



QUINCY SCHOOL DISTRICT

RECOVERY PLAN

The goal of the recovery plan is return to learning, restore the educational environment as quickly as possible. Provide a supportive environment to assist students and their families with emotional recovery.



INTRODUCTION

“Recovery” involves all efforts to return the school to its normal operations. Recovery from a disaster/incident begins after the immediate crisis is over (shooting has stopped, injured have been transported, chemical has been cleaned up, fire is out, intruder has been subdued, etc.). Some activities considered “recovery” begin in the response mode.

Following are several guidelines that school administrators may need to help their recovery efforts. These checklists are intended to be brief summaries of possible actions. These guidelines only, and school administrators must use professional judgment in their implementation.

This plan contains recovery guidelines for the following:

- 1. Emotional support (with a list of Mental Health Resources in Grant County)**
- 2. Release of post disaster information**
- 3. Volunteers (with a School Emergency Volunteer Registration Form)**
- 4. Building and equipment damage**
- 5. Documenting disaster activities and costs**
- 6. Services and utilities restoration**
- 7. Information retrieval**
- 8. Memorials and memorial services at school**

EMOTIONAL SUPPORT

1. Designate a person(s) to oversee school/District's mental health efforts (this person coordinates all mental health efforts and reports to the school principal or designee). The person in charge of the District's mental health effort should:
 - Have good organizational skills.
 - Not be emotionally tied to the school.
 - Have a list of school district staff and know their capabilities.
2. Evaluate the mental health needs at the school and in the District at least daily:
 - Determine individuals and groups that will be most affected (students and staff, including those at other schools [siblings]).
 - Watch for silent victims and already grieving students.
 - Prioritize which students/staff should receive counseling first.
 - Designate staff to talk with those most affected and get feedback for further intervention.
 - When further intervention is needed, arrange for appropriate help and/or call parents.
3. Look for resources to meet identified needs as follows:
 - In the school.
 - In the School District.
 - In other County public school districts.
 - In other County resources: Grant County Health District, Grant County Mental Health, NCESD, American Red Cross, and the faith community (see attached list of mental health resources).
4. Arrange for staff meetings (certificated, classified and part-time staff) as needed (before or after school or during lunch) to review known facts, provide emotional support for staff, provide direction on classroom discussion and how to handle student grief, discuss schedule changes, let staff ask questions, etc. (Part-time staff may need to be informed with a phone call).
 - Evaluate staff who wish to go home to see if this is needed
5. Establish a system for staff feedback for students needing counseling. This could include calls or notes to the person directing mental health services.
 - Evaluate those students who wish to go home to see if this is needed. Ensure the student's parent is at home before release student to leave (check school district policy). Keep records of those students who leave school – what time they leave, who they leave with, and where they are going (if known).
 - If appropriate, consider calling the parents of affected students (such as all the students in the same class). Provide the callers with what

information to share about the incident and whom parents should call for assistance if needed.

6. Arrange for daily de-briefing of all affected staff (consult Grant County Emergency Management for a de-brief consultation).
7. Assist with the text of all related public address announcements and parent/guardian communications; suggest sources of support for parents to use.
8. If needed, establish a Support Center in the school(s) and inform staff of its purpose and location (hand out passes, grief brochures, etc.)
9. Relay the need for substitutes for staff affected by the crisis to the principal. Help secure professional counseling services for staff traumatized by the incident.
10. Handle volunteer screening for volunteers wanting to provide emotional support, require licensed individuals.
11. Assist with parent/community meetings if needed.
12. Monitor students with extended absences. Reach out to the family to see if the absence is due to trauma, and suggest resources if needed.
13. The lead counselor at each school will document any services the school provides. This should include at least the following: School Name, Date, Times Services Started and Ended, Staff Providing Services, Services Provided, and Person(s) Receiving Services.

Grant County Emergency Services Support Providers

City/County Agency	Phone Number	Assists With:
Multiple Agency Communications Center (MACC) – 911 Center	911 (non-emergency 888-431-9911, 509-762-1160, 509-787-2222)	Obtaining proper emergency response
Grant County Fire District #3 (non-emergency)	911 509-787-2424 509-762-1160	Fires, chemical spills, medical emergencies
Quincy Police Department (non-emergency M-F 8:00 am – 5:00 pm)	911 509-787-2222 509-762-1160	Assaults, bomb threats, weapon incidents, crowd control, traffic control
Grant County Sheriff (non-emergency M-F 8:30 am – 4:30 pm)	911 509-754-2011 509-762-1160	Assaults, bomb threats, weapon incidents, crowd control, traffic control
Protection One	911 509-762-1160	Transportation of medical patients
Grant County Department of Emergency Management	Business: 509-762-1462 Emergency: 509-762-1160	Coordinates state-wide emergency response and FEMA reimbursement
Grant County Public Works	509-754-6082	Maintains Grant County roads, bridges, drainage, surveys, monuments, subdivisions, and rights-of-way
Grant County PUD	888-225-5773	Electrical problems
Water Associations		Water supply problems
• Quincy	509-787-3523	
• George	509-785-5081	
Cascade Natural Gas	888-522-1130	Gas Problems
City of Quincy – Building Department	509-787-3523	Building inspections, assessing building damage
City of Quincy – Public Works	509-787-3523	Maintains public works – roads, parks, sewer & water
Grant County Planning and Development Services	509-754-2011	Building inspections, assessing building damage
Grant County Health Department	509-754-6060	Disease control, health issues
Grant County Integrated Services		Mental health services, emotional trauma, suicide
• Quincy	509-766-7960 After hours: 509-398-2083	

<ul style="list-style-type: none"> • County Designated Mental Health Professional (CDMHP) 	509-787-4466 24 hr Crisis Line 509-765-1717 877-467-4303	Provides emergency mental health response for potential suicidal people (law enforcement should also be notified)
Grant County Mental Health Crisis Hotline	877-467-4303	24 hour/7 days a week crisis hotline
Grant County Critical Incident Stress Management Team (CISM-Team)	509-762-1160 888-431-9911	Additional Counseling services after critical incident. Also provides debriefing services.
NCESD #171 – Safe & Civil Schools, Additional School Counselor Support	509-665-2631	Assistance team from ESD will provide direct, on-site support if needed (Mike Lynch – contact)
New Hope – Domestic Violence & Sexual Assault Services	509-764-8402 888-431-9911 24 hr hotline 888-560-6027	Provides crisis intervention, medical, legal, and community advocacy for domestic violence and sexual assault victims
Clear Risk		Helps to navigate any claim logistics with the recovery and any legal questions regarding the incident.

1. Area Hospitals

Following is a list of hospitals to which injured persons may be taken:

Hospital	Location	Phone Number
Quincy Valley Medical Center	908 10 th Ave SW Quincy, WA 98848	509-787-3531
Confluence Hospital	1201 S Miller St Wenatchee, WA 98801	509-662-1511
Columbia Basin Hospital	200 Nat Washington Way Ephrata, WA 98823	509-754-4631
Samaritan Hospital	801 E Wheeler Rd Moses Lake, WA 98837	509-766-2471
Harbor View Hospital	325 9 th Ave Seattle, WA 98104	206-744-3000
Sacred Heart Medical Center	120 W 8 th Ave Spokane, WA 99204	509-474-3131
Kadlec Regional Medical Center	888 Swift Blvd Richland, WA 99352	509-946-4611
Yakima Valley Memorial Hospital	2811 Tieton Dr Yakima, WA 98902	509-575-8000

2. Inter-School District Mutual Aid Agreement

There is a mutual aid agreement among regional school district pupil transportation departments that could be useful for providing backup school bus services or other transportation-related services in an emergency. Contact information is kept on file in the Quincy School District Transportation Department.

Release of Post-Disaster Information

Establish Responsibilities for Communication

1. Decide who should take a lead and support roles for continued public information release.
2. Ensure that all media are located in, and remain in, the designated media area away from the situation.
3. Determine an appropriate schedule for media release. Provide accurate information to the media.
4. Encourage all students and staff not to discuss the incident with the media, but to direct questions to the district's public information officer.
5. Consider using the same system that is used to provide school emergency information to TV and Radio stations. It is often used for school weather closures and news releases.
6. Provide regular updates to staff: use e-mail, Remind, staff meetings, lunch announcements, written updates delivery to the classroom, whichever method(s) the situation calls for.
7. Publish the appropriate phone number where staff and students are able to get information regarding the incident.
8. Sent a letter home to parents, either hard copy, electronically, or both depending on situation.
 - Ensure timely and accurate information, including what happened and the district's response.
 - Ensure District Office approval before issuing letter.
 - Provide follow up communications to parents if needed.
9. Designate a single school district family liaison to relay information in case of student deaths and serious injuries.
10. Provide information to students and staff on funeral services, memorial services, flowers, etc. (Follow the school district's policy)

Volunteers

1. Designate a volunteer coordinator at the school/district level.
2. Establish a means of communication between the principal and the volunteer coordinator.
3. Complete an assessment of where volunteers are needed and/or could be used. Areas where volunteers may be needed in school disaster recovery include:
 - Help with supervising students (if the school is sheltering-in-place), regular school volunteers preferred for this.
 - Continuing first aid (if the school is sheltering-in-place).
 - Counseling/comforting students and staff.
 - Crowd control/security.
 - Office assistance – clerical, manning phones, etc.
 - Building repair (trades – carpenter, electrical, finishing, plumbing).
 - Debris removal.
 - Driver/courier.
 - Serving food.
4. Communicate the request for specific volunteers to the volunteer coordinator who will log all incoming requests for volunteers (date, time, requested volunteer, number needed, where and to whom they should report) from the principal/designee. (Any requests for volunteers should be directed to the principal/designee)
5. Potential volunteers will complete the “Volunteer Application Form” under the direction of the volunteer coordinator, as circumstances allow. The volunteer coordinator will keep a log of volunteers and their skills.
6. The volunteer coordinator will attempt to match up applicants with identified needs based on information collected on the Volunteer Applications. Volunteers will be screened for:
 - Technical expertise
 - Ability to work well with children (if applicable)
 - Ability to work well in a disaster
 - Any other criteria deemed appropriate
7. The volunteer coordinator will inform the volunteer of the assignment to whom they should report, log assignments as given, and report assignments to the principal/designee.

8. If after a reasonable period of time (such as two hours) a volunteer applicant is not needed, the volunteer coordinator will thank the applicant for coming, and tell him/her that they are not needed currently but may be in the future.

9. After recovery is completed, provide recognition of volunteers and first responders.

Quincy School District Volunteer Application

All volunteers will complete a Volunteer Application which includes an electronic Washington State Patrol identification Background Search (RCW 43.43.830 through 43.43.845). BEFORE beginning work.

SCHOOL: _____ SPORT / ACTIVITY: _____

Full Name: _____

Alias/Maiden Name: _____

Street Address: _____ City/State: _____ Zip code: _____

Phone Number: _____ Cell Phone: _____ E-Mail: _____

_____ Female _____ Male Date of Birth: _____

Emergency Contact: _____
 (Name, Address, Phone, Relationship)

Current Employer: _____
 (Name, Address, Phone, Supervisor Name)

Personal References:
 1. _____
 (Name, Phone Number, Relationship)
 2. _____
 (Name, Phone Number, Relationship)

Do you currently hold a First Aid / CPR card? Yes / No (If yes, please present a copy with this application.)

Have you had previous volunteer experience? Yes / No (If yes, list below. Attach separate sheet if necessary.)

Dates	Name of School or Organization (Include city/state)	Volunteer or Paid	Sport/Activity	Level/Ages

Do you have child(ren) attending Quincy Public School? Yes / No

Child's Name	School	Grade	Activity/Sports Participating in

Please be advised:
 Volunteer coaches must hold a current First Aid I CPR card prior to starting as a volunteer coach.
 Head Coaches must be at least 21 years old -and- Asst. Coaches must be at least 19 years old.
 All volunteer coaches must be fingerprinted PRIOR to starting.

I UNDERSTAND THAT by volunteering with Quincy School District (QSD) I must abide by all QSD policy, procedure, and administrative direction. It is also my responsibility to protect all student, staff, parent, and business information from improper or unauthorized disclosure. This includes all identifying information pertaining to all students, staff, and parent information.

I also understand that the above activities may involve an element of risk and agree to hold the Quincy School District harmless against all claim, loss, or liability. Please note: When an employee acts as a volunteer rather than in his/her paid capacity, then he/she is not covered by Worker's Compensation.

Volunteer Signature : _____ Date: _____

- Office Use Only-

Background Disclosure
Attached

First Aid / CPR card copy
attached

Fingerprinted

Activities or Athletic Coach Approval: _____

(Signature / Date)

Activities Supervisor / Principal: _____

Quincy School District Applicant Disclosure

Please complete the following questions and sign the declaration. All required documentation must accompany *this* form. All questions must be answered. If additional space is needed, attach a separate sheet of paper. Any falsification or deliberate misrepresentation, including omission of a material fact, or failure to complete any part of your application or this disclosure form can be grounds for denial of employment or continued employment with Quincy School District.

The term "convicted" means all adverse dispositions, including, but not limited to, a finding of guilty, a plea of guilty or nolo contendere, a stipulation to the facts, or a deferred or suspended sentence.

Yes	No	1. Are you presently charged with, but not convicted of, a crime? A pending criminal charge will not necessarily bar you from QSD employment. If yes, attach an explanation of the nature of the charge, place, date, and court
Yes	No	2. Have you ever been convicted of a crime? A conviction record will not necessarily bar you from District employment. If yes attach an explanation of the nature of the crime, place, date, court, and final disposition. You need not list traffic violations for which a fine or forfeiture of less than \$150 was imposed
Yes	No	Have you ever been convicted of any misdemeanor, gross misdemeanor or felony crimes against children or other persons (including instances in which a plea of guilty or nolo contendere is the basis for the conviction) or any proceedings in which the charge has been deferred from prosecution under Chapter 10.05 RCW or the sentence has been deferred or suspended listed as follows.

Aggravated murder	First degree promoting prostitution
First. or second degree kidnapping	Communication with a minor
First, second, or third degree assault	First degree arson
First, second or third degree rape	First degree burglary
First, second or third degree rape of a child	Indecent liberties
Felony indecent exposure	Incest
First or second degree robbery	Vehicular Homicide
First or second degree manslaughter	Unlawful imprisonment
First or second degree extortion	Simple assault
First or second degree criminal mistreatment	Sexual exploitation of minors
Child abuse or neglect as defined in RCW 26.44.020	First or second degree custodial interference
Selling or distributing erotic material to a minor	Malicious harassment
Custodial assault	First, second, or third degree child molestation
Patronizing a juvenile prostitute	First or second degree sexual misconduct with a minor
Violation of child abuse restraining order	Child buying or selling
Prostitution	Promoting pornography
Child abandonment	First, second or third degree assault of a child

Yes	No	Have you ever been convicted of any crime involving the manufacture, deUver, or possession with intent to manufacture or deliver a controlled substance?
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Yes	No	5. Have you ever been found by a court in a protection proceeding under Chapter 74.34 RCW to have abused or financially exploited a vulnerable adult? "Vulnerable adult" means adult as defined in chapter 74.34 RCW and adults of any age who lack the functional, mental, or physical ability to care for themselves.
Yes	No	6. Have you ever been convicted of any of the following crimes relating to financial exploitation of the victim was a vulnerable adult: First, second, or third degree extortion; forgery; first, second, or third degree theft; first or second degree robbery; or any of the foregoing crimes as they may have been renamed?
Yes	No	7. Have you ever been found in any dependency action under RCW 13.34.040 to have sexually assaulted or exploited any minor or to have physically abused any minor?
Yes	No	8. Have you ever been found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abuse any minor.
Yes	No	9. Have you ever been found in any disciplinary board final decision to have sexually or physically abused or exploited any minor or developmentally disabled person, or to have abused or financially exploited any vulnerable adult? "disciplinary board final decision" means (a) any final decision issued by the director of the Department of Licensing for real estate brokers and salespersons and (b) any final decision issued by a disciplining authority under Chapter 18.130 RCW or the secretary of the Department of Health of the following businesses or professions: chiropractic, dentistry, dental hygiene, massage, midwifery, naturopathy, osteopathic medicine and surgery, physical therapy, physicians, practical nursing, registered nursing, and psychology.
Yes	No	10. Are you presently charged with, but not convicted or, any of the crimes or offenses described in question 3 through 9 above?

As a regular volunteer/coach in the Quincy School District or a chaperone of an overnight event or field trip, the District may request a criminal record check pursuant to Washington State Law RCW: 43.43.830 through 43.43.845, which may include a fingerprint check, through the Washington State Patrol and the Federal Bureau of Investigation to verify your responses to the above inquiries.

I, _____, certify or declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

I understand that any falsification or deliberate misrepresentation, including omission of material fact, or failure to complete any part of my disclosure form can be grounds for denial of volunteer service in the Quincy School District.

In the information provided or answers to any question on my application or this disclosure form change prior to my volunteer service, I understand that I must immediately notify Quincy School District.

Volunteer Applicant Signature: _____

Date: _____

Aplicacion de Voluntarios del Distrito Escolar de Quincy

Todos voluntarios completaran una Aplicaci6n de voluntarios que incluye una Busqueda electr6nica de Fondo de identificaci6n de Patrulla de Estado de Washington (RCW 43.43.830 por 43.43.845). Antes de empezar el trabajo.

ESCUELA: _____ DEPORTE/ACTIVIDAD: _____

Nombre Completo: _____

Apellido de otra: _____

Domicilio: _____ Ciudad/Estado: _____ C6digo Postal: _____

Numero Telef6nico: _____ Celular: _____ Correo Electr6nico: _____

_____ Mujer _____ Hombre Fecha de Nacimiento: _____

Contacto de Emergencia: _____
(Nombre, Domicilio, Telefono, Relaci6n)

Empleador Actual: _____
(Nombre, Domicilio, Telefono Nombre del Supervisor)

- Referencias Personales:
1. _____
(Nombre, Domicilio, Telefono, Relaci6n)
 2. _____
(Nombre, Domicilio, Telefono, Relaci6n)

Tiene actualmente una tarjeta de primeros auxilios/resucitaci6n cardiopulmonar Si / No (Si presente por favor una copia con esta aplicaci6n)

¿Ha tenido usted experiencia de voluntario? Si / No (Si si, liste abajo. Conecte una hoja separada si es necesario.)

Fechas	Nombre de Escuela o Organizaci6n (Incluya Ciudad/Estado)	Voluntario 6 Pagado	Deporte/Actividad	Nivel / Edades

¿Tiene usted un nino(s) asistiendo a las Escuelas Publicas de Quincy? Si / No

Nombre del Nino(s)	Escuela	Gmdo	Actividad / Deporte que Participan

Por favor recuerde que:

- ... Los entrenadores deben tener una tarjeta comente de primeros auxilios/resucitaci6n cardiopulmonar antes de comenzar como un entrenador voluntario
- Los Entrenadores deben tener por lo menos 21 aflos de edad y los asistentes de entrenadores deben por lo menos tener 19 aflos de edad.
- ... Todos los entrenadores voluntarios deben ser tomados las huellas dactilares antes de comenzar.

COMPRENDO QUE ofreciendo me como voluntario con el Distrito Escolar de Quincy (QSD) debo respetar toda politica de QSD, el procedimiento, y direcci6n administrativa. Es tambien mi responsabilidad de proteger a todo estudiante, personal, padre, e informaci6n de negocio de la revelaci6n inapropiada o no autorizada. Esto incluye toda la informaci6n de identificaci6n de todos los estudiantes, personal, he informaci6n de padre. Tambien comprendo que las actividades arriba pueden implicar un riesgo y concordar en tener al Distrito Escolar de Quincy inocuo contra todos reclamos, perdidas, o responsabilidad. Favor de notar: Cuando un empleado actua como un voluntario antes que en su capacidad pagada, entonces Vella noes cubierta por Compensacion del Trabajador.

Firma de Voluntario _____ Fecha _____

- Uso Para la Oficina Nada mas -

- Revelaci6n de Antecedentes Adjunto Actividades o Aprobaci6n de Entrenador Atletica: _____
- Copia de tarjeta de primeros auxilios/resucitaci6n cardiopulmonar (firma / Fecha)
- Huellas dactilares Supervisor de Actividades/Director: _____

Si	No	6. Usted ha sido condenado de cualquiera de los siguientes crímenes que relacionan a la explotación financiera de una víctima que fue un adulto vulnerable: Extorsión del primer, segundo o tercer grado; falsificación; robo del primer, segundo o tercer grado o cualquiera de los crímenes mencionados como si han sido reevaluados?
Si	No	7. ¿Usted ha sido encontrado en alguna acción de la dependencia bajo RCW 13.34.040 por haber asaltado sexualmente o por haber explotado a un menor o por haber abusado físicamente a un menor?
Si	No	8. ¿Usted ha sido encontrado por un tribunal en una relación doméstica que continúa bajo Título 26 RCW de haber abusado sexualmente o por haber explotado a un menor o por abusar físicamente a un menor?
Si	No	9. ¿Usted ha sido encontrado en alguna decisión final de un consejo disciplinario de haber abusado sexualmente, físicamente o explotado a un menor o por haber abusado a un menor por desarrollo incapacitado, o por haber explotado financieramente a un adulto vulnerable? "la decisión final del consejo disciplinario" significa (a) alguna decisión final publicada por el director del Departamento de Licencias de bienes raíces y vendedores y (b) cualquier decisión final publicada por una autoridad que disciplina bajo el Capítulo 18.130 RCW o el secretario del Departamento de la Salud de los siguientes negocios o profesiones: quiropráctica, odontología, higiene dentales, masajista, partera, naturalista, medicina de osteopatía y cirugía, terapia física, médicos, enfermería práctica, enfermería registrada, y psicología.
Si	No	10. ¿Actualmente es cargado usted con, pero no condenado de cualquiera de los crímenes ni ofensas descritos en la pregunta 3 por 9 arriba?

El Distrito puede revisar los antecedentes penales en el Sitio electrónico de los Tribunales de Washington para verificar sus respuestas que contesto arriba.

Yo, _____ certifica (o declara) bajo el penal del perjurio bajo las leyes del Estado de Washington que lo que he contestado es verdad y correcto.

Comprendo que cualquier falsificación o mal interpretación deliberado, inclusive omisión de algún material, o fallar en completar cualquier parte de mi aplicación o esta forma de la revelación puede ser el motivo para la negación de participación en el trabajo del Distrito Escolar de Quincy.

Si hay algún cambio en la información proporcionada o respuesta(s) de la forma de revelación antes del trabajo de voluntario o acontecimiento, yo comprendo que debo notificar inmediatamente al Distrito Escolar de Quincy.

Firma del Solicitante _____

Fecha _____

Building and Equipment Damage

Building damage can be caused by of these as well as other causes:

- Fire/Smoke
- Vandalism
- Earthquake
- Volcano
- Flood/Landslide
- Aircraft/Vehicle
- Air Quality/Mold
- Freezing
- Water/Sprinklers
- Hazardous Chemicals
- Explosions
- Gunfire
- Wind

Any of the above could affect any or all of these building components:

- Walls/Coverings
- Roof
- Lighting Systems
- HVAC Systems
- Doors
- Floors/Coverings
- Communication Systems
- Fire/Security Alarm Systems
- Windows/Coverings
- Utility Systems

Losses to buildings or parts of buildings are grouped by the amount of time needed to recover from the loss:

- Short term loss – less than 1 month needed to return to normal
- Long term loss – more than 1 month needed to return to normal

Content losses may include the following items:

- Equipment:
Including desks, chairs, AV equipment, shop equipment, bookshelves, filing cabinets, computers and related equipment, science equipment, PE equipment.
- Supplies
Including books, paper, writing supplies, art supplies, office supplies, notebooks, shop tools and stock, food supplies, science chemicals and animals.
- Student Personal Items
- Staff Personal Supplies

Once a property loss has occurred:

1. Mitigate the loss. Take necessary actions to keep the damage from worsening. Check for hazards.
2. Ensure the following are notified: Fire/Police, Utility Companies, School Central Office, Insurance Company'
3. The administrator gains authorization (from Police, Fire, or Code Enforcement) to begin recovery efforts.

4. Secure the premises to prevent unauthorized entry. Board up or fence damaged areas (may need to arrange for contractor to do this) and/or hire security staff. Separate damaged areas from undamaged areas (the building may be safe to occupy in certain areas).
5. If needed, call to turn utilities back on.
6. Take detailed photographs/video of the scene and all damaged areas.
7. Don't dispose of any evidence required by insurance investigators.
8. Communicate with parents and staff.
9. Ensure that emergency systems (fire alarms, fire sprinklers, emergency lighting, P.A. systems, etc.) are fully operational, or an appropriate watch is in place.
10. Provide safe, secured storage space for damaged and repaired equipment.
11. Check AHERA plan for asbestos containing areas that may have been affected (these commonly include flood tiles, ceiling tiles, and insulation).
12. Secure the physical assets inventory lists and/or video.
13. Take an inventory of all building property and contents damaged, destroyed, or lost. Specify the damages to the building. When listing damage to contents, include the number of similar items, what they are called, where they are located, a description of the damage, if the item is repairable, and an estimate of the cost.
14. Determine the reparability of damaged building components (an engineer may be needed to evaluate this). Does the building and its components need to be repaired, cleaned, or replaced? Are the building code upgrades needed? (This is determined by Code Enforcement and/or an architect or professional engineer). The school may need to contact a smoke/fire/water restoration firm.
15. If needed, consider alternate sites to operate school – portables, churches, community center, and buildings for sale.
16. Arrange a system to keep track of all staff time used in dealing with the loss. (On larger losses, set up a specific account for this item).
17. Appoint a staff member as the contact for reordering. Use a separate account and recordkeeping.
18. For major disasters, hold weekly meetings with the school district, contractor, and insurance company to review progress and problems.

Documenting Disaster Activities and Costs

1. Continue the activity log started during the emergency incident, which records major activities and communications; include who directed the activity with time and date.
2. Designate a recorder for all recovery efforts involving spending money (financial approval); decide if this should be at the school and/or district level.
 - Keep detailed records so that anyone would know for what the supply or service is used.
 - Set up a special account code for the loss, and charge all expenses to that code; assign a group of consecutive purchase orders.
 - Be sure that any emergency work is tracked separately from routine work.
 - Disaster costs may include labor, equipment and materials:
 - Staff overtime due to emergency
 - Contracts and purchases or services (clean up, repairs, temporary shelter, food, building security, temporary labor, etc.); make sure contractors follow prevailing wage rules.
 - Supplies and materials purchased.
3. If any physical damage is involved, take an inventory of all property damaged or destroyed:
 - Take photos of all damaged areas.
 - Include the number of similar items, what they are called, where they are located, a description of the damage, if the item is repairable, and an estimate of cost.
 - Note damage to school property and property of others (including students property in lockers).
 - Secure the building or call security if needed.
4. List all donations (materials and labor) and who donated them and for what they were used. (Donated labor and materials can apply to FEMA's public assistance soft match money)
5. For major disasters, hold weekly meetings with the school district, contractor, and insurance company to review progress and problems.
6. Continue until the school building is fully back to normal.

Services and Utilities Restoration

A. TRANSPORTATION SERVICES

*In a school-wide emergency, school would probably be dismissed as soon as practical, and students sent home via normal school transportation.

1. If buses are not available (roads are impassable due to an earthquake or severe weather), students would shelter-in-place in the school (or evacuate to a safer designated off-campus alternate location) until parents pick them up or school transportation could access them.
2. If a portion of the district's school buses are destroyed (i.e. via an explosion or airplane crash), look for resources to meet identified needs as follows.
 - a. Other Grant County public school districts – Ephrata SD and Moses Lake SD
 - b. Other Washington State public school districts
 - c. Other County transportation resources
 - A&A Motorcoach
3. If schools are located in temporary facilities, buses may need to be re-routed, with pick up/drop off routes changed. This needs to be communicated to parents.

B. FOOD SERVICES

If school food service is interrupted (when a central kitchen is destroyed or damaged), here are several options:

- Determine if food services can be provided by other schools with kitchens in the school district (special transportation for food delivery may be needed).
- Determine if food services can be provided by other school districts (again, special transportation for food delivery may be needed).
- Contract with one or more local food service vendors.
- Inform parents that their children will need to bring their own lunches.

Food and related supplies may need to be delivered to a different location (warehouse or central location).

C. UTILITIES

1. Essential Utilities

These utility services are essential to operate a school. Without these utilities, school would be dismissed, and not be held until they were restored. The school would remain in the disaster response mode until these essential services were restored:

- Electricity
- Water

- Sewer
- Natural Gas (if used for heating and/or hot water)

2. Phone (including cable for Internet access and K-20 system)

If phone service were interrupted, school would not operate until an alternate means of communication is established. Options for this include:

- Cellular telephones at specified essential locations (office, playground, cafeteria, w/administrators, etc.).
- Two-way radios (to one outside phone line).
- Public address system.
- Messengers.
- Bank of cell phones for emergencies.
- Ham radio operators (ARES-Amateur Radio Emergency Services/RACES-Radio Amateur Civil Emergency Services).

***Communication of service loss**

In all cases where services are interrupted, ensure that staff, students, and parents are informed of how the outage affects them, the expected length of the outage, and any temporary changes (such as temporary facilities and/or schedule changes).

Information Retrieval

1. Identify damaged information systems, which could include:
 - Computers and their components (monitors, keyboards, printers, scanners, accessories)
 - Photocopiers
 - Fax machines
 - Telephone systems
 - Public address system (intercom)
 - Fire/Burglary alarm systems
2. Prioritize information needs
3. Investigate if these resources are available elsewhere (either spare units or access at another location)
4. Identify what hard copies of critical information is available (schools often have hard copies of transcripts, emergency cards, schedules, etc.)
5. Determine how to release emergency information (to staff, media, parents, etc.) without information systems available.
 - One option would be runners with verbal information or hand-written notes to classrooms and places where people congregate (media area, reunification area, etc.)
6. Establish manual systems, such as notebooks, for staff to record critical information. Include a system for gathering and maintaining critical information. Share this process with all affected staff.

Critical information for schools to include:

- **Student records** – enrollment reports, student records, state assessment scores, attendance, grades, class/student schedules, transcripts, special education information, emergency (contact) and medical information.
- **Financial records** – accounts payable and receivable, payroll and staff records, purchase order and budget systems, monthly and annual financial reports, fixed asset accounting.
- **Daily work products** – electronic information stored on employees' desktop computers – letters, newsletters, procedures, memos, grant submissions, etc.

Information management background – student records and financial records

Most public schools in North Central Washington are part of the North Central Regional Data Center (NCRDC), an information management cooperative operated by ESD 171. Financial records are kept at the ESD 171 in computers using the VMS operating system and Washington School Information Processing Cooperative (WSIPC) software. Many of the districts also use the WSIPC student records system, which are also maintained at the ESD. NCRDC's computers are accessed by the schools via the K-20 line (which also accesses the Internet); one of the K-20 line's hub is at the University of Washington in Seattle.

The NCRDC creates nightly back ups of all information; these back up tapes are stored on site. Each Monday, a full back up of information is taken off-site for storage. Therefore, offsite student and financial records available for restoring would not be more than one week old.

After a disaster, if a school's access to ESD 171 computers were destroyed, the information could be accessed from another school or from workstations at ESD 171. If the ESD's computer facilities were damaged, the ESD would make arrangements with another ESD (seven other ESDs have compatible equipment and programs) to run WSIPC software. If K-20 lines were affected, the ESD has dial up access to the computers by phone.

Information management background – daily work products

The NCRDC does not back up information from the desktop computers for the member school districts. Quincy School District (QSD) does nightly and weekly backups of data files stored on the QSD computer systems. The nightly backups are conducted at the Pioneer Elementary (214 J Street SE, Quincy, WA), the location of the QSD's main server. Weekly disk to disk backups are conducted and stored at the Quincy Middle School (16 6th Ave SE, Quincy, WA). In the time of a disaster extra ordinary occurrences may take place and the QSD cannot guarantee the ability to preserve personal data files from QSD's desktop computers. It is still a good practice for individuals to back up critical information on their desktop computers to the cloud using Office 365.

Memorials & Memorial Services at School

This guideline is intended to help students and staff deal with grief due to the recent death of a current student or staff member, by conducting a memorial service or having a memorial at school.

Remember that consistency is very important in dealing with memorials at school. It may be seen as biased to allow remembrances of one popular student/staff member without allowing the same kind of response for other recently deceased students/staff.

Non-Students/Staff

With the Superintendent's approval, former students and staff, school volunteers, and others connected to the school may also be memorialized at school.

Schools need to make additional considerations when holding memorial services for students or staff who have committed suicide, or who have died from drug or alcohol use or while involved in criminal activities. In order to send a clear message regarding the unacceptable behavior that resulted in the death, schools must have a two-fold response in every memorial activity conducted at school – helping students deal with the loss and using the memorial as a teachable moment against the unacceptable behavior. For example, with a suicide, every service and memorial contains the message that suicide is not an acceptable option.

Memorials

Permanent Memorials and Scholarships

Permanent memorials, such as plaques and monuments placed on school grounds, must be approved by the Facilities Director prior to their acceptance.

Temporary Memorials

Temporary memorials are those that occur spontaneously by students, such as placing flowers, cards, balloons, posters, and the like on school grounds. Once placed on school grounds, these temporary memorials become the property of the school. Review these temporary memorials periodically for inappropriate or offensive material, and remove inappropriate items. When an acceptable time has passed, the school is responsible for dismantling temporary memorials sensitively.

To encourage the best placement of temporary memorials, pre-designate areas which do not include the main school entrance or bus drop-off areas, and inform the students of these locations.

The principal should be kept informed of all class activity displays related to the loss – these also should be age-appropriate.

Spontaneous Non-School Responses

In a larger incident, the community may respond by sending cards, letters, emails and gifts to the school. The principal must decide how to process the outpouring of additional community response. Involve the Superintendent in this effort.

Oversight

The principal must monitor the appropriateness of all memorial activities. This includes reviewing the appropriateness of all text (on signs, posters, cards, etc.), music, speakers, and events. Activities must be age and developmentally appropriate.

Memorial Services

Memorial services help bring closure after a death. The school should involve the school counselor, psychologist, or social worker in memorial activities.

NASP (National Association of School Psychologists) Guidelines

This NASP guideline includes the following:

- Guidelines for planning school memorial activities
- Suggested memorial activities
- Developmental considerations
- Specific guidelines for school memorial services
- Follow-up activities

WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember or commemorate the loss or tragic event. Many recommendations, special considerations, and decisions will need to be made in the emotional aftermath of a school crisis. This handout highlights and addresses some key points for your memorial committee to consider when your school is faced with the challenge of designing a memorial following an incident.

The Purpose of a Memorial

Memorials are a way for students, staff, and the community to express their grief. Because they are often group events, they serve to normalize feelings. Memorials can also be learning events for children and opportunities for students to take an active role in the grieving process.

Depending on the age of your students, many of them will not have much experience, if any, with death and the grieving process. Therefore, part of the response will be to teach students about the grieving process and what to expect at memorial services, events, or activities. Children may learn about customs, rituals, and the different kinds of reactions and emotions they can expect to have themselves or see in others. Memorials will likely evoke questions from students, so they should be given time to ask questions. This will help them feel more prepared for the memorial, which may subsequently serve to reduce feelings of anxiety.

Do No Harm

A memorial should “do no harm”—memorial or gathering sites should be safe. For example, if a student has died in a car crash, do not allow students to gather and grieve at the accident site if it is beside a busy street or highway. Keep candles at the memorial site separate from stuffed animals, flowers, and letters and poems. Let students’ questions be the guide; do not force them to discuss or attend the memorial if they are not ready. Making students feel obligated to express themselves or grieve before they are ready may be doing more harm than good. Emotional numbing may be a protective factor for a child during the initial stages of grief.

Types of Memorials

When appropriate, encourage your students to express themselves by providing them with a number of choices in memorial activities. A variety of activities will increase the likelihood that individual students can choose

their preferred mode of expression. Choosing to create a memorial—whether permanent, semipermanent, or temporary—is no small decision.

Permanent memorials may include a granite monument, permanent artwork, an engraved stone, or a permanent plaque (e.g., <http://www.columbinememorial.org/Welcome.asp>).

Permanent memorials require careful planning and discussion before any final decisions are made: Is there potential for retraumatization? Are there design, perception, and/or political implications? Other things to consider are maintenance costs, memorial policies, cultural norms, time commitment, location, management of initial donations, long-term implications, and costs. One large high school district established a policy that no space or place on campus can be permanently named after a person. This district-wide policy decreases the likelihood of permanent memorials and promotes renewable or living memorials.

Semipermanent, renewable, or living memorials may include a tree planting, a memory garden, dedication of a space such as the library or gymnasium, a bench, an annual scholarship, or an annual 5K run. For semipermanent memorials, the school will want to designate how many years the memorial will remain in place.

Temporary memorials may include a nonrenewable scholarship; a temporary website or online memorial; a one-time monetary donation to charity; a message on a poster or banner; a memory book; writing an individual or group letter; keeping a journal; creating a personal song, poem, or other art project; a candlelight vigil; or an impromptu memorial site (collection of balloons, flowers, stuffed animals, and photos). Most temporary memorials are short term, can be given away as a gift or donation, or they will expire or come to an end within a year.

In most school-related deaths, it is most appropriate to create temporary memorials. Temporary memorials allow students, staff, and families to express their grief in a positive and constructive manner.

Memorial Best Practices

- Develop a school- or district-wide policy concerning memorials.
- Suggest having a written “memorial procedures” plan.
- Designate a memorial committee and committee chairperson to make decisions.
- Involve all important stakeholders (students, staff, parents, and community members).
- Be proactive in working with families and students to create appropriate memorials.
- Follow the maxim of “do no harm.” Memorials should not be a source of retraumatization.
- Do not make memorial creation or attendance mandatory.

Although some literature exists regarding memorials, there is not a great deal of empirical research validating the use of memorials. In the crisis preparedness phase, it is recommended that districts develop guidelines about memorials before a crisis event takes place. The guidelines serve several purposes: (a) common definitions; (b) guidance for administrators, especially with an event that is highly emotional; and (c) consistency of implementing memorials between schools and crises.

A memorial committee may be assembled to help develop and promote memorial guidelines and policies. The committee will be responsible for making difficult and sensitive decisions. The

committee will need to obtain support and consensus among the stakeholders involved. This is not always an easy task. For example, following a school shooting in Springfield, Oregon, Cathy Paine wrote: “The design and construction of a permanent memorial proved to be one of the biggest challenges of our recovery. Initially, there was a lack of funding and agreement about the details of the memorial design. A second committee was formed and the memorial was dedicated on the fifth anniversary of the shooting. The permanent memorial consists of trees, benches, a basalt pillar, and a memorial fence, which are all located in a small park near the high school.”

Because memorials are group events, it is a time for people to come together and to support one another. Often memorials serve as a gathering place on important anniversaries after an event. If groups are gathering at a memorial site, the memorial committee should make school staff aware of the events so they can provide supervision; monitor student reactions and the appropriateness of the activities; and support students, staff, and community members. If memorials take place off school grounds, at least one school representative should be present, if possible.

Memorials After a Suicide

Memorials following a suicide are particularly important to monitor. The following approaches are recommended:

- Do not make a permanent memorial following a suicide.
- Do not glorify, highlight, or accentuate the event in any way.
- Choose memorials that are temporary, nonrenewable, or in the form of a “living” memorial (e.g., monetary donation to charity or research, purchase of a suicide prevention program for students). These memorials will positively affect surviving students as opposed to glorifying the students that died by suicide, which increases the risk that others will copy the act.

Every decision made regarding memorials after a student suicide will be extremely important, because it may help prevent the death of another student. It has been estimated that 100–200 students die each year in suicide clusters. School administrators and mental health staff can help by making recommendations not to establish permanent memorials after a death by a suicide. Memorials following a suicide may glamorize death or communicate that suicide is an appropriate or desired response to stress. School staff should discourage whole-school assemblies, full-page dedications in a yearbook, establishment of a scholarship, flying a flag at half mast, or any long-term commemoration. Spontaneous memorials (balloons, flowers, pictures, and letters) should be removed or allowed for only a short time.

Having an established school policy that addresses memorials in the district, and educating students, staff, and parents, will help to alleviate potential hard feelings and resentment by those who may not understand the reasoning for this approach and may be upset by it. Addressing the requests of grieving parents is easier when administrators can refer to a school policy. Decision makers need to remember that their primary concern should be about the surviving students that are left in their care. Otherwise, saying no to a memorial can be misinterpreted as the school not caring or being insensitive.

Memorials: A List of “Dos and Don’ts”

Memorial events and activities can be healthy venues that promote emotional expression and provide a sense of hope and recovery for those who participate. This list will serve as a quick guide for school officials who will ultimately be making decisions to best support students.

DOs	DON'Ts
<p>DO designate a chairperson and/or committee to oversee current and future memorial activities.</p> <p>DO create or refer to school policies that specifically address memorial plans and procedures.</p> <p>DO provide a variety or range of memorial activities for students so they can choose their own way of expressing grief.</p>	<p>DO NOT underestimate people's intense emotions, such as anger, sadness, or the resurfacing of past losses or traumas at memorial events.</p> <p>DO NOT pathologize normal grief reactions (consider handing out information about "common grief reactions").</p> <p>DO NOT mandate that students attend or participate in memorial events or funeral services.</p>

DOs	DON'Ts
<p>DO promote memorials and activities that foster a sense of hope, recovery, and positive action.</p> <p>DO educate students about memorial behavior and expectations (e.g., people may express their emotions openly at a memorial).</p> <p>DO provide a variety of age-appropriate memorial activities that reflect the student's developmental stage.</p> <p>DO give permission for students to leave a memorial event if they do not feel comfortable and suggest an alternate activity (recommended that staff supervise students that leave).</p> <p>Do provide students and staff with additional options (counseling, talking to a trusted adult) should they become overwhelmed with emotions and need additional support.</p> <p>DO disseminate facts and provide information to parents and staff about crisis reactions and adaptive and maladaptive coping responses.</p> <p>DO demonstrate awareness and sensitivity toward culturally related expressions, practices, and activities.</p> <p>DO closely supervise all memorial events to make sure they are appropriate, safe, and follow the maxim of "do no harm."</p> <p>DO monitor individuals at memorial events and make sure they are linked with or referred to mental health professionals, if needed. (Students indicating self-harm or violent intent need to be referred immediately.)</p> <p>DO promote "living" memorials that benefit others (e.g., donations for a suicide prevention program).</p>	<p>DO NOT designate permanent memorials, plaques, or pages in a yearbook for students that die by suicide.</p> <p>DO NOT glorify or accentuate any temporary memorials for a student that dies by suicide.</p> <p>DO NOT hold an assembly after the death of a student who died by suicide (to minimize glorification of the student's death).</p> <p>DO NOT close school or dismiss early to allow students and staff to attend a funeral (students and staff should be permitted to attend on an individual basis).</p> <p>DO NOT allow any form of subtle or obvious gang representation such as symbols or colors.</p> <p>DO NOT announce the death of a student over the intercom system (classroom announcements are more personal).</p> <p>DO NOT encourage funerals to be held at a school. DO NOT allow memorials to be placed at the entrance of a school (memorials need to be optional).</p> <p>DO NOT attempt to have the school provide all memorials (community groups may also provide venues and activities as a remembrance or commemoration of the event).</p>

Note. Adapted from *Memorial activities at school: A list of "Do's and Don'ts."* http://www.nasponline.org/resources/crisis_safety

Remembrance or commemoration T-shirts have gained in popularity but can present potential problems. Most often, school staff may not be aware of the T-shirts until multiple students are wearing the T-shirts. Questions to discuss when forming memorial policies include: (a) Will T-shirts be allowed? If not, what other alternative memorial activities can be suggested to students? (b) If no T-shirts are allowed and students violate policy, how will the administration handle the violation? Will the staff have students remove or cover the T-shirts or will they send the students home?

(c) If T-shirts are allowed, can they be created to memorialize a student who was involved in illegal or gang activities? (d) How long is it appropriate for students to wear the shirts? (e) Can students wear them for more than a week, more than a month, or for the rest of the year? These are challenging decisions for schools and districts to make; thus the importance of developing consistent policies.

Many decisions must be made when creating a memorial following a school crisis or tragedy. It is important for school districts to proactively establish memorial policies and procedures before a crisis occurs. Establishing a committee to help guide the creation of appropriate memorials will allow students, staff, and community members an opportunity to grieve and express themselves in a manner that promotes healthy healing.

Resources

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- Zenere, F. (2009, October). Suicide clusters and contagion. *Principal Leadership*, 12, 12–16.

Family Needs

Students may want to visit the grieving family. Have one school staff member consult with the family and determine if a school community contact is desired, and communicate this to affected students and staff.

Keep Memorial Services Free of Religion

Remember to keep religion out of memorial services at schools. WAC 180-40-227 requires “students’ rights to freedom of religion and to have their schools free from sectarian control or influence while they are participating in any school district conducted or sponsored activity.” Check your school district policy related to this. This does not mean that members of the faith community cannot be included in the memorial service, but ensure that they understand the restrictions.

Religious groups wanting to use school facilities for memorial services outside the school day should follow the school district’s facility use guidelines.

All students should be encouraged to participate in memorial services. However, if the student or his/her parents requests to not participate, provide those students with alternate activities.

Release For Off-Site Services

Students or staff may request time away from school during the school day for non-school memorials such as funeral services. Written parental permission is needed for students to be released and receive an excused absence. Release time may be granted to staff with the principal’s approval. If many students and staff of the school community are involved in these activities, the school may choose to dismiss early; the principal in consultation with the superintendent will decide what is appropriate. (Be consistent with what is allowed, as it may be precedent setting.)

Returning Family Member(s) of Deceased Students/Staff

Plan how to welcome a student or staff member returning to school after the loss of a family member (this can be used for returning crime victims or students with disabling injuries). The school counselor, psychologist, or social worker should talk with the person and/or his/her family to determine what emotional support is needed at school, and arrange this as appropriate.