

**CRISIS
MANAGEMENT
PLAN**

USD #332

**CUNNINGHAM
AND ZENDA
SCHOOLS**

Introduction

The purpose of this booklet is to inform you the teacher what to do in a time of crisis. The crisis plan will take you through different situations and what to do in each of the situations.

Emergency Phone Numbers

Kingman County Sheriff	911		
Pratt County Sheriff	911		
Fire Department	911		
Ambulance	911		
Poison Control Center	1-800-332-6633		
<u>EMT'S</u>			
<u>Crisis Management Services</u>	1-800-794-0163		
Anthony	1-620-842-3768		
Kingman	1-620-532-3895		
Medicine Lodge	1-620-886-5051		
Pratt	1-620-672-2332		
<u>Hospitals</u>			
Kingman	620-532-3147		
Pratt	620-672-7451		
Medicine Lodge	620-886-3771		
School Violence Hotline	1-877-626-8203		

Procedures to follow during and following a Crisis

Temporary Emergency Help

1. Coaches will be the first line of aid because of their training until other emergency personnel arrive
2. Notification of police, EMT's, and ambulances will be handled by the building principal, building secretary, or central office personnel depending on what type of crisis. If possible, stay on the line and keep 911 informed of what's going on.
3. Fire drills or an actual fire, students and staff will assemble on the practice football field
4. When there is an earthquake, explosion, or bomb threat students and staff will assemble at the practice football field. Students and staff will be taken to the Community Center if there is inclement weather
5. If there are mass injuries students will be taken to the following hospitals:
Kingman
Pratt

Students Should: It will depend on what the situation

1. Follow the person in charge instructions at all times
2. Remain calm
3. Help classmates and the teacher as much as possible
4. If exiting a building, exit in an orderly manner and in a single file line
5. If a student is not with their regular class, they will report to that class after they have left the building

Teachers Should:

1. Remain calm
2. Keep order with your students
3. Know what to do in the event of a crisis
4. Talk to students about what actions will be taken in the event of a crisis
5. Be able to account for children in his/her charge

Parents Should:

Go to the Central Office and sign a release form to take children home. They also may go to the Central Office to check on the status of individual students.

Explosion

1. Leave the building immediately
2. Move away from the building and assemble at the practice football field
3. If there are injuries treat them once you are at the practice football field the best you can. Help is on the way
4. Emergency personnel and rescue units will be notified as soon as possible

If there is an explosion, get the children out through the door or you may have to break a window to get students out. If there is an explosion there could be children hurt, in this case get the unhurt children out in case of a second explosion or a fire and take them to the practice football field. Other personnel will care for the injured students.

Staff members should assemble at the practice football field to help with first aid to injured students.

The school principal or building secretary should notify other buildings and the central office of the explosion. The central office will contact emergency personnel. If the central office would be closed (noon hour) calls could be made from the high school or grade school. If the explosion would happen to injure office personnel, anyone can notify other buildings and call for emergency personnel.

Bomb Threat Route for Excavation of all Students

1. After receiving a bomb threat the principal will secure a safe route for evacuation of all students.
2. When it is safe we will evacuate the building immediately.
3. The signal to evacuate the building will be given to you verbally.
4. Students will not take coats or book bags with them and will go to the practice football field. In case of inclement weather we will still take them to the practice football field and move the children to the Community Center at a later time.

If a bomb threat is phoned in the person taking the call should try and answer the questionnaire, see the following page. The principal or school secretary will notify other buildings on the site and the central office. The central office will notify the Kingman County Sheriff's department. If the threat is received over noon hour calls could be made from the high school or grade school.

Threat Report Worksheet

Time and Date Reported: _____

How Reported: _____

Exact Words of Caller:

Questions to Ask:

1. When is the attack going to happen?

2. Where is the attack going to happen? _____

3. Where are you?

Description of Caller:

Male _____ Female _____ Young _____ Middle Age _____ Old _____

Accent _____ Tone of Voice _____ Background Noise _____

Other voice characteristics:

Description (loud, excited, slow...):

Record:

Time of threat _____

Where was the threat received? _____

Who made contact with threat? _____

Intruder – Armed or Unarmed

1. Call 911, principal or school secretary
2. Try and isolate the intruder
3. We will give a coded message over the intercom for staff and students to stay in their rooms; evacuate students and staff once the police have arrived
4. Notify other buildings at the site of the situation
5. Notify central office

Shots Fired on Playground

1. Seek cover
2. Notify the office
3. Call 911
4. Keep students inside building
5. Lock doors
6. Shut blinds and shut off lights
7. Delay dismissal

Shots Fired in Building

1. Drop to floor
2. Call 911
3. Keep children in rooms
4. Notify office, if possible
5. Lock doors
6. Shut all blinds and shut off lights
7. Delay dismissal

Principal or secretary will notify central office and other buildings.

Hostage Situation

1. Call 911
2. Notify staff by coded message to stay in their rooms and lock doors
3. Isolate intruder if possible
4. Notify central office and other buildings on site

Questions we will need to know to inform police:

1. Number of people being held hostage.
2. Who is the person that has taken hostage/hostages?
3. Is the person armed?
4. Where are the hostages being held?

Early Warning Signs of a Troubled Student

Experts have identified certain behaviors as indicators of a propensity to engage in violence, either to self or others.

A student exhibiting one or more of the following signs should be referred to school authorities. It is then their responsibility to determine whether to inform the family or legal guardian, and appropriate school personnel to respond to the needs of a child who may be in trouble. Please be especially alert if a student presents more than one indicator. These warning signs, however, should not be used to exclude, isolate, or punish a student. Under federal law, formal disability identification requires individualized evaluation by qualified professionals.

1. Social withdrawal
2. Excessive feelings of isolation and being alone
3. Excessive feelings of rejection
4. Being a victim of violence
5. Feelings of being picked on and persecuted
6. Low school interest and poor academic performance
7. Expression of violence in writings and drawings
8. Uncontrolled anger
9. Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
10. History of discipline problems
11. Past history of violent and aggressive behavior
12. Intolerance for differences and prejudicial attitudes

These warning signs are to be used strictly as a guide. They do not in any way encompass the entire profile of a student in need.

Imminent Warning Signs

These signs represent immediate danger and require an urgent response. Take prompt action to prevent a potentially dangerous situation. Immediately refer these students to the administration.

1. Fighting with peers or family members
2. Destruction of property
3. Severe rage
4. Detailed threats of violence
5. Possession and/or use of firearms or other weapons
6. Other injurious behavior and threats of suicide
7. Drug and alcohol use
8. Affiliation with a gang or gang members

Serious Illness / Injury

1. Report any serious injury or illness to the main office immediately
2. Non-emergency injuries or illness will be referred to the office
3. Initiate first aid if a trained person is available
4. Personal safety is the first priority for those coming in contact with the injured party. Use protective equipment when coming in contact with the victim's bodily fluids or blood
5. Turn in accident report

Tornado Drills

In accordance with state law and Board of Education policies, each school building shall have at least three tornado drills per school year.

1. When the signal is given all personnel will move to a predesignated, safe, location.
2. All personnel shall assume the proper position and wait quietly for the "all clear" to be given.
3. Teachers will turn off lights and take their grade books with them if possible.

Bus Evacuation Drills

In accordance with Board of Education policies, the following procedures shall be followed for bus evacuation drills.

1. Students who are transported in a bus shall receive appropriate classroom instruction in safe riding practices and shall participate in emergency bus evacuation drills. One drill will be administered during September and one drill during October each year. The drills will include a front door and rear door evacuation.
2. All school bus evacuation drills shall be conducted on school grounds.
3. All bus evacuation drills shall be supervised by the school principal or others appointed by the principal to act in a supervisory capacity.
4. Whenever a bus evacuation drill is conducted, the bus driver shall set the emergency brake, turn the ignition switch off, take the keys, and if the bus is equipped with standard transmission, shall put the transmission in gear.
5. Evacuated students will form a group as far away from traffic as is feasible and is reasonable.

Disruption at an Assembly

1. Bring house lights on to full.
2. If those causing the disruption are too numerous to be handled by professional staff members on duty, dismiss the assembly and instruct all present to report to their next period class.
3. If few in number, remove the disruptive students from the assembly and take appropriate disciplinary action.
4. If those causing the disruption are outsiders, call law enforcement.

This will also pertain to athletic events.

Accidental Death of Student/Staff Member

Procedures to follow:	Action:
1. Verify crisis with police, et al	Principal
2. Notify the superintendent	Principal
3. Notify parents – if crisis occurs during the school day	Principal
4. Activate the CMT	Principal
5. Prepare statement for the faculty-staff	Supt./Principal
6. Arrange faculty meeting	Principal
7. Prepare a statement for the news media	Superintendent
8. Collect names of high-risk student	Counselor/Faculty
9. Assign high-risk students to specific groups	Counselor
10. Notify parents of high-risk students	Counselor
11. Notify other support personnel	Principal
12. Arrange for assistance from the community if needed.	Principal
13. Prepare the office staff to deal with telephone calls.	Principal
14. Arrange for substitutes for teachers who may be too emotionally close to the crisis or may need to lead discussion groups.	Principal/Supt.
15. Respond to medical emergencies	First Response EMT's
16. Confirm rooms for individual and group counseling sessions.	Principal

NOTE: The building principal may wish or need 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 preceding postvention procedures.

Informing Students of a Violent Tragedy

1. The teachers' announcement to the students should be factual, brief, and age appropriate.
2. The teachers will use the communication prepared by the CMT/Administration verbatim.
3. Students should be encouraged to ask questions and express feelings without judgements (i.e. no "should" or "should not" teacher responses). Students who wish further discussion will be referred to the CMT and /or counselors.
4. Teachers will answer questions honestly and accurately.
5. Teachers will be particularly alert for students who appear especially upset (i.e. no emotion, continued sobbing, repeatedly asking the same question, etc.) Students showing these characteristics will be immediately referred to the CMT/Counselors.

Suicide Response

Here are some things the Crisis Management Team would like to share with you.

We have a formal statement to be read aloud to your students. Do Not try to extemporize. Do NOT state the death was a suicide. The statement to be read is:

"We learned this morning that _____ died yesterday morning at his/her home. Funeral arrangements have not been made at this time. You will be informed when the arrangements have been made. Out of respect for the family, details of the death will not be discussed. If you have concerns about _____'s death, that you wish to discuss, your teacher will write you a pass to the counselor's office or you may stop by there after class."

Teachers should expect confusion, crying, and other forms of disruption after the announcement of a student death. You must be prepared to act – intelligently, compassionately, and effectively – to help students through the crisis created by another student's death.

Teachers must be prepared to meet with students and help those who are distraught. You need to recognize that students who are close to the deceased are especially at risk. Teachers should seek out those who were close friends and encourage them to join a counseling group. Parents of those close friends should be contacted and encouraged to maintain close contact and supervision of their children during the next few days. Teachers should listen to students and help them explore their feelings about death.

Teachers should neither moralize nor ignore death; they should encourage students to express their feelings and to listen to what students say.

Help students. Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death is always in evidence following a suicide.

Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.

Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do NOT dramatize death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have a great impact-in a positive or negative ways. The death of a young person from any cause is saddening; death by suicide is tragic. Emphasize that there are other options than taking one's own life.

Classroom Discussion Guidelines

DO'S

1. Do listen to the students and wait after you've asked a question.
2. Do allow students the opportunity to express any and all thoughts regarding the incident without judging or evaluating their comments.
3. Do be aware of your voice tone, keeping it low, even, and warm.
4. Do help the students see that everyone shares similar feelings [i.e., "We're (Not you're) all stunned that something like this could happen here." Or "A lot of us (not you) are feeling angry."]
5. Do expect tears, anger, resentment, fear, inappropriate laughter (often due to tension and discomfort), stoicism (apparent non-reaction).
6. Do expect some students to become phobic and have sudden overwhelming concerns that may seem illogical to you but are very real to them.
7. Do encourage students to sit in a circle in which to have this discussion.
8. Do stress respect for the feelings and thoughts expressed in the discussion.
9. Do allow students who are distressed to leave the room to meet with CMT members or counselors.
10. Do use your own thoughts and ideas as means to encourage discussion, not as a means for alleviating your own feelings.
11. Do expect that other feelings of loss may emerge.
12. Do give accurate information about the incident. If you don't know an answer, say so. When possible, squelch any rumors that may exist by either giving the facts, or researching what the "facts" are and reporting back later.

DO NOT'S:

1. Do not give "should, ought, or must" statements (i.e. "You should not feel like that." "We must not dwell on this.")
2. Do not use cliches (i.e. "Be strong." "It could have been worse.")
3. Do not ask questions without being ready to listen.
4. Do not try to make them feel better; let them know that it's okay to feel what they are feeling.
5. Do not isolate anyone – each will need to feel a part of the group.
6. Do not expect the student to "get over" grief or recovery process within a specific time.
7. Do not assume a person is not grieving/reacting just because they don't look or act like it. Let them know you are available at anytime, (i.e. months from now) but only if YOU REALLY ARE!!
8. Do not let students interrupt each other; allow each person to finish his/her statement.

The following may be used as ways to encourage a discussion if the students are hesitant to speak, or items to anticipate in the course of a discussion.

1. It's hard to say what we feel, but it's important to do so.
2. Is it okay to feel _____, since I didn't even know them?
3. Is it okay for me to cry?
4. Why are things back to normal?
5. Is it okay for me to be happy – I don't have strong feelings; I didn't know the student; I didn't like the student; etc.
6. Where are we safe?
7. My parents may want me to transfer.
8. What do I say to the victim's family members, close friends?
9. How can you tell when something like this is going to happen? Could it happen again? To me – as victim or as the perpetrator?

Suspicious Character

1. Try and remember what the person looks like.
2. What type of clothing the person had on?
3. If in a car, the color, make, and model of the car.
4. Let the office know that we have a suspicious person around our school.
5. Office will call 911.
6. Office will notify other buildings.
7. Office will notify Central Office.
8. We might not dismiss school at dismissal time.

Kidnapping

1. While on playground duty be aware of suspicious people coming on school grounds.
2. If there is an abduction:
 - A. Try and remember what the person looks like.
 - B. What type of clothing the person is wearing?
 - C. What type of vehicle the person is driving.
 1. Make
 2. Color
 3. Direction vehicle took off
3. Notify office immediately.
4. The office will call 911 and give them the information.