

Osborne, Kansas

USD #392

CRISIS MANAGEMENT PLAN



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CRISIS INTERVENTION TEAM

Members

- Superintendent
- Principal
- Counselors
- Elementary School Teacher
- Jr/Sr High School Teacher
- Nurse

Team Duties:

1. Assess impact of crisis on students, staff, community.
2. Determine additional support personnel needed.
3. Discuss plan of action for additional crises throughout the day, who should be called, where to direct students or staff for assistance.
4. Start list of "at risk" students with input from staff.
5. Meet at the end of the day for a wrap up.

Superintendent Duties:

1. Meet with the Principal to determine facts and prepare a statement.
2. Act as contact with the media. Prepare a written statement for release to the media.
Inform the media that the Superintendent is the only source for information. Media is banned from school unless authorization is given by the superintendent.
3. Contact board members and make them aware of the situation.

Principal Duties:

1. Contact police, if needed.
2. Write a statement of facts that can be read to staff, students, and media. This statement is to be given to the Superintendent. Media are not to enter the building. Media are not to interview students on school premises.
3. Contact parents if necessary.
4. Plan and organize Staff Meeting, if necessary.

Counselor Duties:

1. Contact support personnel and make arrangements for their arrival, as soon as possible. Verify room availability for grief groups and assign support personnel.
2. Assist in notification of students of facts and establish a helping process throughout the day.
3. Begin contacting parents of "at risk" students.
4. Be available for individual and group counseling.

Teacher Duties:

1. Act as liaison between Crisis Intervention Team and teachers. Keep in mind, announcements to staff will come from an administrator or from you with the principal's permission.

Nurse Duties:

1. Meet with the Principal and obtain facts concerning the crisis.
2. If the crisis is medical in nature, assess the extent of injury or severity.
3. Provide immediate medical attention.
4. Assist in contacting ambulance, health officials or other medical agencies.

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5. Document medical attention provided.

TEAM End of Day Tasks:

1. Discuss the day's events.
2. Note any problems or trouble areas.
3. Devise a plan of action for Day Two.
 - a. Is there a need for grief groups or additional personnel?
 - b. Are there individual student needs that need to be met?
 - c. Are there staff members that have needs?
 - d. Are there parents that should be contacted?
 - e. Are there other agencies that need to be contacted?
 - f. Media?

CRISIS INTERVENTION PLAN CHECKLIST

Please make sure that you have all of the following information/items before
leaving your classroom in an emergency situation.

- Current Roster of Students
- Clear Crisis Bag
- Cell Phone
- Staff Phone Number List
- USD 392 Crisis Plan

EMERGENCY DRILL INSTRUCTIONS TO TEACH STUDENTS

Tornado Drill Instructions to teach Students

- Listen for the warning alert. Stop what you're doing and remain in place.
- If you're away from your class, find the nearest adult.
- Move single-file out of the work area, without talking and go quickly toward shelter.
- Enter the shelter single file and follow an adult's instructions for where to sit.
- Sit on your knees, lean forward and cover your head with your hands.
- Stay with your group and wait for the teacher to take roll.
- Remain quiet during the entire drill.
- Wait for the signal from your teacher before getting up and leaving the shelter area.

Fire Drill Instructions to teach Students

1. Listen for the warning alert. Stop what you're doing and remain in place.
2. If you're away from your class, find the nearest adult.
3. Listen to the teacher's instructions.
4. Move single file out of the work area and walk quickly toward exit.
5. Stay with your group and wait for the teacher to take roll.
6. Exit the building single file and follow teacher's directions. Remain quiet during entire drill.
7. Wait for signal from administration before returning to the building single file.

Shelter in Place Instructions to teach Students

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1. Listen for an announcement that tells teachers to lock doors and remain with students.
 2. Stop what you're doing, remain in place, and DO NOT TALK.
 3. The teacher will lock the door and turn off lights.
 4. Listen for the teacher's instructions to shelter in the room or leave the building.
 5. Move single file to where the teacher tells you to go.
 6. Remain still and quiet until the principal comes to the door, identifies him/herself and gives directions.
 7. If you are not with your class during lockdown drill, move to the nearest secure area and remain quiet.
 8. When you leave the room or building, leave with you hands in the air and walk single file.

TORNADO PROCEDURE

1. All students will take shelter in the Jr/Sr High School Auditorium basement. Elementary students will access the basement from the farthest Northwest single door.
2. If there is an extended time in the shelter, students may be made as comfortable as possible. Teachers should use their discretion as to when to have students remain in a seated, covered position.
3. Tornado drills are held at Osborne schools in accordance with the regulation of the State Fire Marshal. How Often?
4. Signal? Is it different than fire?

FIRE EVACUATION PROCEDURE

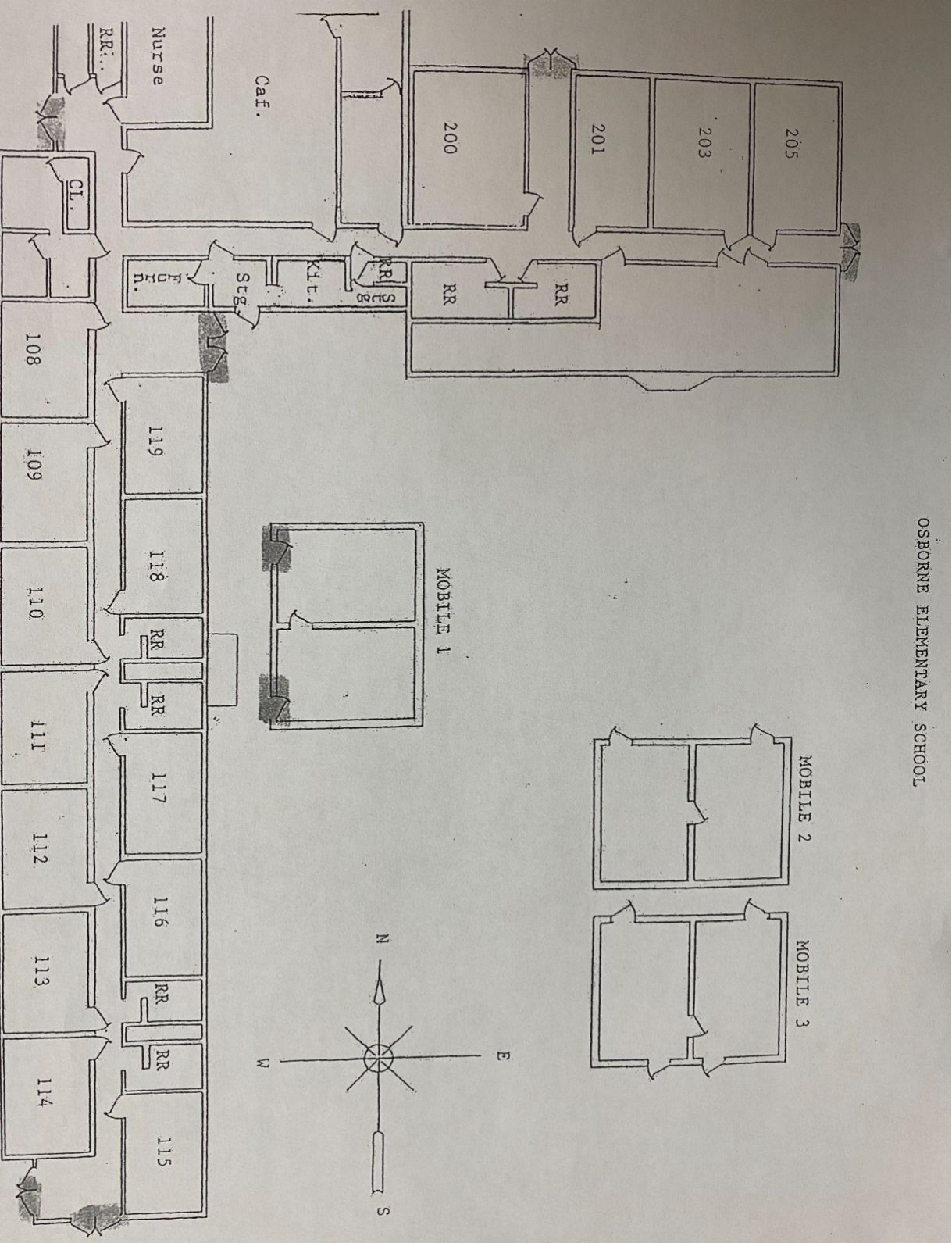
1. Diagrams of evacuation routes will be posted in every classroom beside the door. Two exit routes should be found on each diagram. Each classroom will follow the route of the closest exit unless it is blocked.
2. Teachers are to close windows and doors to their room as they evacuate.

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3. Teachers will grab their clear crisis bag before evacuating. (This must include an accurate class attendance record).
 4. Students are to move in an orderly fashion to a designated safe area outside the building. Once outside, the teacher will take an account of every student. Any student that is away from their class should immediately rejoin the class and be accounted for by the teacher.
 5. Grades PreK-3rd will line up South of the Elementary school across from the United Methodist Church. Grades 4-5 will line up on the sidewalk North of the Elementary school.

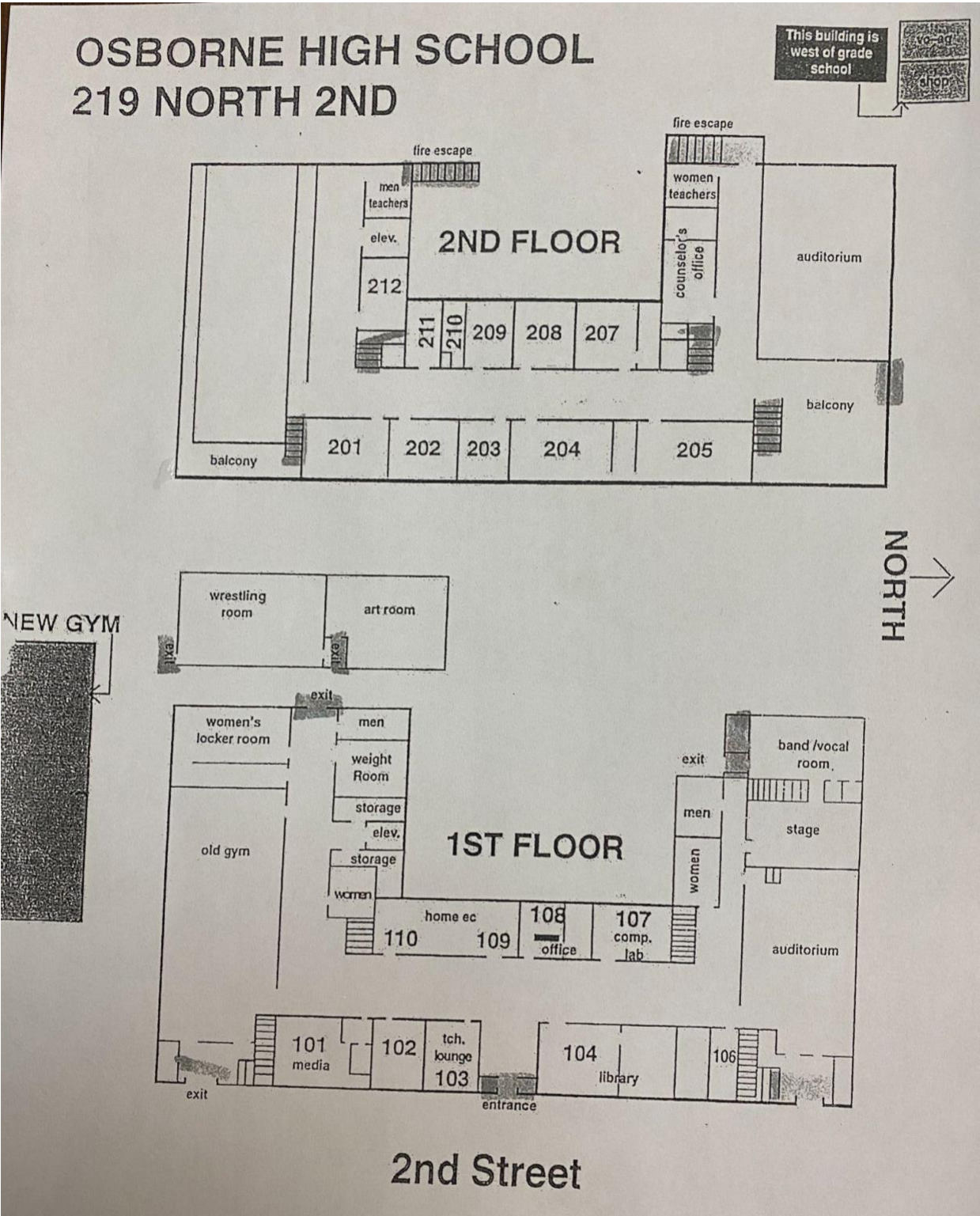
High school?

6. Teachers nearest the girls' and boys' restroom will check for any students left inside before they follow their class outside the building.
7. Monthly fire drills are held at Osborne schools in accordance with the regulation of the State Fire Marshal.

Osborne Elementary School



Osborne Jr/Sr High School



LOCKDOWN PROCEDURE

If it is determined that the safety and health of students/staff are in jeopardy, an announcement will be made to alert everyone of potential danger. Emergency lockdown will be given by the District and will notify the police. At that time:

1. An announcement will be made "ALL STAFF IMPLEMENT LOCKDOWN." The message should be broadcast so that it can be heard in all indoor/outdoor locations.
2. At this time, there will be no access given into the building and anyone wishing to leave campus must have approval from the Building Administrator.
3. Teachers should lock classroom doors, close blinds and collect all student cell phones.
(Technology/laptops?)
4. Teachers may continue with normal education within the classroom.
5. Activities should be coordinated so that all USD 392 buildings are following lockdown procedures at the same time.
6. Teachers will maintain (as best they can) a calm atmosphere in the classroom while keeping alert of the emotional needs of the students.
7. No students are allowed to leave the building to transition to another class. Try to keep students in the classroom as much as possible, but they may use the restroom if needed.
8. Any student who is out of the room supervised, should remain in the locked room and the teacher should notify the office of the location of those students.
9. The office will contact each room through the intercom system to ensure everyone is safe. Each staff member will respond by identifying themselves and stating the room is safe. If the room is not safe, the staff member will not identify themselves.
10. Staff will not evacuate or leave their assigned area unless authorized in person by the principal or a police officer.

After the lockdown has ended, the Crisis Intervention Team will meet to determine needs of the school. As soon as possible, each staff member will document what occurred in their area of responsibility and turn the report into the office.

SHELTER IN PLACE PROCEDURE

1. An announcement will be made "ALL STAFF IMPLEMENT SHELTER IN PLACE PROCEDURE." the message should be broadcast so that it can be heard in all indoor/outdoor locations.
2. At this time, there will be no access given into the building and anyone wishing to leave campus must have approval from the Building Administrator.
3. Teachers should lock classroom doors, close blinds and collect all student cell phones.
4. Turn off classroom lights and get to a safe corner of the classroom.
5. Teaching will cease and students are to get to a safe place in the classroom and sit quietly.
6. Do not allow students to exit the room. (If there is any issue please contact the office.)
7. Do not leave students unattended.
8. Any student who is out of the room supervised, should remain in the locked room and the teacher should notify the office of the location of those students.
9. Teachers will maintain (as best they can) a calm atmosphere in the classroom while keeping alert of the emotional needs of the students.
10. If necessary, lead deep breathing exercises (breathe through your nose handout through your mouth slowly), and talk calmly and quietly to students.
11. There will be no contact made by the office. If there are issues in your room you must contact the office immediately.
12. Wait for an all-clear message by someone you recognize or who can identify him/herself as an authority figure (request law enforcement ID).

After the Shelter in Place has ended, the Crisis Intervention Team will meet to determine needs of the school. As soon as possible, each staff member will document what occurred in their area of responsibility and turn the report into the office.

BOMB THREAT PROCEDURE

1. Complete the Bomb Threat Report Form and notify school administration.

(Building Administrator)

2. Immediately alert the police and initiate the building lockdown procedure. Evacuation of students shall be at the discretion of building administration and law enforcement officials.

Make an announcement to alert the staff of the Lockdown. **(Building Administrator)**

3. Teachers are to make a quick inspection of their classroom to see if anything is out of order. Notify the office of anything unusual. Maintain students in the classroom.

(Classroom Teachers)

If a suspicious object or situation is identified:

- Isolate the area by combining your class with another class so you can contact an administrator.
 - At the same time, quickly instruct students where to go and grab crisis bag (with attendance information) and head to Bomb safe site. **WHERE?**
4. If instructed to evacuate, do so immediately and get students to the secure location.
 - a. Administrator will announce over the intercom, "Meet at the _____."
Students are NOT to go to lockers or grab their belongings. **(Classroom Teachers)**
 - Teachers will report any missing students to the school Secretary.
 5. A list of absent/missing students will be given to law enforcement. **(Building Secretary)**

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- a. A district wide alert will be sent, as soon as possible, to notify parents. If school is being dismissed for the day a location for pickup will be shared. No student or staff member will be allowed to return to the building threatened until cleared by law enforcement. **(Building Administrator)**

BOMB THREAT REPORT FORM

Keep copies of this form in the District office, Jr/Sr High School office and Elementary office, for immediate use by the Secretary.

Upon the receipt of bomb threat, the person receiving the call should make every attempt to:

- Prolong the conversation.
- Identify background noises.
- Note distinguishing voice characteristics.
- Interrogate the caller as to the description of the bomb.

Date: _____ **Time of Call:** _____

Received By: _____

Who are you?	
What time is it set for?	
Where is it?	
What does it look like?	
Why are you doing this?	

Voice on the Phone: (Check those that apply)		Background Noise: (Check those that apply)	
Man		Music	
Women		Traffic	
Child		Children	
Student		Typing	
Intoxicated		Machines	
Accent / Speech Impediment		Farm Equipment	
Other		Other	

RESPONDING TO A DEATH

IN THE EVENT OF A DEATH involving students or staff of USD# 392, this pre-planned response will be immediately activated by the appropriate building administrator.

1. To provide an administrative tool to assist the school system in dealing with a death.
2. To provide a factual announcement to students/staff concerning the death.
3. To provide assistance to teachers in identifying and channeling students' needs.
4. To provide counseling to those who may need help.
5. To foster cooperation between community resources, family, and parents in dealing with a death.

PRINCIPAL'S INITIAL RESPONSE

1. Verify a death has occurred with the police department or other appropriate officials.
2. Prepare a STATEMENT TO STUDENT from verified information.
3. Consider if students in other buildings or school districts will be directly affected, requiring notification to their administrators.
4. Notify the Superintendent of the death and review STATEMENT TO STUDENTS.

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5. Determine with the Superintendent if the nature of the death will require significant modification of the district's Crisis Intervention Plan. If significant revisions are needed, request the Superintendent convene an immediate meeting of Crisis Team Members.
 6. Notify teachers of the time/place of a staff emergency meeting.
 7. Notify district counselor(s) and school psychologist, and determine the need for contacting additional counseling resources.
 8. The Superintendent will prepare a STATEMENT TO THE MEDIA.

STATEMENT TO STUDENTS

NOTATIONS to STAFF

1. Be sure that the information has been verified as factual. Do NOT elaborate or speculate beyond the information presented here.
2. Whenever possible, send another student to the office to accompany someone who appears particularly distraught.

PREPARED STATEMENT to Students

I regret to inform you that JIM JONES, a Senior, at Osborne High School was killed last night in an automobile accident. We will notify you regarding funeral services as soon as that information is available.

Counselors will be available today for those of you wanting to discuss or share your feelings about this death. You may be excused from school with parental consent if you wish to meet with your religious affiliation for counseling.

EMERGENCY STAFF MEETING

1. Distribute and review STATEMENT TO STUDENTS.
2. Review the importance of accurate attendance, student supervision, hall monitoring, and building security.
3. Discuss availability of counselors, their location, and procedure from utilization.
4. Review the need for normalizing the school day, providing security of structure and routine.
5. Discuss a list of possible "At Risk" students. List students believed particularly close to those involved in the death or who may have had prior knowledge of it.
6. Set a meeting for the end of the school day to assess student and staff needs. Determine the appropriate follow-up for the next day.
7. Open-ended discussion.

TEACHER RESPONSE GUIDELINES

1. At the beginning of class, teachers will read a prepared STATEMENT TO STUDENTS informing them of the death. This information has been specifically presented as a straight forward explanation of the occurrence. It should not be elaborated with any speculation or graphic details.
2. This information is to be presented to students within the confines of the small classroom, not over the public address system, or in a large assembly. The classroom constitutes a more intimate setting where the reactions of students can be monitored. A moment of silence may be observed when deemed appropriate by the classroom teacher.
3. Reiterate to your students that counselors are available in designated areas for counseling, talking and listening to concerns. They can be assigned to a counselor by

going to the office individually or in small groups. Students requesting a conference with their religious affiliation will be released upon parental consent.

REQUESTING COUNSELOR ASSISTANCE

Teachers are encouraged to allow open dialog and expression of grief in their classrooms.

However, there may be reactions or responses where counselor assistance is important.

1. Counselors can be requested to come to the classroom to assist teachers where student response created uncertainty for the teacher in contending with the situation.
2. Administrators/Substitutes can be requested to cover classes for teachers who feel they are too distraught due to the death to effectively respond to their students.
3. Send students who appear to be having particular difficulty contending with their emotions in the classroom setting to the office to meet with a counselor. Ask another student to walk with them to the office.
4. Submit a list to the principal's office of any students who appear to require counseling but did not request any help. These students will be contacted by school personnel to determine if follow up is necessary.

INTERACTING WITH STUDENTS

1. Expect a variety of reactions; ANGER, GILT, SORROW and GRIEF. Promote an atmosphere where feelings can be expressed without embarrassment or shame. Students may not be entirely rational in their responses because they are reacting to their feelings. Don't deny this expression of grief or argue against it.
2. Listen patiently, accept without judgement what the student is saying, regardless of how you feel about it. Try to understand the feelings as well as the content. Restate what you

have heard. Listen for what isn't being said. Omissions may be clues to important feelings. Concentrate on the student's message, not what you're going to say next.

3. LISTEN, LISTEN, LISTEN. It's essential we provide an atmosphere conducive to the uncensored expression of feelings.
 - BE AWARE that immersion into work or other activities does not magically cause someone in a state of grief to "snap out of it." Such distractions only have value as long as they don't result in isolation from sources of support and expression of feelings.
 - BE AWARE that time does not heal all wounds. That idea only conveys to students a sense of helplessness in their contending with grief, that there is nothing anyone can do now to relieve their pain.
 - BE AWARE that telling a grieving person not to dwell on their loss conveys he should ignore or bury powerful feelings. It implies he is somehow inadequate for not rationally controlling his emotions.
 - BE AWARE that grief recovery is best accomplished with the help of others, not alone. Some students will tend to show little emotion or "act recovered" in order to be treated that way. Look for both lack of response by students you would expect to be upset as well as those who appear partially grieved.

GENERAL CONSIDERATIONS

The Media

All questions from the media are to be referred to the Superintendent. The news media can increase the risk of contagion or “copy cat” behavior if not extremely careful in reporting the death.

A written statement has been prepared for the media which highlights school efforts in this situation. The information will emphasize the positive steps taken by our response and will provide information to the community where additional help is available.

Funeral Services

Funeral Services are normally held in the church or funeral home of the family’s choice. If the funeral is held during school hours, there will not be a general dismissal of the student body, unless there is not sufficient staff or students to conduct school in a productive manner. The funeral will not be held on any USD#392 grounds. Transportation to the funeral will not be provided. Students who wish to attend services must have parent permission.

Memorials

Appropriate means to remember the positive contributions of the deceased can greatly aid in the grief recovery process. These should be handled in such a way so as not to become cumbersome or unwieldy. Thus a memorial wall of pictures or plaques could prove out of place.

Students and parents need to be given direction as to what is an appropriate memorial to a student. There is a fine line between dramatizing death and doing something that allows the expression of a feeling of loss and to channel feelings. The following types of memorials are recommended:

1. The deceased will be recognized in the school yearbook as they normally would. An additional space will be available to provide a picture and a birthdate and death date. If a student dies during his/her senior year his/her name will be listed on the graduation program.
2. The family should consult their minister, the funeral director, and school officials as to what types of memorials would be appropriate if they wish to establish one. Persons and organizations are encouraged to create memorials, that while recognizing someone has died, would provide services or support to persons still living.

USD#392 Phone Directory

Patty Barfield	620-645-0786	Jolene Kats	785-436-4705	Stacy Rietzke	785-302-0546
Sherri Bertrand	785-345-4354	Megan Kuhlmann	785-476-8206	Gilbert Rush	785-534-9124
Beverly Boland	785-984-8065	Bethany Knoll	785-346-5969	Tina Schultze	
Nathan Brown	785-346-6777	Amanda Kreider	785-345-3021	Amanda Schultze	785-443-1718
Alan Burch		Arika Kuhlmann	785-620-7557	Lindy Schultze	620-546-3676
Jenny Burch	785-346-4953	Becky Lackey	785-346-6369	Beth Schulzte	785-545-7463
Kelli Burrus	785-534-2360	Troy Langdon	620-285-8723	Bobbi Schurr	785-623-9770
Barbara Carlin	785-639-3779	Marci Lantz	785-346-6401	Tamara Schurr	785-346-4918
Chris Carlin	785-346-6150	Alison Lecuyer	785-346-5491	Alecia Smith	785-346-4458
Kathy Conway	785-346-4080	Sam LeiVan	785-346-4021	Carl Storer	785-545-6444
Tom Conway	785-346-6831	Julee LeRock	785-346-4184	Mari Jo Stout	785-623-8006
Kenny Denio	785-346-6309	Tony Lutters	620-846-0451	David Strait	785-275-2047
Jennifer Dibble	785-346-6407	Trina Lutters	620-846-0450	Ann Tatkenhorst	785-221-8826
Judy Droppleman	785-346-4037	Jeanne Mans	785-346-4218	Mallorie Thibault	785-346-4677
Mitch Engelken	785-294-2093	Amanda Mans	785-346-6114	Brenda Thornton	785-346-4678
Alice French		Michaela Mans	785-545-6874	Steve Tiernan	785-294-0566
Leo Gier	785-454-5614	Melissa McKain		Doug Ubelaker	785-346-6662
Marian Gier	785-565-1383	Hilary Mick	316-209-1976	Alexis Werner	785-656-3960
Angie Goheen	785-34-6112	Jolene Mick	785-545-6063	Robin Wiebe	620-544-9100

Kathy Grabast	785-346-6202	Mindy Miller	785-346-4361	Machelle Wiles	785-569-1481
Bonita Green	620-253-5262	Brandy Miller	785-345-3029	Issac Wilson	620-927-0075
Jeannie Gregory	785-345-3047	Nancy Muck	785-476-5820	Susan Windle	785-346-6735
Dina Heise	785-346-4776	Jerilee Nipe	785-345-3157		
Brenda Henke	785-346-6635	Rikki Oliver	785-346-4553		
Bill Hinchley		Anna Potts			
Lacey Holloway	785-346-6603	Kim Pulec	785-425-0840		
Aubrey Hunter	785-308-0328	Rebecca Rash	785-345-4084		
Darci Kaser	785-346-6195	Bethany Remus	785-324-0142		

Religious / Counseling Agencies				
Agency	Contact Name	Town of Residence	Contact Number	Email
High Plains Mental Health	Beth Christians / Robin Bales	Osborne	785-346-2184	
Free Methodist Church	Issac Wilson	Osborne	620-927-0075	
United Methodist Church	Dorthy Ellsworth	Osborne/Alton	785-346-2333	
St. Aloysius Gonzaga Catholic Church	Father Darin	Osborne	785-346-5582	
Bible Baptist Church	Billy Neumann	Osborne	785-345-4011	

United Christan Church	Matt Spurgin	Osborne	(785) 346-2169	
Assembly of God Church	Mike Krager	Osborne	(785) 346-2808	
Faith Lutheran Church			(785) 346-5467	
Mt. Ayer Friends	Billy Peterson	Alton	(785) 984-2563	
Grace Brethren Church		Portis	785-346-2085	