or on the weekend

- ▶ A prearranged phone chain, mass text/email should be activated upon confirmation of the events in order to:
  1. Inform faculty/staff of the death
  2. Advise faculty/staff of a brief staff meeting to be held prior to the arrival of students the following day
  3. Introduce the CIT
- ▶ *Suggestion:* The Principal should provide the teachers with a prepared factual statement of condolences to announce at the beginning of first period in the confines of the classroom.

# Death, Grief, and Bereavement

- ▶ A school representative from the building or the district, accompanied by a crisis team member, should make a personal appearance at the home of the deceased to express condolences and to offer support.
- ▶ Arrangements should be made to return personal contents of the student's locker to the family.
- ▶ An Administrator and/or crisis team member should be present at the public viewing/family hour and funeral service.

# Death, Grief, and Bereavement

## CIT Responsibilities

- ▶ Should provide brief grief counseling, assess the mental stability of the students/teachers closest to the deceased individual and make referrals
- ▶ Should encourage students, friends of the deceased student, and teachers to express their emotions and feelings

# Death, Grief, and Bereavement

## CIT Responsibilities

Should provide adequate supportive assistance and counseling

- a. Be present and authentic
- b. Listen more, talk less
- c. Avoid trying to “cheer up” students
- d. Allow emotional expression
- e. Show empathy

# Death, Grief, and Bereavement

Teachers and counselors should identify students most affected and identify situations listed below that may need referrals to outside services. *Please note:* Parents should be consulted first.

- a. Continued school problems
- b. Aggression or other severe problem behaviors
- c. Excessive guilt
- d. Apathy or depression
- e. Social withdrawal and isolation
- f. Self-destructive behaviors
- g. Suicidal talk or behaviors

# Death, Grief, and Bereavement

## CIT & Faculty Responsibilities

1. Should guide students toward appropriate memorials
2. CIT should convene regularly to discuss what is/is not working
3. School counselors should ensure that those most affected receive follow-up assistance for as long as needed

# Death, Grief, and Bereavement

## News of tragedy/death received during school hours

- ▶ Students who are family members should be brought to the office to meet with parents or other responsible adults. These students should receive follow-up services.
- ▶ If there are siblings in other schools, the Administrator should be notified.
- ▶ Close friends should be informed privately before other students are informed. Close friends should also receive follow-up services.

# Suicide

- ▶ Follow your local policies/procedures for suicide on or off campus.
- ▶ Give less recognition if this did not occur at school in efforts to minimize making suicide attractive and to prohibit it from taking on heroic dimensions.
- ▶ Condolences and recognition should be given to the student's attributes; not to the manner of death.
- ▶ Any student known to have had prior knowledge of the person's intentions should receive individual "attention" and follow-up support by a crisis team member.



# State Agencies

## **AL Department of Public Health**

201 Monroe St.

Montgomery, AL 36104

334-206-5618



Provides: Health assessment information, leadership in public health policy, access to quality health services and information, Disease prevention information, Health regulations information, Emergency Preparedness, Emergency Management System, Injury Prevention

# State Agencies

## **AL Department of Human Resources**

Gordon Persons Bldg. Suite 2104

50 N. Ripley St.

Montgomery, AL 36130

334-242-1310

Provides: Financial assistance to low income families,  
health information and services

# State Agencies

## **Serve Alabama**

(The Governor's Office of Faith Based and Volunteer Service)

Eight Commerce St., 10<sup>th</sup> floor

Montgomery, AL 36104

334-954-7440

Administers FEMA's Disaster Case Management Program, Volunteer and Donations Management after disasters, and the Governor's Emergency Relief Fund

# State Agencies

**American Red Cross**  
5015 Woods Crossing  
Montgomery, AL 36106  
334-260-3980

Provides: Disaster Relief, Health/Safety Classes,  
International Services, Services to the Armed Forces,  
Volunteer Services, Blood Services, Project Share

# State Agencies

## **AL Department of Mental Health**

RSA Union Building

100 North Union St.

P.O. Box 301410

Montgomery, AL 36130-1410

334-242-3454

Provides: Services for mental illness, intellectual disability, and substance abuse addictions

# State Agencies

## **AL Emergency Management Agency**

5898 County Rd. 41

P.O. Drawer 2160

Clanton, AL 35046-2160

205-280-2476

Alabama's coordinating agency for disaster  
preparedness, response and recovery

# Information on School Safety Plans

AL State Department of Education

<https://www.alabamaachieves.org/>

Prevention and Support Services

School Safety

Individual - System Safety Plan ICS Model

# Information on School Safety Plans

## Readiness and Emergency Management for Schools Technical Assistance Center

Sponsored by US Dept. of Education Office of Safe  
and Healthy Students (OSHS)

[rems.ed.gov/](https://rems.ed.gov/)

Supports schools, school districts and  
institutions of higher education



# Recovery References

- ▶ “After the Crisis” Support Group Facilitator’s Guide
- ▶ A Manual of State Laws and Regulations - “School Safety and Discipline 2022” AL State Department of Education
- ▶ Jane’s School Safety Handbook 2<sup>nd</sup> Ed.
- ▶ National Education Association Health Information Network - School Crisis Guide  
<https://www2.ed.gov/about/offices/list/oese/oshs/news.html#resources>
- ▶ “Practical Information on Crisis Planning: A Guide For Schools and Communities” - The Office of Safe and Drug-Free Schools - US Department of Education
- ▶ “When Disaster Strikes” by Alan W. McEvoy
- ▶ [rems.ed.gov](https://www.rems.ed.gov)