

U.S.D. 498
VALLEY HEIGHTS
DISTRICT CRISIS INTERVENTION
HANDBOOK



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EMERGENCY PHONE NUMBERS & ADDRESSES

Any Emergency:	911	
Ambulance:	911	
Emergency Preparedness:	Marshall County: 562-4550	
Electricity:	Waterville: 363-2367	Blue Rapids: 363-7736
Evergy:	1-888-544-4852	
Fire:	911	
Health Dept.:	Marshall County: 562-3485	
Hospitals:	Marysville: 562-2311	Blue Rapids Clinic: 363-7202
Kansas Gas Service:	Kansas Gas Service: 888-482-4950	
Kansas School Safety Hotline:	1-877-626-8203	
Resource Officer:	Waterville: (785)268-0068	(Dan Hargrave)
Law Enforcement:	Blue Rapids: 363- 7736	Marshall County: 562-3141
Media:	KNDY: 562-2361	
Poison Info. Control Center:	1-800-222-1222	
Special Ed. Office:	(785) 562-2943	
DCF of Kansas:	1-800-922-5330	
Transportation:	Tony Yungeberg: 363-2530	Ext.4004
Water Dept.:	Waterville: 363-2367	Blue Rapids 363-7736
Suicide Hotline:	988	

PROCEDURE STATEMENT

This procedure manual outlines some of the specific steps that will be taken should a crisis occur in USD 498. The crisis team recognizes that little can be done to prevent a tragedy; however we have put together these procedures so we can respond in a timely manner. We believe that prompt intervention will help lessen the severity of the impact on our students, their parents, our staff and the community. The procedures as laid out here call for ongoing preparations so we can make informed interventions and then evaluate the process to make changes as necessary. The procedures listed here are only guidelines. Each crisis is different and will be dealt with accordingly.

UNIVERSAL EMERGENCY PROCEDURES

Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the Principal or his designee, as the Incident Commander (IC) will decide upon the Universal Emergency Procedures to implement. There are six Universal Procedures to respond to various emergency situations:

1. Evacuation 2. Severe Weather 3. Bus Evacuation 4. Lock Down 5. Off-Site Evacuation & Reunification 6. Shelter in Place

1. Evacuation (Fire) – An orderly and pre planned exit from a building when conditions are safer outside than inside.

Signal – loud continuous blast from alarm horn or pulsating strobe lights

- *Take closest & safest planned route out of building
- *Be familiar with 2nd route as needed
- *Teachers take attendance – take classroom kits
- *Office staff ensures evacuation destination is safe
- *Office staff take building crisis kit & megaphone
- *Office staff account for itinerant staff & visitors
- *Assist those with special needs

DRILL TO BE HELD FOUR(4) TIMES ANNUALLY-RECORD RESULTS

2. Tornado or Severe Weather Shelter – Placement of students and staff in a predetermined interior part of the building where damage due to weather will be less.

Signal – Clear speech announcement via intercom

- *Students take duck and cover positions
- *Remain quiet for further instructions
- *Teachers take attendance – close all doors & windows
- *Teachers take classroom crisis kit
- *Pre-determine communication methods between office staff and shelter areas
- *Remain until all clear is given
- *Assist those with special needs

DRILL TO BE HELD TWO(2) TIMES ANNUALLY – RECORD RESULTS

3. School Bus Evacuation – An orderly removal of bus occupants due to an emergency situation.

Signal – Verbal directions given by the bus driver, adult aid, sponsor or designated student helper

- *Assess the need to evacuate & recognize the hazard
- *Safe exit of students (passengers) is first priority
- *Indicate type of evacuation (i.e. front door, rear floor emergency, side door or combinations, etc.)
- *Assist younger students or those with special needs
- *Use radio or other communication systems to obtain help and notify dispatch of situation and precise location
- *Direct passengers to a safe area 100' from bus
- *Take fire extinguishers, first aid kits & other safety items
- *Take attendance & stay together

DRILL TO BE HELD ONCE EACH SEMESTER – RECORD RESULTS

4. Lock Down – A situation where there is an imminent threat inside or outside of the building. Students and staff are to immediately go to a protective place/position in their room.

Lock In – Some schools practice a lock in as part of this drill. A lock in is where normal academic activities continue in the classroom, but students & staff remain in their assigned room.

Signal – intercom announcement (if possible) pre-determine a secondary communication method for each building

- *Clear all hallways – report to nearest available classroom

- *Close, cover and lock all windows and doors, shut off lights

- *Move away from doors and windows drop to floor in designated place – usually with backs against interior walls

- *BE QUIET! – Wait for further instructions

- *Take attendance

- *Assist those with special needs

5. Off-Site Evacuation & Reunification – An orderly removal of students and staff to a predetermined host location (or a safe area in building) due to conditions inside the school building.

Signal – Clear speech announcement using the intercom. If the intercom is unavailable a predetermined method will be used

- *Find and use pre-determined evacuation & reunification procedures *Staff will escort students to safe area

- *Method of transporting to safe area may be either by walking or by bus transportation

- *Teachers take attendance and account for all of their students before leaving school

- *Teachers take their classroom crisis kits

- *Office staff take the building crisis kit and account for itinerant staff and visitors

- *Upon arrival at host site, teachers retake attendance

- *Upon arrival at host site, additional instructions will be given for reunification

- *Assist those with special needs

6. Shelter in Place (SIP) – Placement of students and staff in a predetermined area of the building's interior due to an external gas or chemical release.

Signal – Clear speech announcement via the intercom (if possible)

- *Move students and staff to designated area(s) *Open and use items from SIP kit to seal off areas

- *Shut down HVAC – close, lock & seal doors & windows

- *Take Attendance

- *Do not allow anyone to leave area

- *Wait for further instructions

- *Wait for further instructions

- *Assist those with special needs

- *Teachers take classroom kits to SIP area

Evacuation, Tornado and Bus Drills are required.

CRISIS TEAM RESPONSIBILITIES

SUPERINTENDENT:

- * Disseminates information.
- * Communicates with Board of Education members.
- * Decides to close school (s).
- * Communicates with principals to assemble the Crisis Team.
- * Communicates with authorities as required or needed.
- * Communicates with school secretaries with instructions for duties.
- * Prepares media release and handles media or press releases.
- * Evacuate to crisis site (as deemed necessary).
- * Notify transportation director, if transportation is needed.

PRINCIPALS:

- * Call 911 to request emergency services.
- * Notify the district office.
- * Assume superintendent's role in the absence of superintendent.
- * Convene crisis team.
- * Manage building and stay at center of crisis.
- * Organize movement of students as required.
- * Thrillshare
- * Collect information and verify facts with those directly involved.
- * Provide emergency communications on site.
- * Discuss whether a signal or code should be used to notify staff of an emergency.

CRISIS TEAM:

- * Facilitates control and information to fellow teachers.
- * Supervises and support students and teachers as needed.
- * Arranges follow up counseling.

GUIDANCE COUNSELOR:

- * Addresses needs of the students.
- * Compiles lists of the uninjured, injured, missing, and fatalities.
- * Arranges follow up counseling.

TEACHERS:

- * Stay with your students at all times, unless otherwise directed.
- * If you don't have class, assist where needed.
- * Remain calm.
- * In all cases have your grade book/roster to account for students.
- * Take your Crisis Kit if you leave your classroom.
- * Document release of students to designated adults only.

CRISIS TEAM RESPONSIBILITIES continued

TRANSPORTATION DIRECTOR:

- * Work with building principals to make arrangements for:
 - 1) Pick - up and delivery of students at each school's safety zone.
 - 2) Delivery of students to designated evacuation site.

SECRETARIES:

- * Answer phone calls, call parents, assist counselor(s) in compiling lists.
- * Refer media statements (if necessary) to the District Office.
- * Hold a phone line open.
- * Implement procedure for checking out students to parents/guardian

CUSTODIANS:

- * Lock all exterior doors during a lockdown.
- * Shut down gas, electricity and/or water, if DEEMED NECESSARY.

District Team Coordinator (Superintendent)

Preparation:

- * Implement an education and awareness program to provide the BOE and community members with background information on crisis procedures and policies within the district.
- * Check w/ team members about their role - any changes needed, and their degree of comfort in being involved in group or individual counseling.
- * Fill vacancies on team and seek out training for new members.
- * Provide parent programs to discuss skills in managing stress, depression and dealing w/grief.
- * Hold regular quarterly meetings.
- * Call other meetings as necessary.

Intervention:

- * Talk with administration about need for outside resources.
- * Call team members to notify them of incident and when and where meeting will be held.
- * Meet with team to prepare statement and set timeline and place for next meeting.
- * Meet regional team members (if called in) and see that they have information.
- * Help with student notification.
- * Check on staff; be prepared to allow faculty a few minutes to deal personally with situation.
- * Check on students; be prepared to visit with students.
- * Check on team members.
- * Remain available.

Evaluation:

- * Hold debriefing with staff that day, invite regional team members.
- * Hold team debriefing within 2 days.
- * After 2 weeks hold an evaluation meeting.
- * Meet with parents of students involved in incident to offer assistance w/in 2 days.
- * Meet w/flagged students w/in 3 days, 6 days and 2 weeks - individually or in groups.
- * Contact parents of flagged students, general notification.
- * Review with journalism students any stories planned for either newspaper or yearbook.
- * Meet w/staff that have been identified as being affected by event or handling of event.
- * Notify staff of anniversary dates, birthdays, etc.
- * Hold a parent education meeting to provide information on how to help students with grief process.

Building Level Coordinator (Principal)

Preparation

- * Promote need for team with staff, BOE and community at large.
- * Acquire training for personnel.
- * Suggest team members.
- * Attend regular quarterly meetings.

Intervention

- * Call outside resources if determined to be necessary.
- * Meet with district team to prepare statement.
- * Help notify staff.
- * Introduce self to any outside resources.
- * Provide support to most affected staff.
- * Help with reassigning staff or hire substitutes.
- * Check on staff offer breaks.
- * Determine when to send student(s) home during a crisis.

Evaluation

- * Attend building debriefing first day.
- * Attend team debriefing w/in 2 days.
- * After 2 weeks attend evaluation meeting.

Communications

Preparation

- * Prepare log of persons authorized to pick up students, give to team members.
- * Attend regular quarterly meetings.

Intervention

- * Meet with district team to prepare statement.
- * Maintain calm attitude — be aware of voice, tone and pace of speech.
- * Only provide generally known information.
- * Refer media to administration.
- * Assure callers that all necessary precautions are being taken.
- * Refer parents wishing to withdraw student to parent liaison, counselor or administration.
- * Call families of students not at school to inform them of incident.

Evaluation

- * Attend building debriefing first day.
- * Attend team debriefing within 2 days.
- * After 2 weeks attend evaluation meeting.

SCHOOL SAFETY/CRISIS MANAGEMENT TEAM

The District Crisis Team will be determined by Superintendent and Building Principals:

Specific Crisis Duties:

1. Media Liaison:	Superintendent
2. Law Enforcement Liaison:	Superintendent/Building Principal
3. Parent Liaison:	Principal/Counselor/Social Worker
4. Student Liaison:	Principal/Counselor/Social Worker
5. Medical Liaison:	School Nurse/Athletic Director/Coach
6. Counseling Liaison:	Counselor/Social Worker
7. Clergy Liaison	Superintendent/Principal/Counselor/Social Worker

DISTRICT CRISIS TEAM

Central Office

Sean Spoonts, Superintendent
620-750-0699
Jesse Medina, Clerk of Board
785-320-1055
Tiffany DeWalt, Nurse
785-556-4001
Dinah Umscheid, Treasurer
785-556-0038
Kara Thompson, PAT
785-534-7098
Tony Yungeberg, Transp. Director
785-562-7328

High School

Mike Savage, Principal
785-747-6455
Marcy Manley, Counselor
785-562-8506
Lori Dobrovolny, Secretary
785-556-6453
Ryan Bishop, Maintenance
785-562-7474
Ron Hardin, Technology
785-562-7918
Jordan Broxterman, A.D.
785-268-1246
Jamie LeSage, Custodial
785-713-0728
Caley Brenner
785-293-2440

Police/Fire

Dan Hargrave
Waterville Police
785-363-2392
Ryan Woodyard
Blue Rapids Police
785-363-7971
Jason Hemry
Blue Rapids Fire Chief
785-363-7472
Dane Parker
Waterville Fire Chief
785-363-2367

BUILDING CRISIS TEAM

Waterville Grade School

Justine deBoer, Principal
785-477-6395
Nikki Stoudt, Secretary
785-713-9478
Tony Yungeberg, Community Education
785-562-7328
Allison Weiche, Preschool
785-630-0130
Melinda Flower, Maintenance
785-562-8995

Blue Rapids Grade School

Titus Staples, Principal
308-279-1913
Bev Carter, Secretary
785-410-7381
Jaqi Woodyard, Maintenance
785-268-1097

CRISIS / VIOLENCE PLAN

SERIOUS INJURY/ACCIDENT/ILLNESS OCCURRING AT SCHOOL

The care of the injured/ill person is to be your immediate concern. Call school office.

1. Verify information, obtaining as many facts as possible. Relocate students as needed.
2. Call 911, if necessary.
3. Contact building principal/superintendent.
4. Building office will contact designated student/staff emergency numbers.
5. If people with first aid training are available, use them appropriately.

PHONE NUMBERS:

Emergency:	911
Superintendent:	363-2398 (office) 620-750-0699 (Sean Spoons - cell)
Blue Rapids Grade:	363-7693 (Blue Rapids office) 308-279-1913 (Titus Staples - cell)
Waterville Grade:	363-2530 (Waterville office) 785-477-6395 (Justine deBoer - cell)
High School:	363-2508 (office) 785-747-6455 (Mike Savage - cell)

NOTE: Do not make comments to the press, refer all press/media to the superintendent.

Be professional and keep confidentiality in mind.

EMERGENCY DURING LARGE EVENT

1. Follow the procedure for appropriate situation:

a. State that an emergency exists to the crowd. Stress the need to stay calm.

Use P.A. or alternate communication system to alert others who might be in the building.

b. Stress the need to keep exits open.

c. Inform as to exit procedures.

2. Call 911, indicating: place, type of emergency, injuries, if any; number of people involved; which entrances to be used.

PHONE NUMBERS:

Emergency:	911
Superintendent:	363-2398 (office) 620-750-0699 (Sean Spoons - cell)
Blue Rapids Grade:	363-7693 (Blue Rapids office) 308-279-1913 (Titus Staples - cell)
Waterville Grade:	363-2530 (Waterville office) 785-477-6395 (Justine deBoer - cell)
High School:	363-2508 (office) 785-747-6455 (Mike Savage - cell)

NOTE: Do not make comments to the press, refer all press/media to the superintendent.

Be professional and keep confidentiality in mind.

STUDENT RUNAWAY/ABDUCTION

A runaway is a student who runs away from the school building during the school hours.

An abduction is a student abducted by a stranger or non-custodial family member.

1. Notify the school office, they will:

- a. Contact police – emergency services (when appropriate)
- b. Contact custodial parents/guardians
- c. Contact superintendent's office (when appropriate)
- d. Office will designate a person to follow student or observe, if appropriate.

2. Gather identifying data for police (height, weight, hair color, clothing, make of car, license plate number, etc.) record time, and if child went willingly.

PHONE NUMBERS:

Emergency:	911
Superintendent:	363-2398 (office) 620-750-0699 (Sean Spoons - cell)
Blue Rapids Grade:	363-7693 (Blue Rapids office) 308-279-1913 (Titus Staples - cell)
Waterville Grade:	363-2530 (Waterville office) 785-477-6395 (Justine deBoer - cell)
High School:	363-2508 (office) 785-747-6455 (Mike Savage - cell)

NOTE: Do not make comments to the press, refer all press/media to the superintendent.

Be professional and keep confidentiality in mind.

FIRE EVACUATION

1. Pull fire alarm, if it has not sounded.
2. Phone 911.
3. Close all windows and doors, turn off lights.
4. Teachers take class list of students and emergency numbers.
5. Exit building using established evacuation plan.
6. Move to assembly point and take roll before moving to alternate site:
 Waterville Grade School: East of Bus Barn / Pre-School
 Jr/Sr High School: Stadium
 Blue Rapids Grade School: Gymnasium, Community Center
 Pre-School: Main Building (enter through east doors by music room)
7. Remain in your designated area until the principal or designee gives an all clear.
8. Dismiss students only to parents/friends who are listed on permission forms.

TORNADO

A tornado warning is when a tornado has been sighted—take shelter immediately.

1. Students and staff will proceed to assigned locations at the direction of the teacher. Each room is to have a location assignment posted.
2. Everyone should assume a safety position, head down, with hands covering their heads.
3. Close classroom doors after students exit into the hallways.
4. Maintain quiet so that any necessary directions may be given.
5. Teachers should take their class rosters with them during the drill and verify student count.
6. No one will be released from a shelter until the principal or designee announces an “all clear” except to custodial parent/guardian.
7. Dismiss students only to parents/friends who are listed on permission to release forms.

ACTIVE SHOOTER / BUILDING INTRUDER

An intruder is anyone trying to interfere with the normal routine of the school day.

1. Attempt to get the intruder away from the students. Use your common sense.
2. If possible or necessary, this signal will be given over the all-call (speak slowly):

 “ We are in lockdown. Lock all doors now.” (repeat twice)
3. Call 911.
4. Staff and students will remain in offices and classrooms with doors locked. Assess the situation. (Guard against any move that increases the likelihood of access to larger groups of people or for increased panic.)
5. After the crisis is over, remain where you are until the principal or designee has given clear instructions.
6. Dismiss students only to parents/friends who are listed on permission to release forms.

DEATH—AT SCHOOL

1. Notify the office to verify information, obtaining as many facts as possible.
2. Call 911, if necessary.
3. Maintain and secure area, if needed (death at school). Try to maintain a normal school schedule as much as possible.
4. Inform superintendent and crisis team.
5. Principal or designee meets with any family member present.
6. Crisis Intervention Team will provide support for staff/classrooms.

DEATH—OUT OF SCHOOL

1. Inform superintendent and crisis team, which will then meet.
2. Verify information, obtaining as many facts as possible.
3. Try to maintain a normal school schedule as much as possible.
4. Principal or designee meets with any family member present.
5. Crisis Intervention Team will provide support for staff/classrooms.

Bomb Threat

1. In the event of a bomb threat, the answering party should attempt to keep the caller on the line as long as possible and try to determine from the conversation as many facts as possible.

(REFER TO THE BOMB CHECKLIST)

2. Take all bomb threats seriously and inform building principal.
3. Do not evacuate until directed to do so.
4. The building crisis team, in consultation with the principal/superintendent will determine appropriate responses for follow-up. It is recognized that counseling may be needed.
5. The Safety and Security Act requires the reporting of possible crimes (see board policy EBC).

KANSAS SCHOOL SAFETY HOTLINE

1-877-626-8203

Persons calling to report potential violence may remain anonymous.

BOMB THREAT CHECKLIST

Use this checklist to help determine the seriousness of a bomb threat and to possibly identify the caller.

Name of person receiving call: _____

QUESTIONS TO ASK

1. When is the bomb going to explode?

2. Where is it right now?

3. What does it look like?

4. What kind of bomb is it?

5. What will cause it to explode?

6. Did you place the bomb?

7. Why?

8. What is your address?

9. What is your name?

10 Did you make the bomb?

11. Is there a timer on the bomb? How much time available?

CALLER'S VOICE

Calm

Nasal

Angry

Stutter

Excited

Lisp

Slow

Raspy

Rapid

Deep

Soft

Ragged

Loud

Clearing Throat

Laughter

Deep Breathing

Crying

Cracking Voice

Normal

Disguised

Distinct

Accent

Slurred

Familiar

If voice is familiar, who did it sound like?

EXACT WORDING OF THE THREAT:

BACKGROUND SOUNDS:

<input type="checkbox"/> Voices	<input type="checkbox"/> Animal Noises
<input type="checkbox"/> PA System	<input type="checkbox"/> Clear
<input type="checkbox"/> Music	<input type="checkbox"/> Static
<input type="checkbox"/> House Noises	<input type="checkbox"/> Local
<input type="checkbox"/> Motor	<input type="checkbox"/> Long Distance
<input type="checkbox"/> Other	

Sex of Caller:

Age:

Length of Call:

Number at which call is received:

Time and Date:

THREAT LANGUAGE:

<input type="checkbox"/> Well Spoken	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Foul	<input type="checkbox"/> Taped
<input type="checkbox"/> Irrational	<input type="checkbox"/> Message read by Threat maker

REMARKS:

KANSAS SCHOOL SAFETY HOTLINE 1-877-626-8203

LOCKDOWN

PHASE 1 LOCKDOWN (Outside Threat)

1. Administrators will notify faculty and staff without alarming students.
2. All teachers and staff lock all exterior doors and windows from inside.
3. Close window blinds.
4. All students are to remain in the building unless escorted by designated staff (outside classrooms).
5. Students already outside of the building will be escorted into the building immediately.
6. No one will be able to enter the building without administrator approval.
7. Phase 1 Lockdown procedures will be followed until the “all clear” is given.

PHASE 2 LOCKDOWN (Inside Threat)

1. This signal will be given over the all-cal system (speak slowly): **“We are in Phase 2 Lockdown. Lock classroom doors now.”** (repeat twice)

2. Office will call 911

3. Bring any students in the hall and restrooms near your room into your class.

4. Notify students’ present teacher that they are in your room by phone.

5. Lock all phones down to free lines.

6. Supervisors will escort outside students to designated buildings.

Jr./Sr. High: Shop Building

Blue Rapids: Gym, Community Center, Presbyterian Church

Waterville: Pre-School, Methodist Church, Community Center

Preschool: Main school building

7. Keep all students away from all doors and windows.

8. Phase 2 Lockdown procedures will be followed until the “all clear” is given.

****Note:** It may be necessary to evacuate students under certain conditions. If this situation arises, refer to the evacuation plan in crisis guide book. Follow the evacuation plan unless Administration or law enforcement say otherwise.

GENERAL GUIDELINES

Faculty, these are suggestions to help you through a difficult time. All of us are affected by a death. Emotions become disorganized and normal coping strategies may not work. Both students and adults may feel overwhelmed and confused. Therefore, these ideas are offered as reference points. Please use as needed and remember that we are all in this together.

The most common situation you will probably face as a classroom teacher is a single student who has lost a relative. Usually this will occur outside the school day and your first involvement will be preparing the class for the return of the grieving student. You may need to answer their questions about how to talk to the bereaved student. Students need to hear that it is okay to treat the person like always. They may need to be reminded that there will be times when the grieving student appears sad or upset for no reason that others can see and that is when they may just need someone to listen to them. Students also need to understand that mentioning the deceased person isn't wrong or bad. If the class is talking about fathers, for instance, it is okay to talk to the bereaved student about what they used to do with their dad. It might make them sad, but avoiding the subject is usually worse. Please remember that the counselor and other team members are ready to provide any support you need.

If you hear about a loss in a student's life, (or a fellow staff member's life) please share that with the rest of the faculty, including the nurse, the counselor and support staff. Don't assume that 'someone else will tell people' or that 'everyone has already heard'. Many people are in contact with that student everyday and it is helpful to know about the situations they are going through.

There may be times that a student is at school when they need to be notified about a death. A member of the team will come to your room and tell you what is happening so you can ask the student to leave the class with us. Again, your next task will be talking to the other students.

1. Cover the facts, but only the facts. The death doesn't need to be sensationalized.
2. Be honest. If you don't know just say so. It would be better for a student to hear an honest "I don't know" than a statement that later proves untrue. If you do know more, think before you speak.
3. Remind students that speculation and rumor won't help the situation
4. Allow expressions of grief, including tears. Please note that 80% of students think you are telling them to "quit crying" when you hand them a tissue. Make them available, but don't push them.
5. Respect the student's right to his or her own emotions. Others may not understand, but emotions are a personal matter. Students need to know it is okay to feel the things they are feeling.
6. Expect that reactions will be mixed. Try and help students realize that we all deal with things differently. Help them not to judge how a person 'should be' feeling. Students aren't uncaring if they just want to move on and they aren't sissies if they cry.

7. Help students avoid the ‘blame game’. “If I/you hadn’t picked on him, this wouldn’t have happened.”
8. Realize that students deal with things at different times. Some will seemingly “recover” quickly and others will need more time. Grief doesn’t operate on a schedule.
9. Accept your own limitations. Our lives aren’t compartmentalized and we can’t be expected to handle everything. Please let someone know if you are having trouble dealing with an issue.
10. Acknowledge that death is scary. It is okay to admit that it frightens us too.
11. Let students know where the support team locations are. If a student needs to get out of the room for a while, *send another student with them to a specific location*. If a student disappears to the bathroom for an extended period, check it out. Students will feed on each other’s emotions if not kept in check.
12. Allow some time to discuss feelings and the situation, but return as soon as feasible to the routine. This helps students (and adults) find their balance more quickly.
13. LISTEN! Silent support can be truly golden.
14. Don’t hesitate to call on someone else for support.

POINTS TO REMEMBER

There may be some changes you need to consider within your classroom for a few days until the first shock of grief has passed. Several references suggested the following: a) postpone tests, b) hold back on introducing new material, c) structure assignments to be shorter to offset the distractibility some students will experience.

Please don't refer to a death as a suicide when you talk about it with students. The family already has enough pain to deal with and often it is days before such a verdict is clearly stated by the authorities. If the students ask if another student killed themselves you can be honest, "Joe died by strangulation and it appears that no one else was there", without labeling it a suicide.

When asked why someone had to die, please don't answer with something like "God needed him or her in heaven" or "They are at rest (sleeping) now and don't feel any more pain". These may be helpful sentiments to an adult, but to a child they can do more harm than good. The fact is we don't know why people die and we need to be honest about that. If a student asks if they will die you need to be honest and respond that all people die and they will die someday too. Beyond that you probably need to encourage them to talk to a parent or the counselor.

STUDENT SECTION

GUN/WEAPON IN SCHOOL

A. Gun SUSPECTED in classroom:

1. **DO NOT** leave the room.
2. Call and ask a neighboring teacher to come to your door.
3. **CONFIDENTIALLY** tell the colleague that you suspect a student has a gun/weapon in class.
4. Give the name/seat location of the student who is suspected.
5. Tell the colleague to inform the office immediately.
6. Continue class and the lesson. Administration will arrive promptly.

B. Gun Pulled and Displayed:

1. If a student/intruder pulls a gun in class, **DO NOT** try to disarm the individual.
2. Remain calm. Tell the rest of your class to remain seated and to stay calm. If possible, remove as many students as possible from your classroom.
3. **STAY AWAY** from the student with the gun. Talk to the student in a controlled manner.
4. Ask the student to put the gun down, and move away from it.
5. Do what you can to get the attention of another colleague and the office, so help can be summoned.

C. Gun in a Locker/Gun on Student in Hallway:

1. If you see a gun on a student in the hall, follow the student. **(DO NOT LET THE STUDENT OUT OF YOUR SIGHT.)**
2. If a gun is in a locker, **DO NOT LEAVE THAT LOCKER.**
3. Contact administrator, or ask colleague to make contact for you.
4. Wait for assistance. **DO NOT LEAVE THE STUDENT OR LOCKER.**
5. Tell students in the area to go to their classrooms.

D. Student or Staff Member Shot on Campus:

Principal:

1. Call 911 immediately. Give exact location of incident.
2. Call superintendents office.
3. If shooting occurs while school is still in session, use the PA to notify staff to hold all students in their respective areas or classrooms.
4. Isolate the area where the shooting occurred.
5. Isolate and separate witnesses.
6. Activate Crisis Team.
7. Direct media to the superintendent.
8. Contact parents of all students involved in the incident.

VERBAL OR WRITTEN THREATS OF SUICIDE

TEACHER:

1. Notify school building principal immediately.
2. Take threat seriously.
3. Tell student you are concerned.
4. Do not leave student alone.
5. Continue to express interest in student after crisis is over.

****Teachers are mandated reporters****

SOCIAL WORKER, COUNSELOR, OR NURSE:

1. Isolate student from peers if possible.
2. Talk with students and assess the seriousness of the threat.
3. Ask directly if person has entertained thoughts of suicide.
4. Do not leave student alone.
5. Notify principal and parents.
6. Continue to counsel and observe the student.
7. Provide parents with other community resources for counseling.
8. Work with parents, students, teachers, administrators and others that come into contact with that student to monitor student.

PRINCIPAL'S OFFICE:

1. Notify parents to come to school to meet with school counselor/social worker, or nurse.
2. Send letter to parents documenting the incident AND action taken.
3. Notify superintendent of the incident.
4. Complete Threat Assessment tool and refer to outside mental health agency if needed.

SUICIDE ATTEMPT IN PROGRESS

TEACHER:

1. Send for principal, school psychologist, social worker and nurse.
2. Try to calm the student and others in a calm voice.
 - a. Ask for permission to evacuate area.
3. Evacuate quietly if safe.
4. Return students to classroom when advised.
5. Complete incident report ASAP.
6. Identify students in need of more intense counseling.

PRINCIPAL'S OFFICE:

1. Call 911 for police and ambulance.
2. Obtain student's emergency health information and take to scene.
3. Notify parents.
4. Appoint staff member to handle arriving parents.
5. Escort police to scene and stay out of view of student.

If suicide is prevented:

1. Convene crisis team.
2. Require parents to show proof of psychological consultation before student returns to school.

If suicide is not prevented:

1. Authorize increased counseling services to students.
2. Provide written and personal condolences to family.
3. Facilitate any investigations by district/civil authorities.

SCHOOL SOCIAL WORKER, COUNSELOR, OR NURSE

1. Notify principal if it has not already been done.
2. Personally go to scene and take control.
3. If weapon is visible, do not approach student.
4. Speak calmly with student, try to diffuse situation using counseling expertise.
5. Maintain contact with the student.

If suicide is prevented:

1. Give student and parents phone numbers of National Youth Crisis Hotline. 1-800-448-4663
2. Document anything that you observe.
3. Work with parents, student, administrators, and teachers to monitor student.

If suicide is not prevented:

1. Coordinate and document increased counseling services to students.
2. File incident report ASAP.

UNAUTHORIZED REMOVAL OF A STUDENT (ABDUCTION)

SECRETARY:

1. In event of unauthorized removal – **NOTIFY PRINCIPAL IMMEDIATELY.**
2. Have list of students on desk who are not to be released to anyone except a specific person or other special instructions.
3. Red flag enrollment cards and emergency cards of such students.
 - a. Keep all relevant court records on file.
4. Check with custodial parent or guardian for approval before releasing child to anyone else.
5. Record time and date of telephone approval.
6. Keep copy of that document on file.
7. Keep any student who seems reluctant to go with person picking them up.
8. Ask for person's driver's license and record name and number.
9. Notify custodial parent or guardian of student's reluctance, abide by parent's wishes.

TEACHER:

1. Immediately report to Principal's office.

PRINCIPAL'S OFFICE:

1. Use good judgment; secretary calls police and/or guardian.
2. Get license plate number if there is a vehicle involved.
3. Call 911.
4. Call parent/guardian listed on student's emergency card.
5. Notify Superintendent or designee's office.
6. **Do not** release any information to media
 - a. Refer inquiries to the Superintendent's office.
7. When police arrive, work closely with them.

STEPS TO ACTION:

1. If law enforcement has been called, try to use your best **verbal** intervention skills to keep the possible abductor at school.
2. Don't physically attempt to keep the child at school.
3. If a victim is wounded, someone from the school should accompany them to the hospital.
4. Convene a faculty meeting to debrief the crisis as soon as it is appropriate.

MISSING OR RUNAWAY STUDENT DURING SCHOOL HOURS

PRINCIPAL'S OFFICE:

1. Obtain registration form and photo from files and/or yearbook.
2. Search campus
 - a. "All Call" on the PA system.
3. If student is a bus rider, call transportation director.
4. Check with children at student's bus stop (if applicable).
5. Call parent or those listed on the emergency release form.
6. If parents are unresponsive or unavailable – call police.
7. Notify law enforcement to be on "stand by" in case student is not located within a reasonable period of time.
8. Notify Superintendent or designee's office.
- 9. Do not** release any information to the media.
- 10.** When law enforcement arrives at school – work closely with them.
- 11.** If student is located – notify parent/guardian immediately.

PRE-PLAN FOR STUDENT WALKOUT

TEACHER:

1. Notify Principal's office ASAP.

PRINCIPAL'S OFFICE:

1. Identify issues and/or concerns that have led up to potential walkout.
2. Obtain date, time, and names of students involved.
3. Determine course of action to avert walkout (if possible).
4. Notify Superintendent's office.
5. Call police as appropriate.
6. Meet with faculty to inform them of potential walkout.
7. Meet with student leaders to explain situation. Clear up rumors and avert walkout, if possible.

STUDENT WALKOUT

TEACHER:

1. Report to Principal's office ASAP.

PRINCIPAL'S OFFICE:

1. Instruct staff to allow students to leave.
2. Do not stop students from leaving.
3. If appropriate, ensure videotape is filming students, outsiders, or adults that are participating.
4. Announce on the intercom system for all students to return to class.
5. Give students opportunity to return to class.
6. Instruct personnel to conduct a "hall sweep" and clear halls of students after 5 minutes.
7. Ensure all students are either in class or outside.
8. Ring bell or use bullhorn to encourage students to return.
9. Monitor ongoing situation.
10. Communicate current status of walkout to Superintendent or designee.

FOLLOWING A STUDENT WALKOUT

1. Instruct teachers to take attendance each period to determine students who participated in walkout.
2. Be responsible for developing a list of all students who walked out.
3. Contact parent/guardian of walkout students to arrange for return of each student the next day.
4. Inform parent/guardian of disciplinary action.
5. Develop a system for admitting students back to school.

DEMONSTRATIONS AND DISORDERS

Principal or Designee:

1. Notify superintendent of the situation.
2. Call 911 (if deemed necessary).
3. Lock the doors of the building (if necessary).
4. Do not allow unauthorized visitors to enter the building.
5. Make use of school intercom to establish an emergency communication link.
6. Take the necessary steps to assure safety of students and staff

Principal or Designee Assisted by Police:

1. Advise non-students in the group their assembly is disruptive to the educational process and as such they are trespassing and may be subject to criminal arrest.
Note: This step should only be taken with the approval of the Superintendent. Law enforcement should also be consulted to make sure they have the resources to support the action.
2. Keep a log of the names of individuals involved, the date, and times of notification. This information may be needed for court action.
3. Dismiss the students in the building calmly when it's safe to board busses and leave the school grounds.

If Students Are Involved:

1. Notify students via bull horn, public address system or other means that they should return to class.

BUILDING SECTION

BUILDING EVACUATION

TEACHER:

1. Evacuate if you hear alarm ring or call on PA system.
2. Be aware of pre-designated primary and alternate evacuation routes.
3. Take roster sheet, grade book, and crisis bag with you.
4. Close classroom door and turn out lights as students leave.
5. Leave building in an orderly manner without rushing.
6. If situation warrants, vehicles will be used to transport students to another site.
7. For evacuation without vehicles, walk from building in stated course.
8. Always evacuate cross wind and/or upwind.
9. Evacuate students to at least 300 feet from building and out of the way of emergency vehicles.
10. Reassemble students and check roll to account for all students.
11. Report any missing students immediately.
12. On roster, note students released to parents.
13. Return to classroom when instructed to do so.

SCHOOL NURSE:

1. Administer first aid if necessary.

PRINCIPAL'S OFFICE:

1. Sound alarm to signal evacuation. Use PA announcement if alternate evacuation route or assembly area is to be used.
2. Call 911 for police and/or fire department. (If deemed necessary).
3. Advise whether ambulances are needed.
4. Advise nurse and staff to administer first aid if necessary.
5. Evacuate all staff and students to pre-designated evacuation areas.
6. Ensure that caretakers assist handicapped students.
7. After total roster is collected, pre-appointed staff members search building for any missing students.
 - a. Ensure that they also search for stragglers.
8. Ensure that custodian and cafeteria have turned off all power equipment.
9. Notify Superintendent or designee's office to ensure that necessary administrators are notified.
10. Advise whether primary or alternate evacuation area will be used.
11. Advise whether students need to be transported by bus to another site.
12. If students are to be evacuated to another site or dismissed, organize system for loading busses.
13. If students are to be dismissed, establish checkout area.
14. Students should be released **ONLY** to parents or those listed on emergency release form.
15. Signal "All Clear" and return to class when appropriate.
16. File an incident report.

ASSEMBLY POINT/ALTERNATIVE SITE EVACUATION

IN CASE OF EVACUATION OR RELOCATION AT YOUR SCHOOL YOU WOULD EVACUATE TO THE ASSIGNED LOCATION:

BLUE RAPIDS – 508 Chestnut Street

Alternate Sites — Assembly Point

These will be used based upon need and availability.

1. Gym – 209 E 6th Street
2. Blue Rapids Community Center – 04 Public Square (363-7736)
3. Presbyterian Church – 609 Genesee Street (363-7142)

WATERVILLE – 307 Lincoln Street

Alternate Sites — Assembly Points

These will be used based upon need and availability.

1. Football Field (weather permitting)
2. Methodist Church – 103 W Main Street (363-2467)
3. Waterville Community Center – 136 E. Commercial Street (363-2367)

HIGH SCHOOL – 2274 6th Road

Alternate Sites — Assembly Points

These will be used based upon need and availability.

1. Practice Fields/Overflow Parking Lot
2. Blue Rapids Gym – 209 E 6th Street
3. Blue Rapids Community Center – 04 Public Square (363-7736)

PRE-SCHOOL & PAT – 308 E. Lincoln

1st two options if preschool evacuation only!

1. Multipurpose Room Elementary Building (363-2398)
2. Methodist Church – 103 W Main Street (363-2467)

Alternate Sites — Assembly Points

These will be used based upon need and availability.

1. Football Field (Weather permitting)
2. Methodist Church – 103 W Main Street (363-2467)
3. Waterville Community Center – (363-2367)

REUNIFICATION RESPONSIBILITIES

Each building team will construct a reunification plan that addresses the following critical components: (Check the box when completed)

- ☐ A. Designate an area or room where location of checkout procedures will occur. The following guidelines should be considered when choosing checkout room or area:
 - Capable of hard line phone access (multiple lines would be ideal)
 - Capable of computer access (hard wire or wireless)
 - Easy access egress to the outside of the building
 - Use of radios without interference
 - Large enough to receive and process many people simultaneously
 - Multiple electrical outlets
 - Access to backup or emergency lighting sources
- ☐ B. Prepare a process where parents or authorized people can enter the building, proceed to check out area, sign out the student and exit the building. (Map out and show process on Building's Footprint Plan)
- ☐ C. In advance prepare a student sign-out sheet
- ☐ D. Assign responsibilities and construct job descriptions (or instructions) to staff members in order to fulfill the following check-out procedures:
 - Sign out administration
 - ---

Sign out coordination with each classroom
 - ---

Transportation coordination
 - i.

Parent Parking
 - ii.

Bus Transportation
 - iii.

Student Parking
 - iv.

Staff Parking
 - ---
 - Special issues and information coordination
 - Internal building communications
 - Logistics as needed (situational)
 - Building Crisis Team identification and clothing
 - Site security

STUDENT RELEASE LOG

School _____

Date _____

Time In	Student's Name	Disposition	Time Out	Name of Person Released To	Signature

GAS OR CHEMICAL LEAKS

TEACHER/STAFF:

1. Evacuate students to designated assembly point or evacuate building when informed to do so.
2. Use fire drill procedures for evacuation.
3. **DO NOT** operate electrical switches.
4. Route students around and away from areas of strong gas or chemical odors.
5. Take attendance at assembly point.
6. Ensure that medical care is given to anyone injured or overcome by gas.
7. Await further instructions or all clear signal.

PRINCIPAL'S OFFICE:

1. Notify staff to evacuate areas of building whenever a strong gas odor or chemical spill is reported.
2. **DO NOT USE** fire alarm signal as it may take students into areas of highest gas concentration.
3. Call 911 and report smell of gas or chemical leak.
4. Call Superintendent's office.
5. Oversee evacuation to designated assembly point.
6. Notify Gas Company, Fire Marshal, and law enforcement.
7. In conjunction with authorities, determine if evacuation of entire building is necessary.
8. Alert school nurse for needed emergency care.
9. Confer with school custodians for immediate emergency responses.
10. If necessary, arrange transportation of students to home.
11. Coordinate follow-up procedures and investigation with authorities.
12. File incident report.

NURSE SECTION

Emergency Response Supplies

First Aid Kit Checklist:

- | | | |
|--------------------|----------------------|-----------------------------|
| *Gauze Pads | *Antiseptic Wipes | *Triple Antibiotic Ointment |
| *Band-Aids | *Biohazard Bags | *CPR Mask |
| *Gloves | *Survivor Blanket | *Note Cards |
| *Alcohol Prep Pads | *Burn Gel | *Pen/Pencil |
| *Iodine Pads | *Insect Sting Relief | *Q-Tips (long) |
| *Scissors | *Surgical Tape | *Ice Pack |
| *Tweezers | *Ace Wrap | |

Basic Emergency Response Bags:

- *Canvas Bag
- *Flashlight
- *Bottled Water
- *Clipboard
- *Paper
- *Pen/Pencil
- *Whistle
- *Note Cards
- *Tissues
- *Small First Aid Kit
- *Plastic Drop Cloth
- *Cookies / Crackers
- *Vest

Enhancements:

- *Disposable Camera
- *Class Roster
- *Hand Sanitizer
- *Binoculars
- *Bucket
- *Activities for students

Kansas Center for Safe & Prepared Schools
Building Crisis Kit – Suggested Contents

A building crisis kit is an organized kit that contains helpful items to building staff and emergency responders during a crisis event in their local school. The following is a suggested list of items usually placed in the Building Crisis Kit:

- a. Container – often a large duffel bag or backpack that can be carried
- b. Building Crisis Plans and Procedures
- c. Recent yearbook
- d. Current student roster
- e. Current staff roster
- f. Current visitor roster
- g. Vests or hats or some means of identifying Crisis Team Members
- h. Whistles
- i. Emergency phone number list
- j. Building Walkie-talkies
- k. Interoperable radio with First Responders (if possible)
- l. Cell phone
- m. Pens, pencils and markers
- n. Special needs of students and staff (use guided by HIPAA & FERPA)
- o. Campus and site maps
- p. First aid supplies
- q. First aid instructions
- r. Water
- s. Flashlights
- t. Extra Batteries
- u. Battery operated radio (NOAA weather radio)
- v. Blankets
- w. Sanitary items (paper towels, toilet paper, moist towelettes)
- x. Work gloves
- y. Disposable plastic gloves
- z. Electronic megaphone
- aa. Clipboard and paper
- bb. Basic hand tool
- cc. Utility turn off procedures
- dd. Plastic drop cloths
- ee. Breathing masks
- ff. Hand sanitizer
- gg. Duct tape
- hh. Disposable camera
- ii. Binoculars
- jj. Other as needed

Kansas Center for Safe and Prepared Schools

Classroom Crisis Kit – Suggested Contents

A classroom kit is intended to be a ‘grab and go’ organized kit that contains helpful items to the classroom teacher, students, building staff and emergency responders during a crisis event. The following are suggested items with each school adding items as needed:

- a. Grab and go container (usually some type of canvas bag)
- b. Building Crisis Plans
- c. Flashlight + extra batteries
- d. Water
- e. Clipboard
- f. Writing Paper
- g. Pens, pencils and markers
- h. Whistle
- i. Note cards
- j. Small first aid kit
- k. Plastic drop cloth
- l. Class roster & photos – current attendance
- m. Emergency student phone information – marked confidential
- n. List of classroom special needs – (marked confidential and use guided by HIPPA & FERPA)
- o. Hand sanitizer
- p. Building emergency plans and procedures
- q. Disposable gloves
- r. Student activities
- s. Hat, vest or some identifier for teacher
- t. Other as needed

APPENDIX

APPENDIX A

INFORMATION NEEDED WHEN CALLING 911

- SCHOOL NAME AND ADDRESS
- PHONE NUMBER CALLING FROM
- NATURE OF THE PROBLEM
- ARE WEAPONS INVOLVED?
- LOCATION OF THE PROBLEM AT THE SCHOOL
- CONTACT PERSON
- DESCRIPTIONS
- RACE, GENDER, AGE, HEIGHT, WEIGHT, CLOTHING
- VEHICLE DESCRIPTION
- MAKE, MODEL, COLOR, TAG NUMBER, DIRECTION OF TRAVEL
- TIME OF OCCURRENCE

APPENDIX B

MEDICAL INFORMATION NEEDED WHEN CALLING 911

- HOW MANY PEOPLE ARE INVOLVED?
- AGE AND GENDER
- WHAT IS THE MAJOR PROBLEM?
- WHAT ARE THE EXTENT OF INJURIES?
- IS THE PERSON BLEEDING?
- ARE THEY CONSCIOUS? BREATHING? ALERT?
- IF KNOWN, DOES THE PERSON HAVE A HISTORY OF ASTHMA OR HEART TROUBLE?
- WHERE ARE THEY LOCATED IN THE BUILDING?
- WHAT IS THE MOST ACCESSIBLE ENTRY INTO THAT AREA?

TIPS: If a person has been sent to a doorway to meet emergency medical personnel with the purpose of escorting them to the victim, remember that a second responder crew may follow the first responders and also need directing.

In a criminal or violent situation, remember that emergency medical personnel may not be allowed into the building until given clearance by police.

APPENDIX C

TIPS FOR TEACHERS IN DEALING WITH CRISIS

There have been many varied crisis situations which have impacted the school. There will be occasions when administrators, counselors, and psychologists can not provide immediate assistance to all who need it during a crisis. Teachers can provide very valuable assistance. The goal of crisis intervention is to provide immediate assistance to restore normalcy and minimize debilitating lasting effects.

VERIFICATIONS

Your principal will verify the extent of the crisis and notify you as soon as possible. Please be very cautious about commenting to students until you are notified of the facts. Tell students that it is important to stay calm and that rumors can get out of hand and that you will give them the facts as soon as possible.

WHAT THE TEACHER CAN DO

1. After receiving verification from the principal, you should openly and honestly acknowledge what has happened. Students need to be told the facts in age appropriate terms. This will help de-escalate the situation. The building principal or designee will read a prepared statement to student/staff.
2. It is important that students understand that they may be flooded with waves of emotion and there is not one correct way to feel. Our emotions range through these stages and we can go back and forth through them.
3. We have tendency to expect all students to react to bad news with feelings of remorse. Give permission for a range of emotions and recognize the student who says today, "I don't care" or "It didn't bother me."

APPENDIX D

CRISIS INTERVENTION STRATEGIES

DO'S:

1. DO listen to the student; wait after you ask a question; give them adequate time to respond.
2. DO allow students the opportunity to express any and all thoughts regarding the incident without judging or evaluating their comments.
3. DO be aware of your tone of voice; keep it low, even and warm.
4. DO help students see that others have similar feelings ("We're all stunned that something like this could happen")
5. DO expect tears, anger, resentment, fear, inappropriate laughter (often due to tension and discomfort), and non-reaction.
6. DO expect some students to become phobic and have sudden concerns that may seem illogical to you but very real to the student.
7. DO encourage students to sit in a circle to make a more intimate grouping when having a discussion.
8. DO stress the confidential nature of the feeling and thought expressed during discussions.
9. DO use your own thoughts/ideas as a means to encourage discussion, NOT as a means for alleviating your own feelings.
10. DO expect that other feelings of loss may emerge.
11. DO give accurate information about the incident. If you don't know an answer, say so. When possible, dispel any rumors that may exist by either giving facts or researching what the facts are and report back.

DO NOTS:

1. DO NOT give "should, ought, or must statements ("You should feel like..." "You must not dwell on what has happened")
2. DO NOT use clichés ("Be strong," "It could have been worse").
3. DO NOT ask questions without being ready to listen.
4. DO NOT try to make them feel better; let them know it's okay to feel what they are feeling.
5. DO NOT isolate anyone---each will need to feel a part of the group.
6. DO NOT expect students to 'get over' the grief recovery process within a certain amount of time.
7. DO NOT assume students are not grieving/reacting just because they don't look or act it. Let them know you're available any time (six weeks or three months from now), IF YOU REALLY ARE.
8. DO NOT let students interrupt each other; allow each person to finish his or her own statement.
9. DO NOT discount a person's right to hurt.

APPENDIX E

STUDENT VIOLENCE - WARNING SIGNS

Students at risk for violent behavior:

- + History of being violent toward his/her peers.
- + Access to firearms.
- + Involved in drinking alcohol or taking other drugs.
- + Caregivers have a history of drug/alcohol involvement.
- + Peer group reinforces antisocial behaviors.
- + Learned attitudes accepting aggressive behaviors as “normal” and an effective way to solve problems.
- + High level of violence in the home, in the neighborhood and in the media.
- + School history that includes aggressive and disruptive classroom behavior.
- + Poor school achievement, poor school attendance and numerous school suspensions.
- + Difficulty with social skills and poor peer relations.
- + Difficulty controlling his/her impulses and emotions.
- + History of parental rejection, inconsistent discipline, and lack of supervision.

Warning signs of potentially violent individuals:

There is no exact method to predict when a person will become violent. One or more of these warning signs may be displayed before a person becomes violent but does not necessarily indicate that an individual will become violent. A display of these signs should trigger concern as they are usually exhibited by people experiencing problems:

- + Irrational beliefs and ideas.
- + Verbal, nonverbal or written threats or intimidation.
- + Fascination with weaponry and/or acts of violence.
- + Expressions of a plan to hurt himself or others.
- + Externalization of blame.
- + Unreciprocated romantic obsession.
- + Taking up much of teacher’s time and behavior or performance problems.
- + Fear reaction among fellow students or family.
- + Drastic change in belief systems.
- + Displays of unwarranted anger.
- + New or increased source of stress at home or school.
- + Inability to take criticism.
- + Feelings of being victimized..
- + Intoxication from alcohol or other substances.
- + Expressions of hopelessness or heightened anxiety.
- + Productivity and/or attendance problems.
- + Violence towards inanimate objects.
- + Steals or sabotages projects or equipment.
- + Lack of concern for the safety of others.

APPENDIX F

STUDENT RESPONSE TO TRAUMA AND FIRST AID THIRD THROUGH SIXTH GRADE

Response to Trauma:

1. Preoccupation with their own actions during the event; issues of responsibility and guilt.
2. Specific fears, triggered by traumatic reminders.
3. Retelling and replaying of the event (traumatic play).
4. Fear of being overwhelmed by their feelings (of crying, of being angry).
5. Impaired concentration and learning.
6. Sleep disturbances (bad dreams, fear of sleeping alone).
7. Concerns about their own and others safety.
8. Altered and inconsistent behavior, (e.g., unusually aggressive or reckless behavior, inhibitions).
9. Somatic complaints.
10. Hesitation to disturb parent with own anxieties.
11. Concern for other victims and their families.
12. Feeling disturbed, confused, and frightened by their grief responses; fear of ghosts.

First Aid:

1. Help to express their secretive imaginings about the event.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize.
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions.
4. Encourage expression of fear, anger, sadness, in your supportive presence.
5. Encourage to let teachers know when thoughts and feelings interfere with learning.
6. Support them in reporting dreams; provide information about why we have bad dreams.
7. Help to share worries; reassure with realistic information.
8. Help to cope with the challenge to their own impulse control (e.g., acknowledge, "It must be hard to feel so angry").
9. Help identify the physical sensations they felt during the event and link when possible.
10. Offer to meet with children parent(s) to help children know how they are feeling.
11. Encourage constructive activities on behalf of the injured or deceased.
12. Help to retain positive memories as they work through the more intrusive traumatic memories.

STUDENT RESPONSE TO TRAUMA AND FIRST AID

ADOLESCENTS (SEVENTH GRADE AND UP)

Response to Trauma:

1. Detachment, shame, and guilt.
2. Self-consciousness about their fears, sense of vulnerability; fear of being labeled abnormal
3. Post-traumatic acting out behavior, (e.g., drug use, delinquent behavior, sexual acting out).
4. Life threatening reenactment, self-destructive or accident prone behavior.
5. Abrupt shifts in interpersonal relationships.
6. Desires and plans to take revenge.
7. Radical changes in life attitudes which influence identity formation.
8. Premature entrance into adulthood (e.g., leaving school or getting married) or reluctance to leave home.

First Aid:

1. Encourage discussion of the event, feelings about it, and realistic expectations of what could have been done.
2. Help them understand the adult nature of these feelings, encourage peer understanding and support.
3. Help to understand the acting out behavior as an effort to numb their responses to, or to voice their anger over, the event.
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence.
5. Discuss the expectable strain on relationships with family and peers.
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness.
7. Document attitude changes to the event's impact.
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

APPENDIX G

DEVELOPMENTAL RESPONSES TO DEATH, LOSS AND GRIEF

Understanding of death depends on many factors, including age, personality, level of maturity, previous experience with death, relationship to the person who died, and family background. The more you know about the individual child, the more you will be able to respond appropriately to his/her needs.

PRE-K through KINDERGARTEN

Children at this level may...

- see death as reversible, not *final*, and may expect the dead person to return.
- see death as accidental or incidental, not as something that happens to everyone.
- believe that his/her actions are responsible for death and may connect unrelated events. (Grandma died because I said I didn't like her.)
- think of death as living in another place.
- engage in wish fulfillment. (If I wish hard enough, Uncle Jo will come back.)

Children of this age may react by...

- showing anxiety about the possibility of their own death and the death of family members.
- asking when the dead person will return.
- responding intermittently to grief with a brief, strong reaction and then returning to normal activity, such as play, as a way of relieving stress.
- being confused or upset by the disruption in normal family routine and the grief of close family members and others.
- having normal fears heightened (fear of the dark, new places, going to sleep), and perhaps regressing to thumb-sucking or bed-wetting.
- crying easily or becoming angry about things that don't usually cause tears or anger.

GRADES 1-3

Children at this level may...

- begin to understand that death is final and irreversible, but may see death as happening only to some people, not to everyone.
- personify death as someone or something that sneaks up on people and takes them away.
- fear that death is contagious, something you catch like a cold.
- see themselves as responsible.
- be confused by words and euphemisms. Children of this age may react by...
- being fearful of going to sleep or being separated from family members.
- showing physical symptoms such as fatigue or loss of appetite.
- trying to hide grief so as not to upset the family.
- asking for detailed explanations of why and how.
- engaging in symbolic play, such as playing death, burial, or funeral.

GRADES 4-12
Children of this age may...

- understand that death is final and irreversible and begin to understand that it happens to everyone.
- have a heightened sense of their own fragility and vulnerability and a fear of bodily harm.
- think that death is punishment for bad behavior.
- feel guilty about their own thoughts.
- show curiosity about the physical and biological details of death.
- show concern about relationships and lifestyle changes. (Who will take care of Grandpa now that Grandma is dead? How will we have enough money without Dad? Will we have to move away?)

Children of this age may react by...

- having difficulty concentrating on schoolwork and activities.
- becoming withdrawn and isolated or angry and aggressive.
- trying to hide feelings — to protect family members or because they can't express feelings in ways they think others will understand.
- showing concern for “correct” behavior. (How should I act?)

APPENDIX H

BUS ACCIDENT

Bus Driver:

1. Secure vehicle and display appropriate warning devices.
2. Survey all individuals involved in the accident for extent of injuries.
3. Call Supervisor, District Central Office.
4. Report the location of accident, bus number, and route number.
5. Report any injuries and whether an ambulance is needed.
6. Report whether a bus is needed to continue route.
7. Keep all students on bus unless safety conditions warrant removal.
8. Administer critical first aid.
9. Recruit adult assistance by flagging approaching vehicles.
10. **DO NOT** move vehicle until instructed to do so.
11. Account for all students and on proper form record extent of injuries.
12. Get names, addresses, and phone numbers of all witnesses.
13. Make no statements to media or bystanders; give information to investigating
14. officers and school officials only.
15. Upon returning to transportation department, assist in completing all necessary
16. accident reports.

Threat of Fire

Move children and others to safe location, at least 100' from side of road if possible.

Director of Transportation:

1. Go to scene of accident ASAP bringing guidelines, forms, camera, radio, and cell phone.
2. If medical personnel have not arrived, assist with first aid.
3. Get list of students involved in accident, injuries incurred, and report new information to administrators if possible.
4. Take pictures of accident scene, gather information, and compile seating chart (if applicable) at time of the accident.
5. Assist bus driver in any way possible.
6. Go to the hospital and stay until all parents/guardians have shown up.
7. Complete accident report and forward to principal and superintendent.

Principal's office:

1. Call Superintendent's office to ensure necessary administrators are notified.
2. Collect emergency health information from enrollment cards for all students on bus.
3. Appoint 2-3 staff members with visible ID's to go to accident site to bring any special health considerations to medical personnel at site.
4. If an ambulance has been called, a staff member should accompany ambulance to the hospital with emergency health information and act as liaison between hospital and school.
5. In the event of serious injury or fatality, the Principal/designee will go to the accident site and hospital.
6. Appoint staff to contact parents and inform them if their child is injured uninjured. Direct them to the medical facility that their child has been taken.
7. Refer incoming media calls to the Superintendent's office.
8. Assemble crisis team ASAP.

APPENDIX I

SUSPECTED CHILD ABUSE

Teacher:

1. Report any suspected abuse or neglect of students with all relevant physical or mental information to Principal, nurse, guidance counselor and/or social worker.
2. Remember that each person to whom the child discloses abuse or neglect has responsibility to respond and report to children's protective services (DCF) orally within 24 hours.
3. Document everything.
4. Do follow-up on suspected abuse or neglect.

Nurse:

1. Observe student and make assessment of suspected abuse or neglect.

If abuse or neglect is determined or suspected (by nurse):

1. Notify principal.
2. Notify counselor.
3. Notify children's protective services (DCF) with 24 hours. It is the law.
4. Inform teacher of assessment.
5. Allow student to return to normal schedule ASAP.
6. Make written report within 48 hours to SRS.
7. Remember that a person who reports, without malice, is immune from civil or criminal liability.
8. Name of person who reports is kept confidential.
9. File copy of report to principal's office to be kept confidential.

DCF of Kansas: 1-800-922-5330

APPENDIX J

EXAMPLE OF PREPARED STATEMENT TO BE READ TO STAFF ONLY

SAMPLE #1

TO: Valley Heights Staff
FROM: Crisis Team
DATE: March 21, 1994

Last night _____ lost their life in an automobile accident. _____ was returning from a college visitation when he/she lost control of the car. He/she was taken by ambulance to the hospital where they were pronounced dead on arrival. Death was caused by severe internal injuries incurred when the victim was thrown from the car. Family members are being contacted. At this time services are being tentatively planned for Wednesday afternoon.

(The purpose of this statement is to give the entire school staff as much information as is available. It should be read by the principal to the staff. Written copies should not be distributed.)

SAMPLE OF PREPARED STATEMENT THAT TEACHERS WILL READ TO STUDENTS

SAMPLE #1

Our school has suffered a tragic loss. I am sorry to have to inform you that _____ was killed last night in an automobile accident. He/She lost control of their car while returning from a college visitation. He/She was pronounced dead on arrival at the hospital. _____'s death was attributed to severe internal injuries received when he/she was thrown from the car. When funeral arrangements are definite, we will make this information available to you.

For those of you who feel you need to talk further, the _____ room will be available and counseling staff will be present throughout the day. Please get a pass from your teacher before reporting to the room. At the end of the class period you will have the option to: A) return to class, B) remain with the group, or C) seek some individual counseling by contacting the counselor.

We are all affected by this loss. Staff and students are known for their caring ways. Today I encourage all of us to be aware of our own feelings and respectful of the feelings of others.

IN THE EVENT A CLASSROOM DISCUSSION TAKES PLACE FOLLOWING THE SUICIDE OR DEATH OF A STUDENT, PLEASE KEEP THE FOLLOWING IN MIND.

1. Encourage the expression of feelings.
2. Try not to allow the discussion to glamorize/romanticize the act
3. Remember it does not take strength (of will) to commit suicide-just the opposite.
4. Do not allow someone to become larger in death than they were in life.
5. Please reinforce that this person's death is a TRAGEDY.
6. Let students know that it is natural to experience a sense of guilt or share responsibility.
7. No one person is responsible.
8. Suicide does not solve problems- it creates them.
9. Promote peer contacts among the victim's friends.

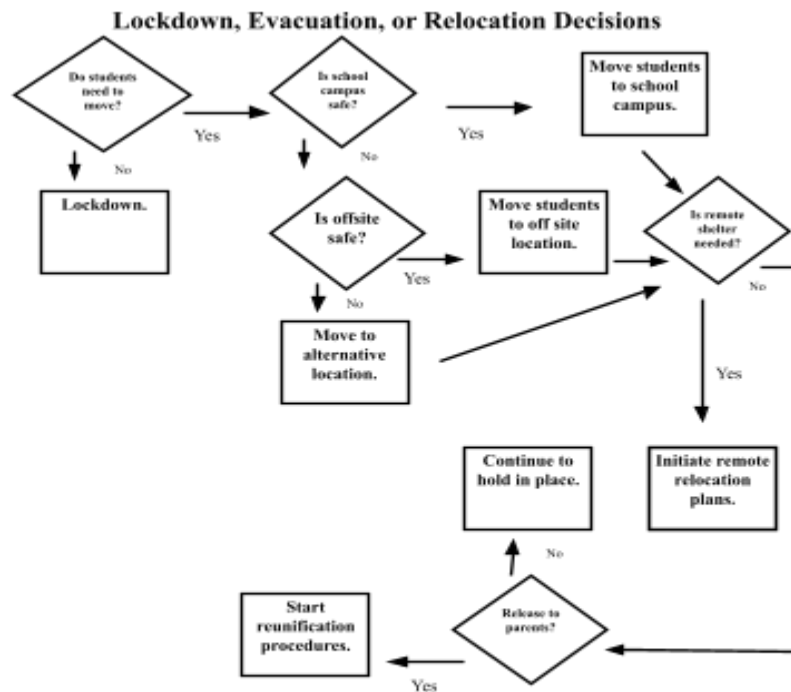
SAMPLE OF PREPARED STATEMENT THAT TEACHERS WILL READ TO STUDENTS

SAMPLE #2

Yesterday afternoon at approximately _____ a tragedy occurred involving _____. We all know that no one single event or situation causes a person to commit suicide and we do not know all of the reasons for _____'s actions. What we do know is that speculation and guessing will only add to this tragedy.

Reach out to one another today, be friends, listen, care, and try to understand that each one of us is important. As difficult as things may get, our lives have importance and value. If we can do this, the sadness which surrounds this event will have meaning.

In the coming days, take time to tell one another that we care. And in all cases- choose life.



SAMPLE LETTER SENT TO PARENTS

Date _____

Dear Parents,

Valley Heights school and community has lost a good friend through the tragic death of

_____.

He/she died of _____ on _____. We are sad he/she will no longer be with us at Valley Heights, but we are comforted by the knowledge that he was a good _____ (write a positive statement about the deceased.)

The funeral will be at _____. Students may attend the services with parental permission. Please indicate on the form below if you wish your child to attend. Return the form to school with your child.

Please talk to your child about this tragedy. Adolescents/children need to be reassured by our love. As you always have, join with us to encourage, support and foster our most valuable resource, our children.

Sincerely,

Principal

I give my permission for my child _____ to attend services for _____.

(parent signature)

(date)

BUILDING MAPS