

## **CRISIS MANAGEMENT USD #511 ATTICA PUBLIC SCHOOLS**

### **MISSION STATEMENT**

The Board of Education and Administration of USD #511, Attica Public Schools acknowledge the necessity to prepare a Crisis Management Plan in the event that a crisis should occur. Our children have a basic need for security and safety. Any event that threatens the feeling of safety and security shall be considered a crisis. There are unlimited possibilities for crisis situations that could impact the district. Those include, but may not be limited to the following situations:

Suicide  
Death

Acts of Violence  
Accident

Natural Disaster  
Trauma

### **CRISIS MANAGEMENT GOALS**

- GOAL 1:** Efforts should allow the school to resume normal activities as soon as possible following the loss, while maintaining an appropriate follow-up program.
- GOAL 2:** Efforts should be made to help both individuals and collective groups through the grieving process.
- GOAL 3:** There should be a strategy designed to reduce the risk of additional traumatic loss (for example, suicide or retaliation of various kinds).

### **DEFINITION OF A CRISIS**

For the purpose of this document, a crisis is an event or series of events that impact the operation of the school and/or school community. As a result, a set of responses would be necessary to minimize the potentially negative effect of the event and to preserve life, ensure safety, and minimize property damage.

The district as a whole needs to be prepared to respond to students, staff and patrons. A crisis may occur on school property and involve the physical campus. It may also center on human needs. A crisis may be a natural event such as a tornado, or a human event, such as a serious accident or the death of an individual. The loss of a loved one by death needs to be addressed. A student

suicide presents a serious and sensitive issue to the whole school community and must be dealt with in a professional manner. The severely disruptive student, the student who is emotionally out of control and strikes out at anyone or anything in the environment, must be dealt with skillfully, also. An angry and volatile parent or other community member can seriously disrupt the school and must be dealt with properly and with skill.

Certainly there are events that occur in a school that require a response but of a lesser intensity than is described in this document. The key is to make a rapid assessment and mobilize only to the level required to adequately resolve the problem, utilizing appropriate personnel in responding to the event.

Nothing in this plan should be construed to be a substitution for the obligation to call 911 when the situation demands it.

### **CRISIS TEAM COMPOSITION**

The USD #511 Crisis Team consists of:

Troy Piper  
Nick McGuire  
Lance Vandever  
Sherry Grigsby

USD #511 Resource Team:

Mike Loreg, EMT  
June Gerber, School Psychologist  
Jerry Bonner, patron  
Ministerial Alliance from Attica  
St. Boniface Catholic Church Clergy  
Chaparral High School Counselor  
Medicine Lodge High School Counselor

## **TEAM COMMUNICATION AND MEDIA COORDINATION GUIDELINES**

In order to provide accurate information to the media as rapidly as possible during any mishap of crisis proportions, the following guidelines should be observed.

1. When a crisis erupts, the first person to be notified should be the superintendent of schools. The superintendent will meet with the crisis team, or team members as deemed necessary. The Board of Education and district personnel will be informed as soon as possible.
2. During periods of crisis, it is desirable to cooperate with the media in order to keep accurate information flowing to the public. In all crisis events, the media must report to superintendent's office. The superintendent will decide upon a room reserved for the media. In general, members of the media should be admitted to the school grounds and cooperated with regarding all reasonable requests. However, it is often advisable to contain the media in one area of the school building rather than giving them free reign to children and patrons. If the presence of the media interferes with emergency or medical procedures or drastically effects the operations of the school, they may be directed to the superintendent. A suicide should not be publicized or glorified by the school district.
4. Every effort will be made to keep members of the media from communicating with staff and students. The superintendent or administrative representative will make himself/herself readily accessible to the media. This will help in conveying accurate information to the public and should limit the spreading of rumors.
5. Staff members should be advised to let the superintendent know of the arrival on campus of any member of the media.

### **CRISIS INTERVENTION CHECK LIST**

1. Identify problem/event and determine degree of severity.
2. Determine what additional resources are needed.
3. Make contact with appropriate individuals, i.e., Superintendent, head teacher, counselor, etc.
4. Review facts and determine what information is to be distributed to:
  - a. Faculty
  - b. Students
  - c. Community
  - d. Media

5. Prepare bulletins, classroom presentations, and assemblies.
6. Identify high risk students:
  - a. Review procedures for interaction with students and identification of high-risk students.
7. Coordinate intervention services.
  - a. Group counseling
  - b. Classroom activities/presentation
  - c. Parent meetings
  - d. Staff meetings
  - e. Referrals to community agencies
8. De-brief.
  - a. Review process, status of students
  - b. Plan follow-up activities

### **Crisis Follow-up Check List for Crisis Management Team**

1. Monitor progress of students referred to community agencies.
2. Provide continuing education/awareness activities.
3. Provide on-going support for staff, students, and parents.
4. Evaluate Crisis Management Plan and implement modifications.

### **POST DISASTER ASSESSMENT**

A post-disaster assessment is essential in order to determine both positive and negative aspects. A written report, documenting the event, would be multi-purpose, including insight into improving subsequent emergency procedures. This report should include at the minimum the following: What happened, when it happened, who is involved, where event happened, why it happened, and how it happened.

Appreciation should be expressed to all that assisted—from professional personnel to community volunteers.

### **DISTRICT LEVEL TEAM RESPONSIBILITIES**

1. Write a specific action plan for the building.
2. Identify and train an individual responsible for each of the liaison positions on the team.
3. Establish process for utilizing community resources in Crisis Management Plan.
4. Set up an early intervention procedure that responds to the needs of staff, students, and parents.

5. Implement an education and awareness program to assist staff, students and parents in learning skills to manage stress and depression, and appropriate response to crisis.
6. Annual review and update by crisis team.

### **ADMINISTRATOR (OR DESIGNEE) RESPONSIBILITIES:**

1. Convene and preside over team meetings and faculty/staff meetings.
2. Initiate and maintain contact with the parents of any crisis victim(s) and community with a statement.
3. Provide a meeting for parents if necessary.
4. Be the contact person with law enforcement and other agencies.

### **COUNSELOR'S RESPONSIBILITIES:**

1. Identify and deal with at-risk students.
2. Contact additional resource people.
3. Contact the parents of at-risk students.
4. Organize grief groups.

### **FACULTY RESPONSIBILITIES:**

1. Attend an inservice each year concerning the district's crisis prevention/intervention plan.
2. Implement student safety/security measures.
3. Take roll every hour. Notify office of any absent students immediately.
4. Students should be supervised at all times. No student should leave class unaccompanied.
5. Monitor hallways between classes. Do not allow students to leave the building. Watch for distressed students and refer to a grief group or counselor.

6. Maintain a list of possible at-risk students. Monitor such students closely. Refer for counseling where necessary.
7. Direct classroom guidance when appropriate (see sample for guidelines).
8. Be responsive to student concerns and needs.

### **STAFF RESPONSIBILITIES:**

1. Watch for students who are not where they should be at a given time.
2. Watch for students who seem distressed. Offer support, refer to a grief group or counselor, and meet any reasonable needs.
3. Do not allow students to use phones unless urgent and supervised.
4. Person(s) assigned to answering phones should read from the prepared statement. Additional questions should be referred to the principal or superintendent. Make the caller aware that school officials are in control of the situation.
5. Watch for students leaving building. Students should not be allowed to leave unless accompanied by a parent.
6. Bus drivers should be included in inservice meetings, when available, and should be aware and able to respond to the needs of their passengers. Any concerns should be reported immediately to a member of the core team.

### **KEY PERSONNEL:**

SUPERINTENDENT  
HEAD TEACHER (S)  
COUNSELOR  
CRISIS TEAM  
WHOLE STAFF

### **PERSONNEL RESPONSIBILITIES:**

- VERIFY AND GATHER INFORMATION – Superintendent /Head Teacher
- NOTIFY PARENTS (SCHOOL DAY) – Superintendent/Head Teacher
- ACTIVATE/CONTACT CRISIS TEAM – Superintendent/Head Teacher
- TELEPHONE TREE (WHOLE STAFF) – Crisis Team

2009-2010 Crisis Management Handbook

- PREPARE STATEMENT – Superintendent/Head Teacher
- IDENTIFY HIGH RISK STUDENTS - Counselor
- NOTIFY STAFF/PARENTS OF HIGH RISK STUDENTS - Counselor
- VERIFY ASSIGNMENTS OF GRIEF ROOMS – Crisis Team/Staff
- SCHEDULE SCHOOL RESPONSE - Staff
- RELAY FUNERAL/HOSPITAL INFORMATION TO STAFF/STUDENTS -

Superintendent

<b><u>ACTIONS</u></b>	<b><u>ASSIGNED</u></b>	<b><u>TIME</u></b>	<b><u>DATE</u></b>
1. Verifies crisis with police & ET. Al.	_____ Superintendent/Designee	_____	_____
2. Notified parents if crisis occurs during school	_____ Superintendent/Designee	_____	_____
3. Activates contact with Crisis Team	_____ Superintendent/Designee	_____	_____
4. Prepares statement for faculty	_____ Superintendent/Designee	_____	_____
5. Arranges faculty meeting	_____ Superintendent/Designee	_____	_____
6. Prepares statement for news media	_____ Superintendent/Designee	_____	_____
7. Collects names of high risk students	_____ Teachers/Counselor	_____	_____
8. Assigns high risk students to specific groups	_____ Counselors	_____	_____
9. Notifies parents of high risk students	_____ Counselors/Staff	_____	_____
10. Notifies other support personnel	_____ Superintendent/Designee	_____	_____
11. Arranges for assistance from community agencies	_____ Superintendent/Designee	_____	_____
12. Prepares the office staff to deal with telephone calls	_____ Superintendent/Designee	_____	_____
13. Arranges for substitutes for teachers who may be emotionally close to the crisis victim or who may be needed to lead discussion groups	_____ Superintendent/Designee	_____	_____
14. Responds to medical emergencies	_____	_____	_____

School Nurse

15. Confirms rooms for individual and group counseling sessions

\_\_\_\_\_  
Superintendent/Designee

NOTE: The building principal may wish to remain free to respond to unforeseen emergencies resulting from a crisis, to deal with the public, to tend to the daily school operation, and therefore choose to appoint a designee to coordinate the postvention procedures.

## **CRISIS PROCEDURE:**

### **UNWANTED INTRUDER IN THE SCHOOL BUILDING**

We will use the following procedure should an unwanted intruder enter Attica Public Schools.

#### **1. STUDENTS ON PLAYGROUND**

- A. Remove students to the baseball field
- B. Walk students to the following off-campus locations:
  - 1. Elementary - Methodist Church or downtown
  - 2. Junior/Senior High School - Football field or Practice field

#### **2. TEACHERS RETURNING TO SCHOOL DURING CRISIS**

- A. Do not enter the building
- B. Check playground for students and/or teachers and help supervise if necessary
- C. Leave campus and assist with student supervision at off-campus locations

#### **3. CRISIS DURING THE SCHOOL DAY**

- A. Door/hallway supervisions:
  - 1. Elementary door/hallway (return to your classroom areas)
  - 2. Cafeteria (cafeteria personnel)

### **SCHOOL CRISIS MESSAGE**

Office personnel or staff members will announce over the intercom two times, the following statements. Our school crisis message is as follows:

**"Larry Blackwood, please report to \_\_\_\_\_ (place of crisis)"**



## **UNWANTED INTRUDER ON THE SCHOOL GROUND**

We will use the following procedure should an unwanted intruder enter the school grounds.

1. STUDENTS IN THE SCHOOL BUILDING
  - A. Students are to remain in the building and stay in their classroom until given permission to leave.
2. STUDENTS ON PLAYGROUND
  - A. Walk students to the following off-campus locations:
    1. Elementary - Methodist Church or downtown
    2. Junior/Senior High School - Football field or Practice field
3. TEACHERS RETURNING TO SCHOOL DURING CRISIS
  - A. Check playground for students and/or teachers and help supervise if necessary
  - B. Leave campus and assist with student supervision at off-campus locations
  - C. Enter the building and report to the main office

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**"Larry Blackwood, please report to \_\_\_\_\_ (place of crisis)"**

## **GUIDELINES**

### **Accidents and Illnesses**

Sooner or later, every school community will experience death. This major life crisis may effect a single individual or large group. Individuals may be elementary students or adult staff members. Whatever the ages or the circumstances, a building principal must be prepared to respond positively to the shock, grief and emotional reactions that follow the announcement of death.

### **Individuals**

In some circumstances an individual (student or staff) receives their first awareness of the death of a loved one while at school. The following guidelines may be helpful:

1. The individual should be called to a quiet location such as the principal's office.

2. Someone trusted and seen as an authority figure should break the news in a calm, simple, and direct way.
3. Someone who is close to the individual (counselor, teacher, and fellow student) should stay with the individual after he/she has received the news.
4. Questions should be answered simply and as directly as possible. Platitudes or religious themes should be avoided. If offered by the informed teacher or student, they should be accepted with no further comment.
5. Some individuals may cry openly, others may sit quietly. Both responses are appropriate and normal. The individual should be encouraged to share his/her thoughts and feelings.
6. Some individuals may respond to physical contact, i.e., an arm around their shoulder or a hug) but it should be remembered this may not be appropriate for everyone.

## **SUICIDAL BEHAVIOR**

Adolescent depression and suicide are major mental health problems. Suicidal behavior can be exhibited in varying degrees from a subtle threat of self-destructive behavior to an actual self-inflicted death. Such behavior may occur in the school setting or outside school hours.

The effect of suicidal behavior on the school population and the extent to which intervention is indicated will depend upon the type of behavior exhibited and the knowledge of the behavior possessed by the student population. All suicidal behavior should be taken SERIOUSLY and responded to in a quick professional manner. A suicide should not be publicized or glorified by the school district.

While the circumstances surrounding the situation must always be considered in organizing a response, some general guidelines are as follows:

## **DEALING WITH SUICIDE**

Teachers are encouraged to allow for the expression of grief in their classes to whatever extent they are comfortable. This may require students to stay in their first hour classes beyond what would normally be the end of the class. Teachers may need to share their anger, grief, anxiety, etc., before students may be willing to talk about their feelings. In addition, it would be appropriate to:

1. Discuss possible student guilt or feelings of responsibility.
2. Discuss possible student fears for their own safety and that of their siblings and peers.

3. Ask them to support one another and to escort any friend who seems upset to a teacher or Crisis Team member.
4. Encourage students to talk about their feelings with their parents.
5. Reassure them that any adult in the building is available to help.
6. Emphasize that suicide is not a brave act. It is far more heroic to go on living and face your problems each day.
7. Encourage the students to express their reactions in whatever way is appropriate for them (all responses are acceptable from severe upset to no response whatsoever)

## **PREVENTION OF SUICIDAL BEHAVIOR**

School personnel should be aware that suicide is the second largest killer of youth. Suicide is a permanent solution to a temporary problem.

Because school personnel spend so much time with young people, they must be alert to potential suicidal behavior...and listen to a friend of the potential suicide victim.

## **WHAT TO LOOK FOR:**

1. Verbal signs: "I wish I were dead," "No one cares whether I live or die," "Things would be better if I weren't here".
2. Behavior clues: Alcohol or drug abuse, previous attempts, giving away possessions, making a will, sudden changes in behavior (i.e., quiet student becomes talkative, friendly student becomes quiet), significant drop in grades, risk-taking behavior resulting in accidents or injuries.
3. Situational clues: End of a serious relationship, divorce or death of a parent, family financial difficulties, moving to new location (other stresses among family members).
4. Symptomatic clues: Social isolation, depression, disorientation, changes in sleeping and/or eating patterns, dissatisfaction (i.e., constant complaining, helpless-hopeless feelings).
5. Other significant clues: Family history of suicide or suicidal behavior, apathy, lacking a sense of pleasure, and changes in personal hygiene.

## **HOW YOU CAN HELP**

**STEP 1** Listen and hear. Of vital importance to a person in an emotional crisis is to have someone available who will listen and hear what they are saying. Avoid false

reassurance that “everything will be OK” and never demean suicidal expressions. Don’t be judgmental or moralizing.

**STEP 2** Be supportive. Communicate your concern for the person.

**STEP 3** Be sensitive to the relative seriousness of the thoughts and feelings. Inquire directly about thoughts of suicide. If we don’t respond to a student’s suicidal thought, they may interpret our reaction as not caring. Suicide is a topic that makes us all uncomfortable, but we must face it with open, honest communication. When the person speaks of clear-cut self-destructive plans, the situation is usually more serious. Take any suicidal complaints seriously, even if expressed in a calm voice.

**STEP 4** Trust your own judgment. If you believe someone is in danger of suicide, act on your beliefs. Push all the red buttons. Don’t let others mislead you into ignoring suicidal signals. Be an alarmist.

**STEP 5** Act definitely.

1. Tell others - Share your knowledge with the counselor, principal, and/or school psychologist. Don’t worry about breaking a confidence. You may have to betray a secret to save a life.
2. Stay with the suicidal person - Don’t leave a suicidal person alone if you think there is immediate danger. Stay with the person until help arrives. Call whomever is needed; do not try to handle everything alone.

**STEP 6** Previous attempts. A student who has made a previous attempt is at high risk to try again. If you are aware of a student that has made a previous attempt, tell the counselor and/or the school psychologist. Make sure they know!

**STEP 7** There should be clear communication and referral lines established for staff to use when they identify potentially suicidal individuals. Make sure that the counselor/school psychologist or principal is aware of potential suicidal individuals.

## **RESPONSE TO SUICIDAL BEHAVIOR**

The Crisis Team Members should be utilized to assist with individuals exhibiting suicidal behavior and with groups being affected by such behavior. Ignoring significant suicidal behavior that is known to the student population is dangerous. It is important to maintain a predictable and supportive structure where adults are clearly in charge.

Efforts should be made to downplay any media reporting of the story. Intervention by school personnel should not be confused with the process of diagnosis and treatment. Parents should be made aware of available support. Communication to parents of individuals who exhibit suicidal behavior should be done in a straightforward and supportive manner. School staff should be kept informed with verified facts about the situation. Communication with students, media, and other parents must protect the

right to privacy of the families involved. As soon as possible after a suicidal behavioral episode, high-risk individuals should be identified and individually offered help. The most effective setting in which to work on the feelings of others is in small groups. Individuals who have difficulties adjusting after an incident should be targeted for regularly timed follow up.

However, teachers should make individual contact with students who look upset but is not talking. Teachers feeling uncomfortable with discussing the suicide should request outside assistance. After sharing feelings, it would be important to return to the normal routine as soon as possible. As the school day progresses, allowing for more discussion time if the need arises and the teacher feels comfortable, would be appropriate, but sensationalizing or glorifying, in a way, the victim or the suicidal acts should be discouraged to prevent possible “copy cat” attempts.

Announce to students that adults will be available to them for counseling, talking, or listening on an individual basis during the next few days. Students needing assistance could be sent to the principal’s office, where they could be directed to outside support groups.

Suicide presents some unique reactions from students. Staff can be of vital assistance to students in their reactions.

1. Shock - students may initially appear remarkable unreactive. In fact, they are in a state of shock and not yet able to accept the reality of the suicide.

Staff needs to assume a stand of anticipatory waiting and show a willingness to talk about the suicide when students are ready.

2. Anger and Projection - students will look for someone to blame. Initially this may be directed at important adults in the victim’s life, including school staff (i.e., “Why did they let it happen?”)

Some expressions of anger must be allowed. Staff members may share the similar feelings they have had. However, at the same time, reality must be introduced. There are limits on how much one person can be responsible for the actions of another.

3. Guilt - typically students who know the victim may blame themselves (i.e., “If only I had talked to him more.”)

Staff can be helpful by sharing their own similar reactions. Again, the reality principle is introduced. One person cannot assume total responsibility for the act of another.

4. Anger at the victim - this is a common reaction by students, even those not closely connected to the victim (i.e., “How could he/she do this to us?”)

Staff needs to give permission for such expressions by normalizing them, perhaps tempered by questioning if the victim fully realized the impact of his/her act.

5. Anxiety - students will begin worrying about themselves (i.e., "If he could kill himself because he was upset, maybe I could, too.") Discussion should be guided towards helping students differentiate between themselves and the victim and towards other problem solving options.
6. Relief - once the normal distortions of feeling are resolved, students can allow themselves to feel the sadness of the loss and begin the healing process (grief work).

The staff must guard against encouraging a pseudo-mourning process before students have worked at resolving their conflicts over the suicide.

## **UNDERSTANDING THE GRIEVING PROCESS**

There are four general categories for understanding the manifestation of grieving: (1) feelings; (2) physical sensations and somatic complaints; (3) thought patterns; (4) behaviors.

1. The most common feeling associated with grief is sadness, but lack of tears does not mean denial of feelings. In addition, anger is often associated with the grieving process. This may be due to a sense of frustration or powerlessness to prevent what has occurred. In addition, it could be due to anxiety associated with loss. It is important to identify and express one's feelings of anger. Guilt and self-reproach is also another feeling which can be related to past misbehavior or omitted expressions of caring. Usually guilt is irrational. Anxiety with adolescents usually is realization of their mortality. In addition, feelings of loneliness, helplessness, and numbness are common during the grieving process.
2. Physical sensations and somatic complaints in the form of stomachaches, lethargy, shortness of breath, over sensitivity to noise or weakness in general, are also physical manifestations of the grieving process. In addition, constipation, bed-wetting, vomiting or loss of appetite are common.
3. Thought patterns are somewhat different in the early patterns of the grieving process. Common thought patterns include disbelief, confusion, and lack of concentration. Often a grieving person is preoccupied with thoughts about the deceased, including fantasies of recovering the lost person (usually with the very young). Occasionally, there are hallucinations, visual and/or auditory, but these are most usually a short time after death.
4. Behavioral manifestation of the grieving process include sleep disorders, eating patterns (usually under-eating), absent-minded behaviors due to confusion and preoccupied thinking. Withdrawal, restless activity, crying and sighing, and dreams of the deceased frequently occur during the grieving process. These usually self-correct over time.

It is important to keep in mind that all of the above reactions to grief are normal. The line between normal and dysfunctional is one of intensity and duration, not the presence of symptoms. When in doubt, consult with a Crisis Team member regarding your observation of students going through the grieving process. In addition, keep in mind not only students, but also staff and all others involved are expected to work through a grieving process.

There are generally four phases that are characteristic of mourning or grieving.

1. The first phase tends to be shock and numbness that usually lasts the first two weeks.
2. The second phase usually involves searching or yearning, which may last for the first four months. This typically is associated with very young children.
3. There is also a phase of disorientation, which often lasts from the 5<sup>th</sup> through the 9<sup>th</sup> month.
4. The phase of orientation and reorganization occurs during the 9<sup>th</sup> to 24<sup>th</sup> month.

Keep in mind these are average durations. Some people move through the grieving process (grief work) more rapidly than others. The grief process takes a different amount of time with each individual. In addition, be aware of stressful times such as anniversary dates of the crisis event and the birthday of the deceased. Assistance should be provided to those who will be most affected.

There are essentially four tasks involved in recovery from a major loss.

1. The first task involves accepting the reality of the loss. It is important to encourage expressions, to share your own feelings. If memories are reviewed, remember to view both pleasant and unpleasant memories.
2. The second task involved in recovery is expressing the grief and doing the grief work. Again, it is important to encourage expression. Often anger is expressed which is sometimes directed towards parents, self, or others. Empathize with these feelings, respect the source and reassure that hurting is part of the grieving process and it will eventually subside.
3. The third task involves adjusting to an environment in which the deceased is missing. Again, explore feelings about this. Some feel guilty about being happy at times as if they have betrayed the deceased. All this may need to be addressed in order to get beyond it. Some may withdraw, become immobilized, or feel helpless. Their feelings can affect both social and academic spheres.
4. The fourth task is the withdrawing of emotional energy which was focused on the deceased and reinvesting it in other relationships. School, by its very nature, can help in this regard. School is a great environment in which to learn about new

relationships and experience the process of making and losing friends, acknowledge and share feelings, memories, recognize and foster transitions and growth. Also, school presents a very structured curriculum. Even life sciences, social studies, etc., contribute to reinvestment of energies. School by its very nature supports the grieving process.

There are essentially five activities, which need to be maintained or done by people going through a grieving process.

1. It is important to maintain a nurturing, supporting social network. This is typically done through family, friends, or church.
2. Maintaining adequate nutritional balance is important while going through grief.
3. Adequate fluid intake is very essential.
4. Maintenance of daily exercise is quite important and should be encouraged.
5. Maintenance of daily rest, even if one cannot sleep, is important and vital to provide the strength necessary to move through grief work.

## **INSTRUCTIONS FOR DEALING WITH VIOLENT INDIVIDUAL**

### **INTERVENTION**

1. Make verbal contact in a calm, low toned, confident voice. If behavior does not cease, shout, "STOP" and then lower your voice and invite individuals to talk about issue somewhere else.
2. Make certain the person feels that he/she is being heard, not talked "at".
3. Try to get the individual to a more isolated area so that he/she can calm himself/herself without losing face, or try to get the area cleared of other students so that there is less of an audience and less danger.
4. Try to bring more Crisis Team members into the area surrounding the student still giving him/her space. This can encourage him/her, without real physical intervention, to be less combative.
5. Give the student a choice, calmly stated, "You and I can go outside or we can all help you go outside."
6. Do not leave the individual alone until he/she is visibly calm.
7. Discuss his behavior and the consequences of his behavior only after he/she is calm.



8. Violent behavior has a timeline; if you can delay a violent response long enough, violent feelings will subside.

If all of the above is unsuccessful, then physical intervention, carefully executed, should be considered. However, NEVER grab or touch acting out or violent individual unless he/she is causing harm to himself/herself or others.

### **LIFE-THREATENING INJURIES OR ILLNESSES**

1. The employee first aware of an injured or ill person has responsibility to:
  - a. Quickly evaluate the problem
  - b. Do not move the student until the full extent of injury or illness is determined unless there is immediate danger to you and the student due to fire, poisonous gas, and risk of explosion or collapsing structures. You may have to move a student to get to another student or to be able to provide proper care.
  - c. Have someone call for appropriate emergency personnel and the designated first-aid person.
  - d. Begin emergency first care as indicated
  - e. Notify the school administration, nurse and parents
  - f. Make sure that an adult or school employee remains with the student until the problem is resolved or stabilized and the student is released to the parents
  - g. School employee may or should go to hospital with student on ambulance or follow ambulance if parents are not available
  - h. Clear the scene of crowds or onlookers to reduce the anxiety and confusion resulting from the student's illness or injury
  - i. Complete an accident report form and if injured employee, a workman's compensation report form
  - j. Be sure to follow universal precautions for all illnesses and accidents

### **BOMB THREAT**

The board directs those any and all legal remedies and actions are taken against any person apprehended and proven to have made a bomb threat. Further, the board directs the superintendent to implement the procedures prescribed by law against any

student of the district who has been apprehended and proven to have made a bomb threat.

In the event of a call (please use bomb threat forms found at each telephone location) or notice that a bomb has been placed in a school building, the following procedures are recommended.

1. Treat any bomb threat as serious.
2. If the fire and police departments did not receive the call originally, immediate notification is required. Both departments should respond.
3. The person receiving the call should obtain as much information about the caller as possible, including the sex, approximate age, and unusual characteristics. Attempt to learn where the bomb is placed and when it will explode.
4. Following notification of authorities, the principal or designee should evacuate all persons from the learning center, using outlined fire drill procedures, extending the outdoor time as necessary. Teachers must carry a roster of the students and remain with those students.
5. Depending upon the age of the students and the severity of the threat, the principal may tell the students what is happening, asking for their cooperation, or may relate that the event is a test of emergency measures.
6. If a bomb threat received at the USD office or some other site does not indicate a particular learning center in which a bomb has been placed, all facilities will be evacuated.
7. Upon receiving a bomb threat, the principal or designee shall call the Police Department. The principal shall not interfere or disrupt an expeditious search of the facility by appropriate officials.
8. If a thorough search has been conducted and nothing found, the senior member of the local protective department should notify the principal of the school that reentry would be permitted.
9. If an object resembling an explosive is located, it should not be touched or moved in any way. Searchers are to be evacuated, persons qualified in disarming explosives are to be summoned to site.
10. The local police department assisted by the state Fire Marshal's office, if requested should make investigation of the incident.
11. News releases, if any, will be handled cooperatively by the Police and the administrator or designee.

Any decision concerning dismissal of students and subsequent action after the above procedures have been followed is the prerogative of the superintendent or his/her designee.

## **WEATHER EMERGENCY (TORNADO/BLIZZARD/FLOOD)**

District Education Center personnel, upon learning of a weather emergency, will expeditiously relay the information to each learning center/facility.

Upon the principal's directive, all persons in the learning center will immediately proceed with the emergency plan, which previously has been practiced as a drill. Teachers will carry with them a roster of assigned students. Telephone lines must be kept open for receiving emergency messages.

When a tornado threat exists, classroom doors are to be closed. Students and teachers will proceed to assigned areas. Each person will kneel with head down toward wall, and with books folded over the head. Persons must not leave the drill pattern until there has been an official announcement that the crisis has ended.

If conditions allow parents/guardians to come to the learning center to get their child(ren), the administrator must allow the release, although written notation of same must be made at time of release.

## **FIRST-AID TRAUMA**

The school is responsible for emergency handling of injuries and sudden illness of students, staff, and visitors on school property or during school sponsored activities.

The school will provide adequate first aid supplies and properly trained personnel as first responders to emergency situations.

The school administration will designate a faculty member and an alternate for each school building to take charge during emergencies. This person should have taken at least a standard medical first aid class and be certified in CPR.

### **Designated School First Aid Personnel**

The school nurse's role is the coordination of emergency policies and procedures. It is not appropriate for the school nurse to give first aid or provide emergency care since, in many instances; the nurse is not available at the scene of the injury or emergency.

An emergency card should be filled out on each student annually at the time of enrollment. This card should include name of:

- a) Parent
- b) Alternative responsible person or friend
- c) Family physician

At the time of the emergency or illness the school should:

- a) Evaluate the problem
- b) Begin emergency first aid as indicated
- c) Ask someone to call designated first-aid person, if indicated
- d) Notify the student's parent; if parent cannot be reached, follow directions given on the student's emergency card
- e) In some cases get the student under professional care with or without parent's permission

In the absence of family transportation or ambulance service the school may have to transport the sick or injured student home, to the physician's office, or to the hospital. If the destination is the student's home, the adult should arrange for a responsible person to be home to receive the student.

## **MULTIPLE INJURIES**

The goal, when faced with more than one injured or ill student, is to provide care to the greatest number of people who have the greatest chance of survival. We must provide care to people according to the seriousness of the illness or injuries.

Your highest priority will be to the students with airway and breathing problems, cardiac arrest, uncontrolled bleeding, severe head injuries, unconsciousness, chest injuries, abdominal wounds, severe shock and burns, and respiratory problems. These are correctable life-threatening illnesses or injuries.

Your second priority will be serious, but not life-threatening injuries. Examples include moderate blood loss, blood loss, moderate to critical burns, fractures, eye injuries, etc.

Your third priority would be soft tissue injuries, simple fractures, sprains, minor to moderate burns.

Last priority would be dead or fatally injured—examples would be no pulse for twenty (20) minutes, decapitation, severed trunk, and incineration.

In these situations you need to evaluate each student. Do not move the student until full extent of injury is determined. Notify appropriate emergency personnel; notify the school administration, nurse and parents.

If student is not breathing, begin mouth-to-mouth resuscitation; if no pulse, give CPR, stop bleeding, prevent further shock and prevent further injury.

It will be the responsibility of the EMS to triage students appropriately.

For minor injuries in multiple injury crises a first aid area will be set up in the front lobby at Attica Public School. This area will be used for cleaning small wounds and applying bandages, etc. Appropriate teacher or school secretary will administer first aid.

## **GENERAL CONSIDERATIONS**

Try to react in a calm professional manner. This will, in turn, calm the student. Let them know you are there to help. This tells the injured or ill student that you recognize they truly have a problem. To the best of your abilities and training, answer the patients' questions and try to be positive about their situation but do not lie. Never offer a simple solution to the patient's problem, or tell them they will be fine. Do something for the injured or ill student. The idea that "actions speak louder than words" is very true in emergency care. Asking if the patient is in pain, controlling minor bleeding or dressing a minor wound would help a student deal with the emergency, even if they see it as a crisis.