

SCHOOL DISTRICT OF BAYFIELD

CRISIS RESPONSE PLAN



School District of Bayfield
300 North 4th Street
Bayfield, WI 54814
715- 779-3201
www.bayfield.k12.wi.us

School Mission Statement

The School District of Bayfield will support the educational and developmental growth of each and every student while utilizing available resources in a respectful and prudent manner.

Approved: August 15, 2022
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School District of Bayfield Policies

Policy 720 – SAFETY PROGRAM

SCHOOL DISTRICT OF BAYFIELD SAFETY PROGRAM

The School District of Bayfield shall take every reasonable precaution for the safety of students, employees, visitors, patrons and all others having business with the District. The Board of Education believes that safety education and accident prevention are important to everyone concerned with the schools. Every effort will be made to maintain a safe physical environment in district facilities by following established health, welfare and safety practices.

The Supervisor of Buildings and Grounds shall serve as safety coordinator for the District. Acting in an advisory capacity to the Board, the safety coordinator shall be responsible for the promotion and development of a comprehensive accident prevention and safety education program for students and staff (professional and support staff members) employed by the District. The safety coordinator will work closely with staff to implement the safety program, and will monitor all programs and assist any staff member needing support during the implementation and maintenance of the safety program.

Specifically, the safety coordinator shall be responsible for the following duties:

- a. To administer the District's safety program;
- b. To conduct general safety inspections in areas of responsibility;
- c. To maintain files on all inspections and monitor compliance activities;
- d. To coordinate training and retraining of staff in the area of safety;
- e. To assist in establishing priorities and compliance target dates for safety and related problems;
- f. To disseminate all pertinent safety and health information to relevant departments and individuals;
- g. To assist in the development of curriculum for safety education; and
- h. To maintain current status with state and federal legislation in the area of state and federal occupational safety and health codes
- i. Update and ensure compliance with the Indoor Environmental Quality Management Plan in accordance with 2009 WI Act 96.

LEGAL REF.:

Sections 118.01 118.07 118.09 118.10

120.12(5)

Wisconsin Statutes: 121.01(2)(i)

PI 8.02(1)(i), Wisconsin Administrative Code 2009 WI Act 96

CROSS REF.:

720-Rule, Safety Program Guidelines 721, Buildings and Grounds Inspections 722.1, Accident Reporting

732, Building and Grounds Maintenance

APPROVED: January 8, 1990

REVISED: July 13, 1992

REVISED: September 14, 2009

REVISED: August 12, 2013

BAYFIELD PUBLIC SCHOOL CRISIS RESPONSE TEAMS

District Administrator	Beth Paap	715-209-1301 (cell)
6-12 Principal	Shellie Swanson	715-209-0853 (home) 715-209-3338 (cell)
Special Ed. Director	Stephanie Lewis	715-979-1682 (cell)
4K-5 Principal	Mike Peterson	715-209-1214 (cell) 715-278-3420 (home)
Dean of Instruction	Colleen Beagan	651-245-7604(cell)
Counselor	Dan Livingston	715-685-4189 (cell)
Counselor	Karla Vinci	715-209-0290 (cell) 715-779-5557 (home)
School Nurse	Jackie Noha	715-815-0250 (cell)
Home/School Coordinator	Muskadee Montano	612-406-2934 (cell)
Director of Buildings and Grounds	Joel Shilman	715-209-7655 (cell)
School Psychologist	Doug Jardine	715-742-3949 218-340-6029 (cell)
Administrative Assistant	Keeley Karl	715-209-1564 (cell)
District Medical Advisor	Red Cliff Community Health Center	715-779-3707 (as needed)

The major role of the team is to act as a decision making group.

Other roles of the Crisis Response Team are:

1. Get all the facts
2. Coordinate a plan
3. Keep in contact with the family
4. Assess the impact on the school, friends, staff, and the larger community

In the event of an emergency, contact a member of the Crisis Response Team as soon as possible. If an emergency occurs during the summer or a school break, please contact a member of the Crisis Response Team. The Crisis Response Team will meet to develop a plan to address the incident.

Ready Plan

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GO-KITS

The GO-KITS are located with the building secretaries. The building secretaries will be responsible for making sure the GO-KITS are taken to the evacuation site.

GO-KITS should contain:

Student Health Plans	Flashlight/batteries	Emergency vests
Building keys	First aid supplies/gloves	Inventory list
Updated Student lists	Wipes	Sign-out forms
Clipboards	Pens	

During an emergency situation, all staff members who are not supervising students should report to the school office to be available to assist.

Incident Command

Incident Commander/Information Officer

Beth Paap

Safety Officer/Liaison Officer

Joel Shilman

Operations Mike Peterson	Logistics Shellie Swanson	Finance/Administration Randi Johnson
Communications	Supplies	Procurement
Personnel	Facilities	Claims/Benefits
Outreach Community Resources Volunteers	Transportation	Payroll
Pupil Services Medical/Mental Health	Food	Insurance
Curriculum/Instruction	IT	

Incident Commander/Information Officer: The Incident commander is responsible for organizing and directing the school's response to an emergency. The Incident commander assembles the Crisis Response Team, assesses the situation, determines the appropriate response protocols, assigns critical duties, monitors the response and ensures proper documentation of the incident. The Information officer is responsible for establishing communications with public officials, controlling and coordinating the release of information to the media and controlling rumors.

Safety/Liaison Officer: The safety officer is responsible for ensuring the safety of school personnel and students. The liaison officer works directly with emergency responders and is the direct contact between the Incident commander and the emergency responders.

Operations: The operations team assists the incident commander in implementing the school's emergency response protocols. The operations team is responsible for the controlled release of students and the development of plans for the recovery.

Logistics: The logistics team is responsible for ensuring that facilities, services, equipment and materials are provided to support the response to an incident and during recovery.

Finance/Administration: The finance and administration team is responsible for tracking expenditures and for recording hours of labor related to the incident and during recovery.

EMERGENCY AND COMMUNITY RESOURCES

EMERGENCY PHONE NUMBERS

Ambulance/Fire/Police 9-1-1

Bayfield County Sheriff	715-373-6120
Bayfield Police Department	715-779-5097
Bayfield County Emergency Government	715-373-6113
<i>Bayfield City Hall</i>	<i>715-779-5712</i>
<i>Bayfield Presbyterian Church</i>	<i>715-779-5490</i>
Town of LaPointe Police Chief (Bill Defoe)	715-209-7754
Town of LaPointe Administrator (Michael Kuchta)	715-747-6914-work, 715-209-3702
Town of LaPointe Fire Chief (Rick Reichkitzer)	715-209-1524
Town of LaPointe Public Works Director (Ben Schram)	715-747-2174-work, 715-209-0199
Town of LaPointe Ambulance Service (Cindy Dalzell)	715-209-8644
The American Red Cross	1-800-733-2767
CenturyTel (Business Number)	1-800-201-4102
Drug Enforcement Agency	1-312-353-7875
Poison Control	1-800-222-1222
Wisconsin Spill Hotline	1-715-933-0003
Xcel Energy	1-800-895-1999

AREA SERVICE PROVIDERS

Red Cliff Community Health Center	715-779-3707
NorthLakes Community Clinic	715-685-2200
Bayfield County Health Department	715-373-6109
Behavioral Health Services of Memorial Medical Center	715-685-5400
New Day Shelter	1-800-924-4132
Northland Counseling Services	715-373-0160

HOTLINES

Center for Missing and Exploited Children Hotline	1-800-843-5678
National Suicide Prevention Line	1-800-273-8255

MEDIA GUIDELINES

THE DISTRICT ADMINISTRATOR, OR AUTHORIZED DESIGNEE, WILL BE THE ONLY PERSON TO SPEAK WITH THE MEDIA. ALL OTHER SCHOOL PERSONNEL MUST ROUTE ANY QUESTIONS TO THIS PERSON

- If necessary, designate a media staging area. Determine whether the media will be allowed in the building. The grieving area must be away from the media area
- Inform the media of the district procedure regarding access to staff and students
- Student interviews on campus must be approved by the district administrator
- Weigh the public's right to know against individual privacy
- Determine the extent of public knowledge
- Identify the nature of the information that is to be released
- Consult with law enforcement, EMS, and the hospital prior to release of any information so as to not impact any potential criminal investigation and/or family notifications
- Focus on facts and do not draw any conclusions on the incident
- Maintain sensitivity and concern for students and staff
- Only information approved by the family will be released to the media
- Emphasis will be placed on the positive interventions that are taking place for students and staff
- Never go "off the record" with the media
- Do not use "No comment" but explain why certain information cannot be provided
- Ensure prompt and regular media briefings/updates
- Use the media as a means to dispense important information regarding community assistance
- Provide written statements supporting and clarifying verbal statements

BOMB THREAT REPORT FORM

IMMEDIATELY GIVE FORM TO ADMINISTRATOR OR DESIGNEE

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 will cause it to explode?
5. What kind of bomb is it?
6. Did you place the bomb?
7. Why did you put it in the building?
8. What is your address?
9. What is your name?

Exact Wording of Threat: _____

Time: _____ **Date:** ___/___/___ **Gender of caller:** ___ **Age:** ___ **Length of call:** _____

Caller's Voice:

___ Calm	___ Angry	___ Excited	___ Slow
___ Rapid	___ Soft	___ Loud	___ Accent
___ Crying	___ Normal	___ Distinct	___ Slurred
___ Nasal	___ Stutter	___ Lisp	___ Raspy
___ Whisper	___ Clearing Throat	___ Laughter	___ Deep Breathing
___ Familiar	___ Disguised	___ Cracking	

If voice is familiar, whom did it sound like? _____

Background Sounds:

___ Street	___ Static	___ Other Voices	___ Motor
___ Local	___ Booth	___ Animal Noises	___ PA System
___ Music	___ House Noises	___ Office Machinery	___ Long Distance/Cell Phone

Threat Language:

___ Well spoken (educated)	___ Foul	___ Taped
___ Message read by threat maker	___ Irrational	___ Incoherent

Remarks: _____

Your name: _____

Number of phone call was received on: _____

Location of phone: _____

Suicide Ideation Report Form
(Never leave a suicidal student unattended)

Name of student _____

What prompted the meeting with the student regarding a potential suicide risk? _____

Has the student been feeling or thinking of hurting or killing him/herself? YES NO

If so, please describe: _____

Has he/she acted in any way on the thoughts? YES NO

If so, please describe: _____

Has the student had any personal or family history of suicidal behavior? YES NO

If so, please describe: _____

What factors are involved that put this student at risk for killing him/herself? _____

Does the student have a suicide plan? YES NO

If so, please describe:

 How specific is the plan (method, place, time)?

 How available is the student's method to kill themselves?

 How lethal is the method chosen?

Has a parent/guardian been contacted? YES NO

By: _____ Time _____ Date _____

Name of person contacted: _____ Phone # _____

What is the plan for the student?

Has the parent/guardian been advised to secure all medications, firearms, knives, etc. that the student could use to kill him/herself? YES NO

Has the student completed a contract for safety? YES (please attach) NO

Has the parent/guardian committed to get outside help for the student? YES NO

If so, please describe: _____

Name of provider _____

Has a release of information been requested? YES NO

Received? YES NO

How will follow-up occur?

Who else was involved in this intervention and how? _____

Name of person completing form _____ Date _____ Time _____

Signature: _____

CONTROLLED DISMISSAL

Unplanned Early Dismissal

- When a situation arises that requires a non-emergency early dismissal (i.e., snow storm, power outage, etc.), follow the steps below:
- Administrators will meet to determine the need to close school (factors to consider: time, location, and other dismissal procedures as needed)
- Announcements and an all-staff email explaining the situation and dismissal procedures will be made
- The bus company, ferry line, and local authorities will be notified
- Media will be notified (use weather related closing procedures)
- An announcement will be posted on the District website and social media sites
- If possible, the District's voicemail message will be changed to provide instructions for picking-up students
- All Elementary families will be notified according to the administrator's instructions
- Each K-5 teacher will be assisting the students in their class to contact parent(s)/guardian(s). When the teacher reaches a parent/guardian the teacher will complete the *Student Sign-Out Log* in the front Response Plan pocket
- At the middle school/high school, the special education teachers will assist students with dismissal arrangements as needed
- Parent(s)/guardian(s) coming before the dismissal time need to sign the student check-out form in the office

Controlled Release

If a controlled dismissal is indicated because of an emergency situation (i.e. bomb threat, shooting, etc.), all students will be signed out and released to a guardian or an adult approved by the parent/guardian using the following Controlled Dismissal procedure:

Administrators will meet to determine the need to close school and procedures for dismissal/evacuation including:

- Establish a student dismissal team
- Designate a team of runners to get students and take attendance of students and staff
- Designate a sign-out team

- Designate a safety team to monitor doors
- Establish an area for each grade level to gather
- Designate a team to deal with parent(s)/guardian(s)

Release of students may only occur after an administrative directive has been given

- Announcements and an all-staff email explaining the situation and dismissal procedures will be made
- All available staff will report to administration for assigned tasks
- Media will be notified (use weather related closing procedures)
- If possible, the district's voicemail message will be changed to provide instructions for picking-up students
- The bus company and ferry line will be notified
- An announcement will be posted on the district's website and social media sites
- Students will be signed out on the *Student Sign-out Log* and picked up by an approved guardian according to administrator instruction. (*Sign-out Logs* are located in the front pocket of the Response Plan)

EVACUATION PROCEDURES

In case of evacuation, follow the procedure on the green sheet on the back of the Emergency Classroom Binder

- Follow directives of Administrator
- Give directions for evacuation and follow last student from classroom
- Take Emergency Classroom Binder, class list, and pen
- Close doors, leave lights and computer as is
- Report to designated evacuation area (K-8 Lower Playground, HS – West Parking Lot)
- Take attendance of students and staff; report missing persons to the administrator by holding up the green side of your binder if all are present or holding up the red side if someone is missing
- Do not release anyone until directed
- No restroom breaks
- Unassigned staff will report to the Administrator for further direction
- If an elementary class is with a special, the elementary classroom teacher should find their class and the specialist should report to the administrator
- Remain in assigned area until Administrator or person of recognizable authority gives direction
- ALL** cell phone use is restricted unless otherwise directed by an Administrator
- No one may reenter building(s) until fire or police personnel declare entire building(s) safe
- When the situation is under control, the Administrator and/or designee will go from class to class to give further direction or to declare that the emergency has ended
- Notify parent(s)/guardian(s) per procedure
- The District Administrator or designee will provide all media information

CONTROLLED RELEASE TEAMS		
ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<i>Presbyterian Church</i>	<i>Presbyterian Church</i>	<i>Bayfield Pavilion</i>
Mike Peterson	Stephanie Lewis	Shellie Swanson
Student Release Teams		
RUNNERS Angela Botka Rachel Graves Kathy Stenson Julie Imhoff (when here)	RUNNERS Karen Boutin Tammy Weber Barb Rebak Katie Makolondra	RUNNERS Ron Borchers Joel Barta Melissa Newago Lorine Spinner
SIGN OUT Lucy Meierotto Kelly DePerry	SIGN OUT Liz Bodin Patti Jeffords	SIGN OUT Linda Weber Randi Johnson
SAFETY/DOOR Jackie Noha Dan Clark Chris Plansky	SAFETY/DOOR Dana Benson Stevie Matier Brian Boyd	SAFETY/DOOR William Lemler Travis Patterson Dave Lussenhop
PARENT/GUARDIAN LIAISON Tracey Jardine Dan Livingston	PARENT/GUARDIAN LIAISON Muskadee Montano Micaela Hall	PARENT/GUARDIAN LIAISON Karla Vinci Linda Basina
TEACHER ASSIGNMENTS k-Beth Dahl k-Laura Pederson k-Amy Schmidt 1-Colleen Trumper 1-RoJean Flaherty 1-Alli Langford 2-Laura Bohn 2-Gina McNerney 2-Jeanie Long 3-Rebecca Brown 3-Beth Cozzi 4-Michelle Carlile 4-Camille Lemler 5-Amy Day 5-Sarah Potter Bailey Yuknis Rosa Karl Terry Ledin Ivy Ray Vicki Redenbaugh Tamara Montano Deanna Hays	TEACHER ASSIGNMENTS Brett Hulmer Eric Iversen Pat Kinney Cate Williams Katie Makolondra Karl Wallin Travis Swanson Laura Lokken Molly Wirsing Patti Bulovsky Angela Lach Kristin Opperman Alycia Gordon	TEACHER ASSIGNMENTS Pat Bonneville Rebecca Boyd Dave Doering Alison Erickson Rick Erickson Breanna Deragon Jeff Kriner Jessica Moore Mark O'Neill Stacy Peterson Maren Peterson Cathy Smith Melinda Suelflow Liz Woodworth

Jennifer Wick Daryl DePerry Mabel Cooper Lorie Erickson (PM) Kennedi Bernia		
Custodial staff will be assigned depending on the situation and need for busing.		
If there is a change of personnel during the school year, the replacement for the person leaving will fill the position on this list		

ALICE

ALICE is:

- using your common sense, it is NOT a linear, sequential response.
- based on information, authorization, and training as the keys to surviving.
- a set of general recommendations to be used to fit the moment.

A-Alert

- Use plain language, if you know the names, use them
- Information should flow in all directions
- Provide as much initial information as possible to as many people as possible
- Use any and all available means: Texts, PA, emails, Twitter, Facebook, Bells, etc.

L-Lockdown

- Lockdown is a semi-secure starting point from which to make survival decisions.
- Lock doors
- Create a stronghold that nobody can breach. Tie down the door (belts, purse straps, shoelaces, etc.)
- Barricade the door with anything available (desks, chairs, etc.)

I-Inform

- As much real-time information as possible will be provided by all means possible
- Use information to make single or collective decisions as to the best option for survival
- Who, what, where, when and how information

C-Counter

Active resistance is a last resort and should only be used if potential victims are trapped in a room with an active shooter, there are already victims, and all other personal survival recommendations are no longer options. Active resistance is countering the shooter's action with any objects of opportunity, throwing chairs, desks, and books.

- Throw things at the shooter's head to disrupt his aim
- Create as much noise and distraction as possible
- Attack in a group (swarm)

E-Evacuate

- Make the best decision using the information available
- If danger is inside, get outside if you can
- Designate a rally point with students and tell students to run.

Once safely out of the building and out of immediate danger the reunification points are:

Presbyterian Church for grades K-8 Bayfield Pavilion for grades 9-12

Account for all students and staff

Do not release any students until directed

Remain in a designated area until the administrator or person of recognizable authority gives direction.

Buses will be contacted to move students from the reunification points.

The district Administrator or designee will provide all media information.

Presbyterian Church for grades K-8

Bayfield Pavilion for grades 9-12

Account for all students and staff

Do not release any students until directed

Remain in a designated area until the administrator or person of recognizable authority gives direction.

Buses will be contacted to move students from the reunification points.

The district Administrator or designee will provide all media information.

ALERT

Intercom:

Dial **688**, wait for a different dial tone

Next, dial the zone:

014 - All Call

011 - Elementary

012 - Middle School

013 - High School

Call 911

INTRUDER OR HOSTAGE SITUATION

Greet any unknown person and offer assistance. Remind individuals to check in at the office for a visitor's pass.

Anytime a staff member feels uncomfortable about an individual on the premises contact the office immediately

- If the intruder's purpose is not legitimate or cannot be determined, the Administrator will ask the person to leave and accompany the intruder to the exit.

If intruder refuses to leave or makes a threatening statement

- Warn the intruder of the consequences for staying on school property. Inform person that you will call police
- If the intruder refuses to leave, maintain surveillance and call 9-1-1. Do not continue to confront the individual
- The Administrator may issue lock-down procedures
- Resume normal activities only after consultation with the police
- Keep detailed notes of events (license plate number, make and model of vehicle, direction of travel, colors and style of clothing, physical features, etc.)

Witness to hostage situation

- If the hostage taker is unaware of your presence, do not intervene
- Call 9-1-1 immediately. Give the dispatcher details of situation
- Notify building administrator
- Administrator may seal off or evacuate the area near the hostage scene
- Keep detailed notes of events (license plate number, make and model of vehicle, direction of travel, colors and style of clothing, physical features, etc.)

If taken hostage

- Follow instructions of hostage taker
- Try not to panic. Calm students if they are present
- Be respectful to the hostage taker
- Ask permission to speak and do not argue or make suggestion

SHOOTINGS

Staff Procedures

- Follow ALICE procedures. Make the best choice with available information.
- Alert others with as much information as possible
- Use information to make best decision for students
- Lock & Barricade Doors
- Evacuate the building if possible
- Counter and attack as a last resort

The Administrator Will

- Confirm that 9-1-1 for police and/or emergency personnel has been called
- Initiate ALICE procedures
- Notify the Building and Grounds staff to lock all outside doors
- Account for all students and staff
- When the situation is under control, the Administrator and/or designee will go room class to class to give further direction
- District administrator or designee will handle all media interactions
- Document the incident and file a report (i.e. for police and District Office)
- Meet with the Crisis Response Team to determine necessary interventions and follow-up

LOCK DOWN PROCEDURES

To be used in the event of an intruder or other dangerous situation that requires staying in the building

- Lock & barricade doors
- Move away from windows and doors
- Maintain silence
- Turn cell phones off
- Take attendance of students and staff
- Do not call the office for general information
- Call the office ONLY with vital information
- Do not release anyone until directed
- No restroom breaks
- Take cover on the floor if gunshots are heard
- Stay in lockdown until the administrator or person of recognizable authority gives direction
- The administrator will insure that the outside doors are locked
- The administrator will attempt to account for classes, including those outside of the building
- When the situation is under control, the administrator and/or designee will go from room to room to give further direction

To be used when evacuation of the building is necessary for security reasons

- Give directions for evacuation and follow students from classroom
- Take Response Plan, class list, and pen
- Lights off and close doors
- Move to assigned or designated area
- Take attendance of students and staff

- Do not release anyone until directed
- No restroom breaks
- Do not call the office for general information
- Call the office ONLY with vital information
- Stay in lockdown until administrator or person of recognizable authority gives direction

Soft Lock Down (Non-emergency/Medical)

To be used when hallways need to be clear and students need to be controlled

- Close & lock doors and continue with instruction
- Remind students not to use cell phones or other technology to communicate outside school
- Anyone who is not supervising students during the non-emergency lock down should report to the office to assist
- Administrators will assign tasks to those assisting such as monitoring hallways, meeting the ambulance, etc.
- Staff will notify secretaries of missing students
- Remain in classrooms until notified via loudspeaker once situation is considered clear
- Administrative Assistant or IT will gather information to get message out to community, Tribe, island, and school board

BOMB THREAT

Upon receiving a phone call that a bomb has been planted in a facility

- Follow the *Bomb Threat Report Form* on the following page
- Listen closely to caller's voice, speech patterns, and noises in the background
- Notify administrator or office personnel immediately
- If administrator or office personnel are not immediately available, notify law enforcement agency by dialing 9-1-1
- Evacuation may not be the preferred action. If necessary an administrator will order evacuation or other actions, per Evacuation and Lock Down Procedures (see green back cover of the Classroom Emergency Binder)
- All media interaction will be handled by the District Administrator or designee
- Crisis Response Team will convene
- When the situation is under control, the administrator and/or designee will go from class to class to give further direction

If threat is received in written form

- Notify administrator or office personnel
- If administrator or office personnel are not immediately available, notify law enforcement agency by dialing 9-1-1
- Evacuation may not be the preferred action. If necessary, an administrator will order evacuation or other actions, per Evacuation and Lockdown Procedures (see green back cover of the Response Plan)
- Avoid any unnecessary handling of written threats. It is considered evidence by law enforcement
- All media interaction will be handled by the District Administrator or designee
- Crisis Response Team will convene
- When the situation is under control, the administrator and/or designee will go from class to class to give further direction

Bomb Threat Evacuation Procedures

In case of evacuation, follow the procedure on the green sheet on the back of the Emergency Classroom Binder

- Give directions for evacuation and follow last student from classroom
- Take pen, class list, Emergency Classroom Binder and "Go-Kits"
- Close doors leave lights and computer as is
- Do not mention "bomb threat". Report any unusual objects immediately to the appropriate officials
- Report to the designated evacuation area
- Take attendance of students and staff; report missing persons to the administrator by holding up the green side of your binder if all are present or holding up the red side if someone is missing
- Do not release anyone until directed
- No restroom breaks
- Unassigned staff report to the administrator for further direction
- Once at the evacuation site, if an elementary class is with a special (i.e., art, music, tech ed., etc.), the elementary classroom teacher should find their class and the specialist should report to the administrator.
- Remain in assigned area until administrator or person of recognizable authority gives direction
- ALL** cell phone use is restricted unless otherwise directed by an administrator
- No one may reenter building(s) until fire or police personnel declare entire building(s) safe
- When the situation is under control, the administrator and/or designee will go from class to class to give further direction or to declare that the emergency has ended
- Notify parent(s)/guardian(s) per administrative direction
- The District Administrator or designee will provide all media information

FIRE OR EXPLOSION EMERGENCIES

In the event of a fire or smoke from a fire has been detected

- Activate fire alarm
- Notify fire department (call 9-1-1) and Administrator
- The Buildings and Grounds Supervisor will close off the natural gas line if it can be done safely
- If safe, use fire extinguisher
- Follow initial procedures (K-8 -Lower Playground, HS -West Parking Lot)
- After consulting with appropriate officials, administrator may move students to designated evacuation site if the weather is inclement or building is damaged
- No one may reenter building(s) until fire or police personnel declare entire building(s) safe
- When the situation is under control, the Administrator and/or designee will go from class to class to give further direction or to declare that the emergency has ended
- Resume normal operation if possible
- If unable to return to the building, initiate school closing procedures
- When the situation is under control, the Administrator and/or designee will go from class to class to give further direction
- The District Administrator or designee will provide all media information

BUILDING DESTROYED OR UNUSABLE

Immediately Following Destruction – Incident Command Team will meet to plan strategy

- Determine extent of damage
- Determine where students and staff will attend school: Are other facilities needed? If yes, begin search
- A Memorandum of Understanding for the alternate facility use has been established with the Presbyterian Church, City of Bayfield, Coast Guard Station and the Catholic Church. Red Cliff Tribe may have facilities to use.
- Convene Crisis Response Team
- Review Communications Information: School closure, re-opening date, location of new facility, contact media, contact Employee Assistance Program, notify neighboring schools, and prepare follow-up letter for parents
- Notify Staff

Student Reintegration

- Consider having volunteers on buses for the first day or two
- Provide teachers with information for classroom discussion
- Identify, watch, and if necessary, send high-risk students/staff to counselors
- Maintain daily meeting with staff and Response Team for de-briefing/updating
- Incident Command Team will meet with all staff members (buildings and grounds, food service, secretaries, aides, teachers, etc.) and allow time for questions and answers
- Incident Command Team will plan with the Bus Company and Food Services Department
- Incident Command Team and Crisis Response Team meet with parents/guardians and give facts, allowing time for questions and answers, and to assist them with ways to help students cope with the situation.

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ABUSE AND NEGLECT

Wisconsin state law requires that school personnel, who in the performance of their duties, encounter a child they suspect has been physically or sexually abused, is experiencing neglect or emotional damage, or is threatened with injury to make a report to the appropriate authorities. The person who observes the child is directly responsible for making the referral to Human Services and Indian Child Welfare (if the student is a tribal member), or law enforcement officials (if necessary). The observer will be held liable if the referral is not made. Anyone who in good faith is participating in the making of a report or is participating in an investigation pursuant to this section shall be immune from any liability. Where child abuse/neglect is suspected, follow this procedure:

The referring staff member will complete the following steps as soon as possible:

- Contact Bayfield County Human Services @ 715-373-6144 and Indian Child Welfare @ 715-779-3747 if the student is a tribal member.

Administrators

If there is reason to suspect that the child's health or safety is in imminent danger, a request for investigation by law enforcement will be made

Additional Information

DPI "School's Role in Preventing Child Abuse and Neglect": <http://dpi.wi.gov/sspw/pdf/sswchildabuse.pdf>

School District of Bayfield - School District Bylaws & Policies

Policy 456–Student Abuse and Neglect:

SCHOOL DISTRICT OF BAYFIELD REPORTING CHILD ABUSE

Any school official or employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or has reason to believe that a child has been threatened with abuse or neglect and that abuse or neglect or self inflicted harm will occur, shall immediately report it to the county child welfare agency. The school official or employee shall also immediately report the incident to the Red Cliff Indian Child Welfare Department when the child is a member of the Red Cliff Band of the Lake Superior Chippewa. In addition, the employee shall report or cause a report to be made to the building principal or his/her designee or District Administrator

The statutes provide immunity from any liability, civil or criminal prosecution for reporting child abuse in good faith. The statutes also provide penalties for violating the act by failing to file mandated reports as required.

It is not the responsibility of the school official or employee who initiated the report to prove that the child has been neglected or abused.

LEGAL REFERENCE: Section 48.981 Wisconsin Statutes
 Red Cliff Tribal Council Children Code Chapter 26

APPROVED: February 11, 2008, REVISED: January 11, 2010, REVISED: April 22, 2013

ACCIDENTS

Accidents to and From School/Work

- To be used in the event that the school is contacted regarding an accident involving an employee or student who is on the way to or from school.
- Any staff member who becomes aware of an incident involving a staff member or student shall notify an administrator immediately
- Crisis Response Team will convene
- Attempt to confirm the identity of individual and other facts
- Determine who needs to be contacted
- Administrator will arrange for substitute teacher(s) if needed

Accidents Involving School Vehicles

- Call **9-1-1**
- If necessary, begin first aid
- When safe, contact the district administrator with details of the accident and a list of students/staff involved
- Administrator and staff involved will make arrangements for transportation
- Administrator will notify families of those involved
- District administrator or designee will handle all media interactions
- The driver of the vehicle or other involved adult will obtain and complete an Accident *Report Form(s)* available from the secretary
- Crisis Response Team will convene

Bus/Travel Accidents (School Related Events)

- Call **9-1-1**
- Begin first aid
- When safe, contact an administrator with details of the accident and a list of students/staff involved
- Administrator and staff involved will make arrangements for transportation

- Administrator will notify families of those involved
- District administrator or designee will handle all media interactions
- The bus driver or trip chaperone obtain and complete an *Accident Report Form(s)* available from the secretary
- Crisis Response Team will convene

Bus/Travel Accidents (Regular Routes)

- Administrator will verify with the bus company upon hearing of an accident
- Secretary or designee will compile a list of students riding the bus
- Administrator will work with the bus company to notify families
- District administrator or designee will handle all media interactions
- Crisis Response Team will convene

**SCHOOL DISTRICT OF BAYFIELD
MEDICAL INCIDENT REPORT**

Name of person involved _____ DOB _____

Date: _____ Time: _____ Location of incident: _____

Description of incident/staff action: _____

Staff member completing report:

Printed name _____ Signature: _____

Parent notified: Yes _____ No _____ Time: _____ Date: _____

School nurse comments/recommendations: _____

School nurse signature: _____ Date: _____

Corrective action taken to avoid a repeat of the accident/incident in the future: _____

Building administrator signature _____ Date _____

ARREST/CRIMINAL INVESTIGATION

- Administrator will confirm facts with the arresting officer or Police Department. Get as much information from these sources as possible.
- Staff will cooperate with authorities.
- Administrators will convene a Crisis Response Team meeting to identify students and staff who might be affected, and generate a statement/script to be used responding to staff, parents/guardians, students, and the media. Offer the Employee Assistance Program to staff.
- Notify the administrator immediately of any arrest or investigation of school staff as soon as information becomes available. Administrator will seek legal counsel and notify the Board of Education President.
- Administrator will arrange for area supervision as needed.

All inquiries by the media, parent(s)/guardian(s), or others outside the school setting will be directed to the District Administrator.

DEATH OF A STUDENT OR STAFF MEMBER

If the death is expected (i.e. terminal illness or severe accident), acknowledge to students that someone we care about is going to die and to accept that it is painful, sad, and uncomfortable. If the death is sudden it is imperative to meet immediately with staff so the work of mourning can begin prior to meeting with students.

(In the event of the death of a parent/guardian of a student or a community member, the Critical Concern Team will meet.)

Immediate Response:

- Anyone hearing of a death of a student or staff member should notify an administrator immediately
- Administrator will verify information surrounding the death
- Critical Concern Team is contacted and a meeting will be called immediately, including summer and holidays
- The Critical Concern Team will decide if and when the telephone tree should be initiated. If the telephone tree is initiated, only information that has been verified and approved by the family will be conveyed
- Set time for mandatory staff meeting

The Administrator Will:

- Control information and protect the privacy of the family
- With the family, come to an agreement as to what information will be shared
- Contact any staff members who are out of the district. If students are out of the district with the staff member, make a plan for how to deal with the situation
- Assess the number of substitute teachers needed to cover for teachers who may be having a difficult time. Subs may be available from the other building
- Coordinate Roamers as needed. See Roamer section for more information
- Coordinate with the secretary for all subs to meet with the administrator prior to starting their day. Information will be given to subs about the death, checking seating charts, calling attendance etc.
- Contact the bus company to inform drivers of the death, if appropriate
- Write a statement for those answering phones so that only verified information approved by the administration is given to individuals who call
- Meet with the staff at the end of the day to review the day's events and develop a list of at-risk staff and students

- Arrange for the Critical Concern Team to meet following the staff meeting to plan for the following day
- Inform staff about funeral arrangements
- Send a letter to all families in the school informing them of funeral arrangements and types of support available
- Make sure that a school representative attends the funeral and/or a condolence letter is sent to the family on behalf of the school
- All inquiries by the media, parents, or others outside the school setting should be referred to the district administrator or designee

In the event of the death of a student:

- Make sure that the student's locker is secured by changing the lock if necessary
- Leave the personal space or desk of the student untouched in the room until a decision is made by the Critical Concern Team

In the event of the death of a staff member:

- A family liaison may have been designated on the person's *Staff Emergency Form* (kept in the District Office). In the event of a student death, the family will be asked their preference of a staff liaison. Invite that person to the Crisis Response Team meeting
- The building administrator, accompanied by a staff member will immediately secure the teacher's grade book, computer, student papers, and confidential items
- Ensure that the classroom of a deceased teacher remains locked when it is unoccupied to maintain safety of private property
- Begin arrangements for immediate and long term replacement for the deceased staff member
- Administrators will need to move quickly.
- Stay in charge.
- Do not let people take pictures in or around the school.
- The Administrator must be proactive and not reactive.
- Remind the staff how to handle inappropriate comments made by other students.
- Consider the needs of staff.
- Allow time out for affected staff by having their classes covered and provide the opportunity to talk with a counselor as needed.
- Funerals or memorial services will not be held in the school building or on school grounds. Transportation will not be provided to the funeral.
- Circulate through the building to assist students and staff who are having a difficult time and who might not be in class.

In the event of the death of a staff member, it is important to place a person who is trusted and well liked by the students as the initial substitute in the deceased's class for the first week or so. Make the transition to a long-term replacement teacher when the critical period is over. Ease this person into relationships with the students by working playground duty, eating lunch with the students, or engaging in some other student-based activity. Train the long-term replacement teacher on potential problems and how to deal with them before he or she enters the classroom setting.

Administrators and the long-term replacement teacher should maintain communication with students' parent(s)/guardian(s) for help in identifying and assisting with problems.

Returning Personal Property: The deceased staff member will likely have left items in his or her desk, office, or classroom that the family will want to have. The Family Liaison will assist in the return of personal property by offering the family two options:

1. The Family Liaison will offer to arrange a time outside of the school day in which the family can come to the school to retrieve personal property. A set "window of opportunity" to collect the items will be offered. A member of the administrative team will be present during the collection of personal property.
2. The Family Liaison will offer to collect the deceased's personal belongings and personally return them to the family. This should be done if the family does not want to collect the items, the family is unable to collect the items within the "window of opportunity" or the family is in disarray. In this instance, a member of the administrative team who has been designated by the Crisis Response Team should assist in collecting the personal items of the deceased.

In either case, family members will appreciate the return of personal items. Family members may be very emotional and wish to visit for a while as they sort through the items and share their thoughts and feelings. It is important for school representatives to be especially sympathetic and compassionate at this time.

The Critical Concern Team Will:

- Review roles and responsibilities of administrators, Critical Concern Team, counselors, secretaries, roamers, family liaison, and staff
- Plan the staff meeting to announce the crisis (tissues on tables)
- Prepare an announcement for teachers to read to their classrooms at a specific time, with verified information, that is not too specific
- Designate Family Liaison representative if not already identified by the family or designated on the *Staff Emergency Form*
- In the event of a teacher's death, identify a staff member that the students know and trust to attend the class(es) for the first day or two.
- The teacher's desk may remain vacant for a period of time while the students adjust to the substitute teacher. At an appropriate time in the future, the administrator and school counselor will discuss the future use of the desk and removing other items remaining from the deceased after a natural break in the school year. At a natural break in the school year, present the information about the change to students and remove the desk.
- Identify high-risk students who may need immediate intensive support and coordinate supports

- Contact the parent(s)/guardian(s) of seriously distraught students. Give them information about available resources, reactions they might expect from their child, actions they can take, including information about where to get help if needed.
- Designate Response Rooms and personnel to be used by students and staff
- Discuss the need for outside resources. Preference will be to handle the situation with staff
- Implement other decisions made during the Critical Concern Team meeting
- Meet immediately after the staff meeting on the first day in school to discuss making a plan for the next day. Continue meeting as needed.
- Identify staff who are in need of mental health support services. Provide information on community counseling and employee assistance program resources.
- Meet 2-4 weeks after the death to evaluate the effectiveness of the response “What was helpful?”, “What could we do differently?”, “What have we learned?”, Further follow-needs to happen?

The Counselors Will:

- Put the announcement from the Administrator in an envelope with each staff member’s name on it to ensure that everyone receives the same message and make sure they are delivered
- Gather information about the event to share with the staff
- Assist the Administrator in composing letters to be sent to parent(s)/guardian(s)
- Remind the staff about the grief process and that this is a time to be flexible. Be aware that people may experience flashbacks from previous incidents
- Contact other school counseling personnel in the area to let them know of the incident so they may watch their own students
- List and keep track of all high-risk or affected students and email it to the staff. Review the list daily, eliminate and add students as appropriate. Meet with the administrators, teachers, and support staff to discuss student concerns and needs
- In the event of a student death, attend the student’s classes on the first day
- Contact parent(s)/guardian(s) of high-risk and/or affected individuals
- Work with the administrators and Critical Concern Team to run an after school meeting for the staff to evaluate how the day went
- Discuss involvement in visitation, funeral services, and etiquette with students
- Call a meeting of the Critical Concern Team for a follow-up meeting about 2-4 weeks after the event to solicit feedback on the Response Plan

- Provide grief support groups that may run for a number of weeks for those in need of continued support
- Work with school staff and students to create and plan memorial activities (book of poems, cards, stories, condolence letters, etc.) to communicate their positive memories about the deceased with the family.
- If needed, call Visitor Helpers and arrange rooms for their use. Keep a “Visitor Helper” folder current

When students come to the Critical Concern Room, focus on good memories rather than on morbid aspects of death in a group and individual counseling. Convey the message that “You are not responsible for what happened.” Have resource materials about grief and loss available to school staff. Keep a file of information on death, grieving, suicide, and other related topics to share with the staff when needed. Develop a list of community resources.

The Building Secretary Will:

- Take attendance at the staff meeting to determine which staff is missing. Be sure that absent staff or substitutes are contacted and given the information covered at the meeting
- Attend all response team meetings and staff debriefing
- Arrange subs or colleagues to cover classrooms of involved staff as directed by the Administrator
- Process the letters from the administration for notifying parent(s)/guardian(s) of emergency situations
- All inquiries by the media, parents, or others outside the school setting should be referred to the District Administrator
- If Visiting Helpers are called, direct them to their designated rooms
- Parent/guardian permission will be required for students to go home. Do everything you can to keep students in school. Report the names of any students who are not being picked up by their parent/ guardian, to the Administrator
- When staff members call the office to refer a student for the counseling rooms make sure that the student is escorted and does not wander the hallways alone
- Refer phone calls to the appropriate school personnel
- Direct all substitutes to talk to Administrator before school starts
- In the event of the death of a student, print her/his schedule and transcript before student is inactivated

- Consult with the Administrator in the deactivation of the student in the computer (food service, library, etc.) as well as canceling graduation announcement or other orders. Stop any notifications to the parent(s)/guardian(s) if they no longer pertain
- Read the statement from the Administrator when phone calls are received requesting information
- Students wishing to attend the funeral must bring a note from their parent(s)/guardian(s) and provide their own transportation.

The Staff Will:

- Inform the Administrator if any situation arises that may require a school response (If you are not sure, call anyway)
- Follow the calling tree protocol when you receive the call. If you are unable to reach the person you are to call, call the next person on the list. Continue trying to contact the person who was missed. When you get to school, inform him/her of the staff meeting
- Attend all staff meetings that are called

The Teachers Will:

- Read the announcement prepared by the administration at the designated time to inform students
- Take accurate attendance throughout the day. Report any missing students to the office
- Turn in all of the deceased student's classroom materials, i.e. flash drives, notebooks, journals, and class projects to the Administrator
- Discuss feelings and concerns with students throughout the day if you are comfortable doing so
- Inform students about where and how to access small group counseling in the Response Room. If a student is displaying a need, contact the office, a roamer, or administrator to escort the student to the Response Room
- Do NOT send home any information unless it has been prepared by the administration
- Leave the student's desk in the room until directed by the administration
- Inform the counselor of students who seem to be struggling
- Use professional judgment to set aside curriculum, shorten and restructure assignments, and postpone and/or reschedule tests
- Provide activities to reduce trauma and express emotions through artwork, music, writing, etc.
- Work with the counselor on any student created memorial activities

- Discuss only the facts that have been verified by the administration. Dispel rumors and answer questions without providing unnecessary details. Contact a member of the Critical Concern Team if you feel uncomfortable reading the announcement.

Students should be told that it is okay and not unusual to experience a variety of feelings. Some classes may need a lot of discussion, others little. Be supportive of all students. Be a good listener to all students. Be empathetic. Be a leveler of emotion by showing calmness in your words and actions.

Remember that grief is a process that individuals go through in their own time and in their own way. Symptoms may be immediate or may show up months later. People may be irritable, angry, depressed, or display other symptoms or no symptoms at all. Some people may be experiencing flashbacks from previous losses. It is the time to be flexible with assignments and due dates.

In the days following the death, “school as normal” will be encouraged. Routine and structure are needed. Students should be allowed to leave the classroom as they feel the need to go for counseling, but must be escorted to the designated Critical Concern Room. Students will not be allowed to hang around in the halls, restrooms, cafeteria, or any other area. Students must have parental approval, which has been approved by the office, to go home early. Students may not go home early to an empty house. Upset students will be discouraged from driving.

When available and appropriate, substitute teachers may be provided for staff to attend a funeral with administrative approval. Students wishing to attend the funeral must bring a note from their parent(s)/guardian(s) and provide their own transportation.

Within the next one to two weeks, observe and review the needs of your students. If you feel that class discussion on grieving is needed, meet with the counselor for information on how to run the discussion. At times, it may be appropriate to have the discussion led by the counselor or school psychologist. Continue to watch for students who are exhibiting signs of stress, have slipping grades, or show any other changes in behavior. Share your concerns with the administrator or counselor.

The Family Liaison Will:

- Keep in contact with the Critical Concern Team
- Contact the family
- Offer help to the family
- Obtain accurate information from the family and clarify what information and with whom they may share the information
- Inform the family of school procedures
- Keep in contact with the family
- Offer to arrange a window of opportunity outside of the school day for the family to collect any personal items from school. A member of the administrative team, along with the liaison will be present during the collection of the property

- Collect, with an administrator, the deceased's personal belongings and return them to the family if the family is not able to do so during the window of opportunity

The Family Liaison should be a person who has had contact with the family on previous occasions. Families are usually most receptive to school employees that they have had positive experiences with in the past. The impression the family receives from the Family Liaison will be the impression they will have of the entire school's response to the situation. Therefore, this person must be able to communicate in a sensitive manner. When contacting the family, the Family Liaison should identify him or herself and express concern.

The Roamers Will:

- Be visible in the halls and cafeteria to help maintain order
- Interact with students and staff
- Escort students to the Critical Concern Room
- Relieve staff as needed
- Assist the Critical Concern Team in any way possible

The Critical Concern Team will coordinate roamers. Roamers are individuals who are present in the halls, interacting with students, during the first few days following a crisis. Roamers may be teachers, substitute teachers, volunteers or other individuals who are well known by students and staff and are comfortable communicating with both groups.

CRITICAL CONCERN INTERVENTION CHECKLIST

DATE OF EVENT: _____

EVENT/INCIDENT: _____

STUDENT'S SCHOOL HISTORY: _____

STUDENT'S MEDICAL HISTORY: _____

STUDENT'S LEGAL/SUBSTANCE ABUSE HISTORY: _____

Superintendent: _____

Principal(s): _____

Pupil Services Director: _____

School Counselor(s): _____

Informed incident to designee: _____

Principal/Designee verifies accuracy of report and contacts Superintendent.

Decision made to activate Critical Concern Team

Activate Critical Concern Team telephone tree

Designated Coordinator: _____

Response Team

Members: _____

Family Liaison: _____ Will contact family and obtain permission about what can be shared with the school.

Decision made to activate District-wide telephone tree.

Written communication prepared by: _____ and distributed/emailed to ALL staff members in building (if school is in progress).

Response team members from each building coordinated to assist where needed: _____

Roamers: _____

Classroom coverage and substitutes arranged for Critical Concern Team members and needed throughout the District:

Contact outside resources if needed (CESA #12, Other community resources):

Coordinate rooms if needed, including Kleenex, writing tools, telephone access.

Statement read aloud to students by classroom teacher(s) prepared by:

- _____: Prepares informational letter regarding event/crisis for parent/families to be sent home with students at the end of the school day.

- Identify all affected individuals, both students and staff and determine assistance (witness, family members, friends, childcare providers, individuals at-risk, employer/employee, Pre-K school staff, adjacent Districts):

- Emergency all District staff meeting called. Ensure absent staff are notified: _____
- End of the day staff meeting scheduled to review
- Critical Concern Team meets to set plans for next day and review
- School representative should attend funeral
- Prepare personal belongings for returning home.

Checklist Note Keeper: _____

Information Specific to a Death for the Critical Concern Team

School _____

Principal _____

Case Manager/Advisor/Teacher/Family Liaison _____

Student or Staff Member Who Has Died _____

Gender: M F Age _____ Grade _____

Describe the person, where applicable:

Academic _____

Social _____

Extracurricular _____

What are the known details of the death? _____

Please explain any drug or police involvement _____

Please explain any abuse or neglect _____

Please identify any students or staff who may have particular difficulty with this death

Please note any significant events in the school's history – i.e., other deaths—that might affect student/staff reaction to the death: _____

Stress Reactions

The signs and symptoms of a stress reaction (including grief) may last a few days, a few weeks, a few months, or occasionally longer, depending on the severity of the traumatic event. With the understanding and support of loved ones, the stress reaction may pass more quickly. Occasionally, the traumatic event is so painful that professional assistance from a counselor may be necessary. This does not imply craziness or weakness. It simply indicates that the particular event had a powerful emotional effect.

Physical Symptoms:

Shortness of breath	Headaches
Nausea	Weight gain/loss
Upset stomach	Menstrual changes
Chills	Dry mouth
Diarrhea/constipation	Shaking
Dizziness	Flare-up of previous condition: (hypertension, asthma, arthritis, etc.)
Chest pain - See Physician	Startle reactions
Rapid heartbeat	Blurred vision
Increased blood pressure	Labored breathing
Sleep disturbances	Empty arms (child loss)
Sweating	Body pain
Urinary frequency	Nightmares
Lack of coordination	Insomnia (which may evolve into excessive sleeping)
Lack of energy	Exhaustion
Hypo activity/hyperactivity	
Change in appetite	

Thinking

Slowed thinking	Difficulty making decisions
Difficulty in problem solving	Confusion
Difficulty in calculating	Difficulty concentrating
Memory problems	Difficulty naming common objects
Seeing the object over and over	Flashbacks
Preoccupation with death	Sense of presence, hallucinations
Feeling suicidal	Personal death awareness
Distressing dreams	"I think I'm going crazy"
"I should have done more"	"Am I always going to feel like this?"
"I wish it would have been me"	"It's not real"
"I feel dumb"	"I can't handle things"
"What's going to happen to me?"	
Disorientation (especially to time & about the future place)	
Pessimism	
Poor attention span or concentration	
Disruption in logical thinking	
Blaming someone	

Belief in omens
Belief in predictions of future disastrous events
Only able to attach importance to this incident

Feelings

Sadness	Denial	Guilt
Emptiness	Anxiety	Sense of increased responsibility
Fear	Loneliness	Helplessness
Fatigue	Irritability	Shock
Grief	Relief	Numbness
Phobias	Panic	Confusion
Disbelief/shock	Depression	Feeling isolated
Self-blaming	Jumpy	Wanting to hide
Worry about others	Wanting to withdraw	Feeling lost/abandoned
Over-sensitivity	Ignoring feelings	Nervous
Amnesia of the event	Yearning	Feeling hopeless/overwhelmed

Anger, which may be manifested by scapegoating, resentment, irritability, frustration with bureaucracy, violent fantasies, etc.

Behaviors

Sleep disturbances	Absent-minded	Treasuring objects
Visiting places (cemetery)	Social withdrawal	Chemical use
Dreams of deceased	Avoidance of things	Change in activities
Crying	Extreme hyperactivity	Suspiciousness
Unusual behavior	Aggressiveness	Overly vigilant to environment
Change in sex desire	Clinginess	Changes in eating habits/appetite
Academic problems	Acting out feelings	Increased conflict with friends & family

Changes in communications/interactions
Loss of interest in world events/work/social activities
Quick disposal of possessions

Emotions can be like a roller coaster ride. There may be extreme ups and downs, which may occur more frequently than usual.

If the symptoms described above are severe, or if they last longer than six weeks, a person may need professional counseling.

Guidelines for Classroom Debriefings

Children's immediate responses to critical incidents can range from hysteria to shock. Often there is no apparent reaction; a visible response may set in later. The child often doesn't make sense of the relevant information and simply shuts it out. Sometimes the child lacks the conceptual maturity to comprehend what has happened. Adults observing children's reactions during incidents are themselves caught up in the events, and therefore misread the children's subtle signs as lack of response. In general, a child who is experiencing a traumatic reaction will show extremes of behavior, either under-responding or over-responding to the crisis situation.

Classroom debriefings are structured group discussions. These allow the class, as a group, to sort out the events leading to the incident and to express reactions to the incident. The purpose is to develop understanding and increase feelings of personal control. Debriefings are an attempt to salvage group cohesiveness from the disintegrating effects of a crisis. Phases include:

1. **Introduction:** Time to let the students know that the class will be talking about the incident at this time. Encourage participation by everyone. Set up basic rules for the discussion. The leader presents basic facts regarding the incident. As the leader, look for students who may be having difficulty with the situation.
2. **The Fact Phase:** Students are given opportunities to describe each phase of the incident from his or her own perspective. Facts are identified and a shared perspective of the incident emerges. What did they hear? What rumors were flying around before they found out what really happened? Who told them? When were they told? How were they told?
 - Have them be very clear!
 - Encourage them to tell the story!
 - As the facilitator, ask a lot of questions to clarify what they do or do not know.
 - This phase puts all of the pieces into order.
3. **The Thought Phase:** Start to explore students' "heads." What were you thinking?
4. **The Reaction (Feeling) Phase -** Tapping into the emotional level. Every student is given the opportunity to express what he/she needs to express and every student has the responsibility to listen uncritically and supportively to what others are feeling. Explore feelings experienced before the incident and current feelings concerning the incident. Listen carefully! What are the keywords that describe how they may be feeling?

Angry	Happy	Sad
Annoyed	Ignored	Scared
Burdened	Isolated	Shocked
Cheated	Lonely	Stunned
Cheerful	Frustrated	Sympathetic
Confused	Left out	Terrible
Crushed	Mad	Tired
Distraught	Miserable	Troubled
Disturbed	Pressured	Vulnerable
Fearful	Rejected	Worried
Guilty	Relieved	Etc.

As you focus and reflect on the feelings, concentrate on four things:

1. Focus on the feeling words.
2. Note the general content of the message.
3. Observe the body language.
4. Ask yourself, "If I were having that experience, what would I be feeling?"

Your role is **to acknowledge the feeling and allow the student to experience it.**

5. **The Symptom Phase:** Ask students about what's happened to them physically, cognitively and behaviorally since the event. Find out how they are coping. Let them know what they are experiencing is not unusual.
6. **The Teaching Phase:** The leader provides information to the students regarding common reactions to the incident and anticipated reactions later. Any misconceptions can be cleared up. Look at coping strategies for the students. What can they do to deal with the event? What resources are available for additional help?
7. **The Reentry (Closure) Phase:** Give them direction. Give them some handouts on grief if you have them available. Let them know where they can go if they would like to talk about the event some more. After the debriefing has run its course, the leader can do much for the students by letting them know clearly that the time has come to resume a normal routine.
8. **Guidelines for Individual Conferencing**
 1. Find a comfortable, private place for the conference
 2. Maintain calm
 3. Stay within your limits toward helping the student
 4. Be attentive to the non-verbal language between the student and yourself
 5. Validate feelings
 6. Listen well
 7. Show belief
 8. Dispel fault
 9. Explore fears
 10. Provide information

Suggested Questions

1. What was it like for you when you heard the news?
2. Did/will you discuss it at home? How did it go? How do you think it will go?
3. If you were a member of _____'s family, what do you think you would want at a time like this?
4. How can you students help each other through this?
5. What other losses have you experienced?
6. What thoughts and feelings does this bring up for you?

Talking with Children about Death

Teach Children the Death is a Part of Life

- Discuss “small losses,” such as the death of a plant, fish, or other pet. This will lay the groundwork for discussing a more painful death when it occurs.

Tell Your Child Simply, But Honestly, About the Death That Has Occurred

- Feeling excluded can be much harder than feeling sad.
- A child’s keen senses will tell him/her that something is wrong.
- Feelings of uncertainty may arouse feelings of anxiety.
- Prepare your child for what she/he will see and do at the funeral or memorial service.

Grieve with Your Child

- This gives you a chance to comfort each other & work through some of the grief together.
- A child may feel guilty, as though somehow he/she caused this death by something that he/she said or did. Talk about these feelings and reassure the child that he/she did not cause the death, nor could he/she have prevented it.

When Answering Questions about Death, Avoid Clichés or Euphemisms

- Children take things literally. If a death is likened to “sleep,” the child may fear going to bed.
- If children hear that they have “lost” a grandparent, they may conclude that someone will find them eventually.
- It is all right to use words like “dead” and “died” with children.
- What kids imagine with “being lost” or “sleeping forever” or “being ill” can sometimes create more anxiety than hearing that someone they love has “died.”

Children May Ask Many Questions

- Some of the same questions are asked again and again in an attempt to understand the finality of death.
- Even if you have answered your child’s question already, answer it again.

Children Can Work Out Their Grief

- Your child may wish to make a “memory book” of the person who has died. It can include notes, pictures, or other items related to the one who has died.
- Feelings about death can be expressed through play, drawings, or even with puppets. A child may express anger or guilt, as well as sadness, through play.
- Talk with your child. In the days and weeks that follow the death, your child may have times of unending questions or days without mention of the loved one.
- Like adults, children grieve in their own ways.
- Even a brother and a sister may express their grief differently.

There are four tasks for grieving children

1. To understand and make sense out of what is happening or has happened.
2. To grieve or express emotional responses to the present or anticipated loss.
3. To commemorate the loss through some formal or informal remembrance.
4. To learn how to go on with living and loving

Funerals and Memorial Services

A funeral is a ceremony to honor a person who has died. It may occur in a church or other house of worship, a funeral home, or another place decided upon by the person's family. A memorial service is similar to a funeral but the body is not present. Often a funeral is preceded by a visitation period or wake at the funeral home. A visitation or wake is a gathering in which people can go to pay respects to the person who died and offer support to the family and friends. A viewing is similar to a visitation but the body is present.

Anyone may go to a funeral or visitation as long as it is public. Sometimes families choose to have a private family service. Your presence at a funeral or visitation helps the mourners share their sorrow. Here are some pointers for people who decide to go:

What You May See

At some visitations and funerals, the dead person may be seen in a casket. The person may or may not look the same as she/he did when alive. Some people will stay away from the casket, some may go up to the casket, some may kneel by the casket, some may touch the dead person. What a person does is determined by how that person feels, what the person is comfortable doing, and the person's beliefs.

At the services, the family and friends may set up areas with pictures and possessions of the person who died. People plan ceremonies taking into consideration things that mean the most to the family. There are no set rules for what is done. Things may differ from funeral to funeral.

People who are grieving may need to speak and act out their feelings such as denial, confusion, sadness, maybe even anger. Give them an opportunity to do so. Don't be surprised to see people crying or laughing. People often share happy memories and stories of the person who died at a visitation or funeral.

What to Say

Don't worry about what to say. Whatever you do say, the more sincere and personal, the better. Don't be afraid to speak about the person who has died. You may even want to briefly recall some memories about the deceased. The family really wants to talk about their loss and it is helpful to them. **Your most important role is to LISTEN.**

What Not to Say

It is not helpful to use a cliché or to give the family a reason why the death is a "blessing."

What to Do

Just being there for the funeral or visitation will tell the grieving person or family that you care and that they are not alone in their grief. Nonverbal gestures, hugging, a handshake, looking into the person's eyes are often enough. Be receptive to cues when approaching a grieving person. If you feel like crying, cry. Tears are a great release for emotions for you and family members.

At the Funeral

Usually people sit in chairs or pews at the funeral. A service usually begins at a specified time. The service may include a religious sermon, a eulogy, people sharing their memories, music, and other things to honor the person who died.

What Happens After a Funeral?

After a funeral, the person's casket may be placed inside a hearse. Sometimes a procession of vehicles follows the hearse to a cemetery where there is a short graveside service for the mourners who went to the cemetery. After the people leave, the casket is lowered into a concrete vault which is already in a hole in the grave. The concrete vault cover is lowered into the vault and sealed. Then the vault is buried.

Sometimes people do not go to the cemetery for numerous reasons: Winter, cremation, or personal family reasons. Sometimes the people leave the cemetery and gather in a place for a meal and fellowship. Before leaving the meal, people say goodbye to the family of the person who died.

Helping Out After the Funeral

It is important to remember that the grief of the family members and friends of the person who died does not go away for some time. This is a good time for people to show care and concern by visiting them and inviting them to social events. People who have had a death in the family usually need other people to help them return to normal life activities. Don't be afraid to talk with them about how they are feeling, their memories and stories of the person who died. It is important to be a good and patient listener, even if you have heard the stories before. Talking about what happened is the person's way of working through grief.

Developmental Stages of Processing Grief and Loss

Pre-verbal

- No language to attach to a story, thoughts
- No awareness of death but of separation
- "Remember" loss in sensory modes
- Immediate need-replace parent, caregiver, need for new bond – surrogate
- Phobias, regression

Magical thinking (3-6 or so)

- May believe s/he cause it by magic
- Reversibility, usually no concept of finality
- Death = concurrent events, places
- Grief = brief, but heavy spurts
- Forgets that person has died
- Few fears about distress/pain of deceased
- May not be open to reason or fact
- Sees death as caused by external forces

Concrete reasoning (6-9)

- Personify death

When you're dead, you're dead
Superstitious, ghost stories
Death = non-movement, it will happen to others, not self
Explore death relative to family
Sadness about deaths not rationally imminent
Material facts about death seem funny
Begin to grasp finality and irreversibility
Fascination with death, killing around 6 years
Dreams of death, resurrection around 8 years

Abstract thought (9-12)

More realistic sense of death
Pervasive fear of it and of the void
Realize universality of death, it happens to everyone
Fascination with physiology
Fear of poisoning, painful death, falling-death phobia
Want to ask intrusive questions
Want to view body – morbid intrigue

Adolescence

Grow closer to adult views, developing autonomy, increased responsibilities
Emerging spiritual thoughts and questions
Can be philosophical in viewing death
May idealize the deceased
Conflict of independence vs. need for support
Greatest fears are of separation/non-existence

Continued development

Changes in views since adolescence? Less idealism, more realism?
Age-related awareness
Continued experience

Do's and Don'ts – Helping Someone Cope with Grief

Do

Open the door to communication. If you aren't sure what to say, ask, "How are you feeling today?" or say, "I've been thinking about you."

Listen 80% of the time and talk 20% of the time. Very few people take the time to listen to someone's deepest concerns. Be one of the few. Both you and the mourner are likely to learn as a result.

Offer specific help and take the initiative to call the mourner. If you also respect the survivor's privacy, your concrete assistance with the demands of daily living will be appreciated.

"Be there" for the mourner. There are few rules for helping aside from openness and caring.

Talk about your own losses and how you adapted to them. Although the mourner's coping style may be different from your own, your self-disclosure will help in some circumstances. But our most important role is to listen.

Use appropriate physical contact, like an arm around the shoulder or a hug, when words fail. Be receptive to cues that may indicate the person is not comfortable with too much physical contact. Learn to be comfortable with shared silence, rather than chattering away in an attempt to cheer the person up.

Be patient with the griever's story, and allow him/her to share memories of the lost loved one. This fosters a healthy continuity as the person orients to a changed future.

Use the name of the deceased. This person played an important part in the mourner's life. It's important to recognize that by mentioning the person by name.

Don't

Force the mourner into a role, by saying, "You're doing so well." Allow the mourner to have troubling feelings without the sense of letting you down.

Tell the mourner what he or she "should" do. At best, this reinforces the mourner's sense of incompetence, and at worst, your advice can be "off target" completely.

Say, "Call me if you need anything." Vague offers are meant to be declined, and the mourner will pick up the cue that you implicitly hope he or she won't contact you.

Delegate helping to others. Your personal presence and concern will make a difference.

Say, "I know how you feel." Each griever's experience of grief is unique. So invite the mourner to share his or her feelings, rather than presuming that you know what the issues are for that person.

Use trite consolation, clichés, or easy answers, by saying, "There are other fish in the sea," or "God works in mysterious ways." This only convinces the mourner that you don't care enough to understand.

Try to hurry people through grief by reminding them how long it's been, or by urging that they get busy, give away the deceased's possessions, etc. Grief work takes time and patience and cannot be done on a fixed schedule.

Taken from "[A Time to Mourn, A Time to Dance - Help for the Losses in Life](#)", by Margaret Metzgar.

What to say after a death

"I'm sorry that (name) died." (Not, "I'm sorry about what happened.")

"I can't know how you feel, but I want to help you in any way I can."

"I care about you."

"Let's talk about what might help you feel more comfortable in class."

"You might want to keep a journal to help you express your feelings."

"If you feel like sharing any of your writing with me, I'd like to read it."

"I can see that you are very sad."

"I can't know how you feel, but I also had a death in my family...." (briefly sharing your story will build trust.)

HAZARDOUS MATERIALS

Eye Contact/Skin Exposure

- Flush exposed area with water
- Contact the school nurse
- Contact the office
- Attempt to learn the details of the exposure
- Administrator or school nurse will call the Poison Control Center, 1-800-222-1222 and/or 9-1-1
- Locate the **Material Safety Data Sheet (MSDS)** for that particular chemical (on file in the receiving room and Building and Grounds office) and treat victim according to the recommendations noted
- Bring **MSDS** or container with individual if transported to the hospital
- Check with the office for appropriate documentation

Inhalation/Ingestion of Chemicals

- Contact the school nurse
- Contact the office
- Attempt to learn the details of the exposure
- Administrator or school nurse will call the Poison Control Center, 1-800-222-1222 or 9-1-1
- Locate the **Material Safety Data Sheet (MSDS)** for that particular chemical (on file in the receiving room and the Building and Grounds office) and treat victim according to the recommendations noted
- Bring **MSDS** or container with individual if transported to the hospital
- Check with the office for appropriate documentation

Handling of Spilled Liquids

- Call the office to report the incident
- The office staff will contact the Buildings and Grounds staff

- Determine the need for any outside resources. Call **9-1-1** if necessary
- Attend to any person who may have been contaminated by liquid
- Evacuate all non-essential personnel from the spill area and secure the area
- If the spilled material is flammable, turn off ignition and heat source(s)
- Avoid breathing vapors of the spilled material
- Buildings and Grounds staff will secure supplies to effect cleanup

Gas Leak - If odor is detected in the building:

- Contact the Buildings and Grounds staff
- Buildings and Grounds staff will assess the situation and act appropriately
- If necessary, an evacuation plan will be initiated. Follow your building evacuation plan
- Administration will contact Xcel Energy, **1-800-895-1999**

WARNING: If you suspect or smell a natural gas leak:

DO NOT PHONE FROM WITHIN THE BUILDING

DO NOT USE THE ELEVATOR

DO NOT TURN ON OR OFF THE LIGHTS OR COMPUTERS

DO NOT PLUG IN OR UNPLUG ANY ELECTRICAL ITEMS

- Phone from a location outside of the building, **9-1-1**
- If Xcel Energy personnel or Emergency Assistance Personnel are not on site, have the Buildings and Grounds staff turn off the main gas valve. Inform the fire department whether or not this has been done
- Keep students at a safe distance until the problem has been corrected

MISSING STUDENTS

- Staff will notify the office if they are unable to locate a student who had been in attendance
- Search the school and grounds, the administrator may utilize the lock down procedures if necessary
- The Administrator will contact the parent(s)/guardian(s)
- The Administrator will notify authorities if needed
- The Crisis Response Team will convene to determine further action
- Cooperate with authorities in any investigation
- The School Secretary will compile a list of visitors to the building
- The District Administrator or designee will handle all media interactions

Additional Information

It may be necessary to compile specific information about the missing student to provide to authorities such as height, weight, race, clothing, physical characteristics, extracurricular activities, friends, history, method of transportation to and from school, and emergency information. School photos will be made available.

NATIONAL/REGIONAL EVENTS

- Information related to the event should be given to the administrator
- The Crisis Response Team will meet to discuss further action (see *Age-Related Reactions to a Traumatic Event*)
- The Crisis Response Team will decide what and how information will be disseminated
- If appropriate, send a letter home with students

In the event of a national incident (terrorist act, assassination, etc.), students in grades K-5 will not have access to news coverage. The Administrator and School Counselor will decide the extent of access to news coverage for grades 6-8. Students in grades 9-12 will be allowed to watch the events while the breaking news is unfolding. Once the historic events begin to be continually replayed, it will be turned off.

Age-Related Reactions to a Traumatic Event

Taken from the National Child Traumatic Stress Network

A fundamental goal of parenting is to help children grow and thrive to the best of their potential. Parent(s)/guardian(s) anticipate protecting their children from danger whenever possible, but sometimes serious danger threatens, whether it is human-made, such as a school shooting or domestic violence, or natural, such as a flood or earthquake. And when a danger is life-threatening or poses a threat of serious injury, it becomes a potentially traumatic event for children.

By understanding how children experience traumatic events and how these children express their lingering distress over the experience, parent(s)/guardian(s), physicians, communities, and schools can respond to their children and help them through this challenging time. The goal is to restore balance to these children's lives and the lives of their families.

How Children May React

How children experience traumatic events and how they express their lingering distress depends, in large part, on the children's age and level of development.

Preschool and young school-age children exposed to a traumatic event may experience a feeling of helplessness, uncertainty about whether there is continued danger, a general fear that extends beyond the traumatic event and into other aspects of their lives, and difficulty describing in words what is bothering them or what they are experiencing emotionally.

This feeling of helplessness and anxiety is often expressed as a loss of previously acquired developmental skills. Children who experience traumatic events might not be able to fall asleep on their own or might not be able to separate from parent(s)/guardian(s) at school. Children who might have ventured out to play in the yard prior to a traumatic event now might not be willing to play in the absence of a family member. Often, children lose some speech and toileting skills, or their sleep is disturbed by nightmares, night terrors, or fear of going to sleep. In many cases, children may engage in traumatic play—a repetitive and less imaginative form of play that may represent children's continued focus on the traumatic event or an attempt to change a negative outcome of a traumatic event.

For school-age children, a traumatic experience may elicit feelings of persistent concern over their own safety and the safety of others in their school or family. These children may be preoccupied with their own actions during the event. Often they experience guilt or shame over what they did or did not do during a traumatic event. School-age children might engage in constant retelling of the traumatic event, or they may describe being overwhelmed by their feelings of fear or sadness.

A traumatic experience may compromise the developmental tasks of school-age children as well. Children of this age may display sleep disturbances, which might include difficulty falling asleep, fear of sleeping alone, or frequent nightmares. Teachers often comment that these children are having greater difficulties concentrating and learning at school. Children of this age, following a traumatic

event, may complain of headaches and stomach aches without obvious cause, and some children engage in unusually reckless or aggressive behavior.

Adolescents exposed to a traumatic event feel self-conscious about their emotional responses to the event. Feelings of fear, vulnerability, and concern over being labeled “abnormal” or different from their peers may cause adolescents to withdraw from family and friends. Adolescents often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these children think about the world. Some adolescents engage in self-destructive or accident-prone behaviors.

How to Help

The involvement of family, physicians, school, and community is critical in supporting children through the emotional and physical challenges they face after exposure to a traumatic event.

For young children, parent(s)/guardian(s) can offer invaluable support, by providing comfort, rest, and an opportunity to play or draw. Parent(s)/guardian(s) can be available to provide reassurance that the traumatic event is over and that the children are safe. It is helpful for parent(s)/guardian(s), family, and teachers to help children verbalize their feelings so that they don’t feel alone with their emotions. Providing consistent caretaking by ensuring that children are picked up from school at the anticipated time and by informing children of parents’/guardians’ whereabouts can provide a sense of security for children who have recently experienced a traumatic event. Parent(s)/guardian(s), family, caregivers, and teachers may need to tolerate regression in developmental tasks for a period of time following a traumatic event.

Older children will also need encouragement to express fears, sadness, and anger in the supportive environment of the family. These school-age children may need to be encouraged to discuss their worries with family members. It is important to acknowledge the normality of their feelings and to correct any distortions of the traumatic events that they express. Parent(s) can be invaluable in supporting their children in reporting to teachers when their thoughts and feelings are getting in the way of their concentrating and learning.

For adolescents who have experienced a traumatic event, the family can encourage discussion of the event and feelings about it and expectations of what could have been done to prevent the event. Parents can discuss the expectable strain on relationships with family and peers and offer support in these challenges. It may be important to help adolescents understand “acting out” behavior as an effort to voice anger about traumatic events. It may also be important to discuss thoughts of revenge following an act of violence, address realistic consequences of actions, and help formulate constructive alternatives that lessen the sense of helplessness the adolescents may be experiencing.

When children experience a traumatic event, the entire family is affected. Often, family members have different experiences around the event, and different emotional responses to the traumatic event. Recognizing each other’s experience of the event, and helping each other cope with possible feelings of fear, helplessness, anger, or even guilt in not being able to protect children from a traumatic experience, is an important component of a family’s emotional recovery.

SEXUAL OFFENSES

Assault and/or Rape During School Events

In the event there is an occurrence of rape and/or serious assault on school property or during school sponsored activities, school personnel should follow these procedures

- Contact the Administrator or designee
- Administrator calls 9-1-1
- Secure the scene for possible police investigation
- Follow the direction of the police
- Record all facts or statements made by anyone involved. Do not question or try to gather other information.
- Make sure a staff member remains with the victim
- If the injured party needs to be transported to a medical facility, assign an adult (chosen by the victim) to accompany the victim
- Administrator ensures that the parent(s)/guardian(s) have been contacted
- District Administrator or designee will handle all media interactions
- Convene Crisis Response Team

SUICIDE

Brain diseases such as depression, anxiety, bipolar disorder and schizophrenia underlie 90% of suicides. Mental illness is a no-fault, treatable disease that is not caused by life events such as the loss of a relationship or job.

Possible Suicide Concern

Student has exhibited symptoms, which may be interpreted as suicidal (individual withdraws, expresses feelings of hopelessness, and /or seems continually unhappy for more than a few days).

- The staff member who becomes aware of the student shall consult with a school counselor, school psychologist, or administrator
- Refer to Suicide Ideation Form on Page 8
- The person who has been notified will consult with a School Counselor
- A prompt meeting with the student and counselor will be held and a plan of action implemented

- The Counselor will contact the parent(s)/guardian(s) to discuss impressions, recommendations, and outside resources
- The referring staff member will be informed of the recommendation
- The Counselor will document the incident for the Administrator

Suicide Threat (Verbal or Written)

If the student is in immediate danger of injuring themselves, DO NOT leave student alone!

- Call 9-1-1
- The staff member who becomes aware of threat will notify a school counselor, school psychologist, or administrator
- The person who has been notified will consult with a School Counselor
- The school counselor will meet with the student immediately
- The school counselor will contact parent(s)/guardian(s) to discuss impressions, recommendations, and outside resources.
- Consult with another colleague and/or parent(s)/guardian(s) to determine if an emergency detention is necessary.
- Work with the parent(s)/guardian(s) to ensure arrangements for appropriate care
- Secure parent/guardian permission to share information with treatment provider to further assist student
- Notify the mental health referral source to ensure that follow through has taken place
- The Counselor will document incident for administrator

Suicide Threat (Student leaves premises and cannot be located)

- The staff member who becomes aware of threat will notify an administrator
- Call 9-1-1 (be aware of physical description, clothes worn, the direction the individual headed, etc.)
- Administrator (or designee) or school counselor will contact parent(s)/guardian(s)
- Crisis Response Team will meet to plan follow-up

Suicide Attempt on School Property

- Call 9-1-1
- Notify an administrator (designee) or school counselor
- Administrator (designee) or school counselor will contact parent(s)/guardian(s)
- Crisis Response Team will meet to plan follow-up
- Student will not be allowed to return to school until a reintegration plan is developed with the administrator, parent(s)/guardian(s), and school counselor

REINTEGRATION INTO SCHOOL AFTER A CRISIS

(Reintegration pertains to any student who has been out of school due to a crisis, such as suicide attempt, mental health treatment, AODA treatment, etc.)

Suggestions have been developed that may be helpful in the event one is faced with the student who returns to school after a crisis. Remember to honor the confidentiality of these situations.

- The Administrator, designee, or school counselor is apprised of the student's status.
- A reintegration team will be created. Members of the team may include: Administrator, parent(s)/guardian(s), teacher, school counselor, Home/School Coordinator, student, case manager, treating therapist, school nurse, and others as necessary.
- The reintegration team will discuss ways of helping the student to cope more effectively with school-related stress.
- The returning student should not be treated any differently than any other student who has been absent due to illness. As much as possible, a student should be returned to his/her normal routine within the school.
- Teachers and other school personnel will be encouraged to discuss their concerns, no matter how minimal, with appropriate staff. It is very understandable that teachers and other school staff may have concerns about how they should respond.
- Follow-up will be made by the school counseling staff with the student's teachers and other appropriate school staff, such as the school nurse, coaches, etc. Also, attendance records and academic standing reports will be reviewed in order to assess and evaluate the student's overall adjustment.
- Contact with the student's parent(s)/guardian(s) must be maintained in order to extend support, encourage parent/guardian involvement, and to report progress.

SUICIDE COMPLETION

In addition to following the protocol under “Death”, the following steps will also be followed:

- Students will talk about the suicide whether or not the school provides them with the opportunity to do so. If they talk about it without adult leadership their conversations may be counterproductive. Adult leadership can be helpful for grieving or suicidal students. It is normal for students to be curious about what happened but they must be respectful to others
- Office staff should refer all phone calls to the administrator or designee. No disclosure of the death should be made to the press; that is up to the parent(s)/guardian(s) or authorities
- The Administration will prepare a paragraph or two, in writing, to be read by the teachers or school counselor, telling the students, in person, not over the PA system, what took place. Circumstances of the death should be kept private, unless approved by the administration, to help contain the story and protect the privacy of the family
- If the word suicide comes up, be sure to emphasize that suicide is not a good choice to solve problems, that help is available for people who are depressed or have problems, that people care, and that there are alternatives to suicide. Stress that the deceased would have been better off talking about his/her problems. If a student knows someone who is depressed or having problems, tell an adult so the person can get the necessary help. Take what they say seriously
- Inform students that guilt can be a common feeling following a suicide, while emphasizing that no one is to blame, not friends, parents/guardians, or teachers, the person chose to die by suicide, and no one forced it on that person
- Provide small group opportunities to discuss the student’s suicide
- Call families who have had a recent suicide to let them know of the situation
- Emphasize suicide prevention and how everyone can help
- The administrator or designee will contact the family of the deceased
- Give friends who were closest to the deceased additional time to process the death. Try to bring as many of them together to share what they know of the deceased and to help explain why he/she would do such a thing? This may help relieve guilt and build a sense of support for one another. Stress that the deceased would have been better off if he/she had talked about his/her problems. Encourage them not to make the same mistake
- Remember that it is not only the friends of the deceased who may be at high risk for copycat behavior. For students who have been troubled and depressed, suicide sometimes can reinforce feelings that the world consists only of problems and pain

- Watch students' stories, reports, songs, and drawings for clues of depression and suicidal thoughts

Suicide should be seen as a poor choice of coping and MUST not be rewarded in any way.

- Do not dismiss school or class. The students need to follow as normal a pattern as possible
- Do not encourage a general student body attendance at the funeral if it is held during school hours. Excuse only those students who have a parental request to be excused for the funeral
- Do not schedule any school assemblies
- Do not allow the funeral to be held in the school
- The flag should not be lowered
- No commemorative plaques, memorial benches, etc., should be allowed if a student has committed suicide
- Do not dedicate a room, garden, picture in trophy case, yearbook special feature, etc. to the student's memory

Symptoms of Depression in Children

- Persistent sadness
- Loss of interest in activities once enjoyed
- Persistent boredom, low energy, fatigue, poor concentration, numb feelings
- Significant changes in eating and/or sleeping patterns
- Frequent complaints of physical ailments such as headaches and stomach aches
- Increased activity or irritability
- Recurring thoughts of death or suicide
- Low self-esteem
- Frequent absences from school or a sudden drop in school performance
- Volatile or unstable moods
- Aggression, refusal to cooperate, temper tantrums, antisocial behavior
- Use of alcohol or other drugs

Symptoms of Depression in Adolescents

- Changes in sleep patterns: Too much sleep or difficulty getting to or staying asleep
- Changes in appetite or eating behaviors: Noticeable weight loss or gain
- Feelings of excessive guilt or feeling oneself a burden to others
- Frequent complaints of physical ailments such as headaches and stomach aches
- Feelings of hopelessness, sadness
- Withdrawal from people, especially family and close friends
- Changes in activity: Slowed movement, monotonous speech, unexplained agitation, fidgeting, pacing, wringing of hands, loss of energy or enthusiasm

- Increased irritability, moodiness, or bad temper
- Loss of energy, confidence, self-esteem, goals, or ambition
- Sexual acting out, promiscuity
- A sudden drop in school performance or attendance, inability to concentrate
- Outbursts of shouting or complaining, unexplained irritability, or a rebellious refusal to work in class or cooperate in general
- Neglect of personal appearance
- Feelings of helplessness, failure, emptiness, or pessimism about the future
- Crying spells or inability to cry
- Aggression: Refusal to cooperate, antisocial behavior
- Use of alcohol or other drugs, perhaps as an escape from pain
- Complaints of aching arms, legs, or stomach when no cause can be found
- Putting oneself down, perception of being ugly or feeling differently from everybody
- Ideas of self-punishment or self-destructive thoughts
- Numb feelings with little or no pleasure from ordinary enjoyable activities and people
- Inability to express affection or excessive dependence
- Loss of interest in activities
- Feeling that life isn't worth living: Recurring thoughts of death or suicide
- Inappropriate risk-taking or rebellious behaviors, such as driving too fast
- Anger and rage, verbal sarcasm, and attack
- Overreaction to criticism, feelings of being unable to satisfy ideals
- Sudden changes in personality such as despondency, euphoria, or compulsive joking, listlessness or high activity level

Factors that Increase Risk of Suicide in Adolescents and Young Adults

- Male gender, white race
- Depression or psychosis
- Drug or alcohol use or abuse, by them or parent(s)/guardian(s)
- Previous suicide attempt(s) or family history of suicide or suicide attempts
- Recent personal crisis or stressful event
- Impulsive or rigidly perfectionist personality
- Recent pregnancy or abortion
- Turbulent family, family changes/disruption, abuse (sexual, physical, or emotional)
- Struggle with sexual orientation
- Major loss of loved person, home, possessions, or status, especially when preceded by other losses
- Major loss of an important relationship such as a boyfriend or girlfriend
- Poor grades and fear of parent disapproval
- Watch for fascination with death and the presence of a suicide plan

Several of the warning signals for suicidal teens are also characteristics of most adolescents, except for the degree or duration of the symptoms or behavior. Most adolescents experience mild to moderate bouts of the blues, sadness, or wide mood swings, especially during time of hormonal adjustments. However, most do not experience severe depression with symptoms lasting for at least one month.

Warning Signs of Suicidal Behavior in Young People (see also signs of depression)

- Preoccupation with death themes in conversation, writing, drawing, music or videos
- Exhibits personality and behavior changes
- Having a friend or peer who recently attempted or completed suicide
- Writing and leaving suicide notes, specific threats of suicide (verbal or written)
- No longer cares about friends, hobbies, or school-social isolation
- Possessing or hiding a weapon or other means of suicide (knife, rope, pills, gun, etc.)
- Running away from home or truancy
- Self-mutilation or other self-destructive behaviors, accident-prone behavior
- Sudden unexplained recovery from severe depression, which masks itself as happiness
- Making final arrangements and putting affairs in order, such as giving away valued possessions, returning borrowed items, organizing or cleaning their room "for the last time", writing a will, or calling people to say goodbye
- Talking about feeling worthless or helpless
- Visits internet sites having to do with suicide or death-related subjects
- Doesn't make any future plans including for school breaks or summer vacations
- Talks about death, dying or life after death, including about their own death
- Hints that he or she will not be around in the future
- Talks about life not being worth living or making statements revealing a desire to die
- Intense feelings of being trapped, without any hope of changing the situation

Trust your feelings. If you sense that something is wrong, it probably is.

THREATENING WEATHER

Severe Thunderstorm

If a severe thunderstorm WATCH has been issued in an area near the school. “Watch” indicates the possibility that weather conditions exist that could create a severe thunderstorm.

- Monitor the local Emergency Alert Stations, weather radio, and television
- Notify all classes on field trips or out of the building that a watch has been issued

If a severe thunderstorm WARNING has been issued in an area near the school. “Warning” indicates that a severe thunderstorm has formed and poses an imminent threat

- Make an announcement of the warning: *“Can I have your attention, at this time the National Weather Service has issued a Severe Thunderstorm Warning for our area. Teachers, please close all doors and windows and remain inside the building in your current location until an all-clear is announced.” (If close to dismissal time, announce “Do not release students to go home until directed to do so.”)*
- Notify all classes on field trips or out of the building that a warning has been issued
- If the situation warrants, proceed with tornado warning procedure
- Bring all people inside buildings
- Staff takes attendance to account for all students
- Close all doors and windows
- Administrators and Buildings and Grounds staff will assess for damage before an all clear is given
- If major damage is found, follow the *Building Destruction* and/or *Evacuation* procedures
- Remain in a safe area until the warning expires and an all-clear is announced

Tornado

If a tornado WATCH has been issued in an area near the school. “Watch” indicates the possibility that weather conditions exist that could create a tornado.

- Monitor the local Emergency Alert Stations, weather radio, and television
- Notify all classes on field trips or out of the building that a watch has been issued

If a tornado WARNING has been issued in an area near the school (“Warning” indicates that a tornado has been sighted or indicated on radar)

- Make an announcement of the warning: *“Can I have your attention, at this time the National Weather Service has issued a Tornado Warning for our area. Teachers, please close all doors and windows and proceed to your designated areas. Remain inside the building in your designated area and silent until an all-clear is announced”. (If close to dismissal time, announce “Do not release students to go home until directed to do so.”)*
- Notify all classes on field trips or out of the building that a warning has been issued
- Bring all people inside buildings
- Close all doors and windows
- Staff takes attendance to account for all students
- Administrator and Buildings and Grounds staff will assess for damage before an all clear is given
- Major damage is found, follow the *Building Destruction* and/or *Evacuation* procedures
- Remain in a safe area until the warning expires and an “all-clear” is announced

WEAPONS/AMMUNITION ON PREMISES

- If a weapon and/or ammunition is found or suspected to be present, secure the premises and notify the administrator
- The Administrator will call 9-1-1 and initiate a lockdown if necessary
- The Administrator will determine if the weapon is safe to handle and move it to a locked location if necessary and call the police
- If the weapon is a gun or an explosive, the police will take possession
- Parent(s)/guardian(s) will be notified
- Refer to weapon procedures in handbooks