

**(REGULATION)
DISASTER PLAN
PROCEDURES**

Intermediate Steps for Crisis Control

1. Provide support and counseling for students.
 - A. Regular instruction will probably need to be suspended while the disaster is discussed.
 - B. Individuals trained in counseling might target classrooms for their most immediate services where children are most severely affected.
 - C. Teachers need to know how to get assistance from another professional quickly should the need arise.
2. Disseminate factual information about the crisis to parents.
 - A. The most effective method of providing factual information to parents may be to prepare a letter to be sent home.
 - B. Some parents may need to be contacted by phone, especially if their child's reaction to the disaster seems extreme.
3. Decide how to deal with funerals or memorial services if death(s) are involved in the disaster.
 - A. When possible, have parents take their own children to the services.
 - B. If parents are unable to go, staff members may volunteer to do this. Permission slips may be needed.
 - C. At times, school buses may be used. Permission slips may be needed.
 - D. Plans for makeup work or forgiveness for assignments not completed due to attending services should be made and discussed with staff members so that a consistent plan is used.

Long-term and On-going Disaster Intervention

1. Provide for on-going opportunities to deal with the crisis. This might include:
 - A. Continue to have additional support staff and outside professionals available to students.
 - B. Make additional resources available to teachers who will be dealing with student reactions daily.
2. Think ahead to effects that might be delayed. For example:
 - A. A similar incident in another location may trigger renewed feelings.
 - B. The one-year anniversary of a disaster may provide an opportunity for planning a special remembrance; thereby diverting renewed reactions if the anniversary date is ignored.