

Safety And Security Plan

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Cedar Rapids Public School

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INTRODUCTION

Natural disasters, such as winter storms, tornadoes, floods or other natural disasters, and man-made disasters which can result from chemical spills, noxious fumes, power outages, fires, explosions, etc. are potential hazards for which our school personnel and students be prepared. The school district must also prepare for man-made crises which can come in the form of real or threatened violence, such as weapons on campus and bomb threats, and tragedies such as the sudden death of a teacher or student.

The objective of the Cedar Rapids Public School Safety and Security Management Plan is to provide a reasonable level of protection for students and school personnel in the event of a crisis.

To meet this we will instruct and prepare staff in the appropriate and safe procedures to follow in the event of a campus crisis through in-service and drills. The occurrence of a crisis will require response from all personnel as they perform their specific assignments from this Plan.

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plan to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Superintendent or civil authority. However, in an emergency, the following priorities shall apply:

1. Protection of life.
2. Prevention of injury.
3. Protection of property.
4. Preparation of the campus for extended stay or evacuation.

This manual has been prepared as a quick reference guide to be used in a crisis. Although it is impossible to cover every crisis or condition that might develop and it may not always be possible to follow every procedure outlined in this manual, it is the philosophy of the Crisis Team that a preplanned and organized effort will decrease any difficulty that could arise following a crisis in our school.

EMPLOYEE RESPONSIBILITIES

Employees are responsible for familiarizing themselves with this guide. In an emergency situation, they are responsible for the following directives from administrators and cooperating with emergency service personnel. In major emergencies, the following general rules will apply:

1. The Superintendent's secretary will:
 - Follow instructions from the Superintendent or designee to give administrative and communicative aid.
 - Provide first aid as necessary.
2. The Principal's secretary will:
 - Assist the Superintendent's secretary in administrative and communicative aid.
3. The Custodian will:
 - Inspect the building, electrical power lines, gas and water mains, systems and equipment for damage and malfunction.
 - Alert the administration of any damage or malfunction necessitating school evacuation and or closure.
 - Provide first aid as the Custodian is able and serve school as advised.
 - Coordinate repairs with maintenance and utility company personnel.
4. Teachers will:
 - Be accountable for students in their charge.
 - Remain calm and direct students in taking cover or following evacuation procedures.
 - Report missing students to the Principal's office.
 - Seek aid for injured students or provide aid as the Teacher is able and when appropriate.
 - Select appropriate students to help monitor the situation.
5. Unassigned staff, media specialist, cooks, aides, or other persons without assigned students will:
 - Secure their work area.
 - Follow instructions given by the administration.

SCHOOL DISTRICT CRISIS RESPONSE, SAFETY AND SECURITY PLAN

- I. **Emergency Response:** It is everyone's responsibility to take action to avert or respond to circumstances that threaten the security and safety of the school and school personnel, students, visitors and patrons. If you become aware of a crisis situation, you should contact the appropriate emergency services and the school administration.
- II. **Chain of Command for a Crisis Situation:** The Superintendent of Schools is primarily responsible for responding to a crisis situation and declaring an emergency. At the Superintendent's discretion, he/she may use the Crisis Response Team to assist in assessing the need to declare an immediate emergency. In the absence of the Superintendent, the Principal will act on behalf of the Superintendent. In a situation where neither is available, the Counselor shall declare the emergency. Unless an obvious and immediate emergency exists, the Crisis Response Team will be utilized in the decision-making process, if available.
- III. **Crisis Response Team:** The Board of Education shall from time to time establish a Crisis Response Team made up of the designated members of the administration of the school district and local law enforcement and public safety representatives.
 - A. **Crisis Response Team Functions:** The Crisis Response Team will be activated when the physical or emotional safety and well-being of students or school personnel is threatened. The Crisis Response Team will assess the situation, plan and intervene in any crisis affecting students and staff. The team will provide a preplanned, organized approach to responding to a crisis to alleviate the crisis and mitigate damages and injury, and reduce the emotional and social impact of a crisis. The Crisis Response Team will address situations of:
 1. Violence in and around the school.
 2. Medical emergencies.
 3. Natural or accidental disasters/emergencies.
 4. Death of a student or staff member.
 5. Suicide of a student (or attempted suicide on school grounds).
- IV. **Crisis Communication:**
 - A. **Declaring and communicating an emergency situation:**
 1. **Declaring an Emergency:**
 - a. **Civil Authorities:** The police, fire officials, or other local, state or federal governmental agencies may declare an emergency which would involve the school. Notification of such conditions will activate the Crisis Response Team so that an adequate school response can be engaged.
 - b. **Administration:** The administration is primarily responsible for declaring a school emergency, which in turn will activate the Crisis Response Team so that an adequate school response can be engaged.
 - B. **Communication During an Emergency:**
 1. **Alarms (Notification of Emergency):** The school alarm system will be utilized to notify everyone of room evacuations and lockdowns. School evacuations will be initiated by verbal commands from the Superintendent. After room evacuations have occurred, the "All Clear" announcement will be given verbally from the command post by radio.
 2. **Intercom:** The administration may, when practicable, communicate the existence of an emergency situation via the intercom system. School personnel should use the intercom system to communicate the existence of an emergency situation, if practicable. Students should never use the intercom system. If not reporting an emergency situation, staff should avoid using the intercom system to avoid overwhelming the system and allow its use for school-wide communications.
 3. **Radios:** Designated school personnel have been assigned radios for use in emergency situations. The administration shall provide the staff a list of the persons in possession of these radios.
 4. **Student Runners:** School personnel should use student runners to communicate with the administration only if no other means of communication is available.
 5. **E-mail:** Staff members should check their e-mails for emergency alarms, except fires and tornadoes.
 - C. **Communication Plan:**
 1. **Critical Situations:** All faculty and staff are responsible to notify the administration upon discovering a critical situation. The administration or school secretary will sound the appropriate alarm or notification. A critical situation includes events such as a fire, violent act, observation of a person in school with a gun, or hearing/observing gunshots in school. If a fire is observed, an alarm pull device should be activated. In any critical situation (including fire), use the intercom system or available

- cellular phone to immediately notify the administration. Obviously, common sense will indicate that in some situations you should immediately proceed with either a Room Evacuation or Lockdown for your own classroom or the students around you. A critical situation will usually require calling 911. Any employee may call 911 in a critical situation.
2. **Non-critical Situations:** Non-critical observations and rumors should be reported immediately by intercom or phone to the administration. An example of this type of situation includes a student reporting that he saw a student put a knife in his pocket. The Superintendent and/or Crisis Response Team will determine whether to declare a crisis or not.
- D. Crisis Command Center:** The Crisis Command Center will be located at the office of the Superintendent, located in the main office, or at such other site determined by the Crisis Response Team. This site, if away from the crisis itself, has multiple telephone, electrical outlets, and computer networking. If the Superintendent's office is not accessible as a Crisis Command Center, an alternate site with similar communication facilities should be established.
- E. Communication with the Media:** The school district shall provide information regarding the emergency situation to the news media as appropriate. All news media should be directed to the Superintendent's office or other Crisis Command Center. The Superintendent or his/her designee will be the point of communication with the media, except where the crisis involves multiple law enforcement agencies, in which case the role of media spokesperson will be assumed by the Boone County Sheriff's Department. Photographers and other media personnel shall not be allowed at the scene if there is still danger in the area or if the Superintendent or other official determines that access is not appropriate. The Superintendent, or his/her designee, shall release to the media, as soon as possible, school district decisions relating to the incident, whenever it is deemed necessary. All staff members are expected to be courteous at all times to the news media, but must refer all questions to the Superintendent or his/her designee.
- F. General Response Information to Any Declared Emergency:**
1. It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise which promotes confidence.
 2. What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt to return to normalcy.
 3. Faculty are to remain with their students at all times during an emergency until relieved by administration.
 4. Do not release students until authorized to do so by the administration.
 5. Faculty and staff are first responsible for the students under their care. As difficult as it is, personnel should not abandon their posts to go check on their own children who may also be students in the school. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.
 6. Faculty and staff are much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned posts until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.
 7. It is the responsibility of all faculty and staff to report all rumors and observations regarding information which might lead to a school emergency. Such reports should be made immediately to the Superintendent. Faculty and staff are not to make final assessments as to the accuracy of the rumor or observation; they are only to report to the Superintendent. Faculty of early elementary age students are given the flexibility to discern whether or not the situation demands a report.
 8. Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously. False reports will be reported to the Boone County Sheriff Department and Boone County Attorney for investigation and prosecution.
 9. In case of an extended stay in school, maintain an extra supply of personal prescription medication with you at all times.

SAFETY AND EMERGENCY PRECAUTIONS AND PREPAREDNESS:

Drill Practice Schedules:

1. Room Evacuation drills for fire will be practiced monthly.
2. Duck, Cover and Hold, and Room Evacuation drills for tornadoes will be practiced yearly.
3. Lockdown drills will be practiced yearly. (Applicable to armed intruder, armed student, bomb threats, fight events).

Safety and Security Training of Staff:

1. The Safety Manual will be reviewed annually by the Administration with all school staff. All staff shall have a copy of the Safety Manual available.
2. Emergency Response Packet: An Emergency Response Packet will be attached to the inside of the door to each classroom and office in the school. All staff shall review the Emergency Response Packet once each semester.

Building Security:

The physical security of the school buildings of the district shall be the responsibility of the Administration. In establishing and maintaining a secure environment for students without diminishing the learning environment, the Administration shall address the following issues:

1. Access Control: Access to school during the school day, for school activities and during non-school hours shall be designed to account for and control all visitors to the school building. Basic visitor control shall include:
 - a. Limited access points into the building.
 - b. Posted signs directing visitors to the school office, with directions and/or floor plans.
 - c. School staff should be trained to assertively challenge visitors and strangers observed in their building. Visitors should be greeted, questioned, identified and logged in at the office.
 - d. Provide escorts for visitors.
 - e. Sign visitors in and out of a log book when they enter or leave the school building.
 - f. Train staff to challenge visitors and students to report strangers.
2. Communications: The School intercom and alarm systems shall be used for general communications of building security or emergency issues. Additionally, identified staff members will be issued radios to provide back-up communication systems for the building.
3. Key and Lock Control: Classroom doors and storage rooms should all have operative locks. Keys to the school buildings and rooms should be issued only to staff. Staff should clearly understand that no duplicates are to be made of school keys. Students are not to be issued or allowed access to keys. All classrooms should be locked when not occupied. Storage rooms should be kept locked at all time.
4. Perimeter and Outside Security: Inspection of the perimeter and outside of school buildings should be conducted during the school day and at night. Trees and shrubs should be kept trimmed so as to keep the lines of sight open to all portions of the school and prevent their use for access into and on top of the building.
5. Protective Lighting: The school building exterior shall be lighted in a manner which shall provide school personnel with the ability to monitor all exterior areas at night, and provide a deterrent to prospective vandals and other trespassers. Such lighting should be maintained in operative conditions at all times.

Safety and Emergency Equipment and Supplies:

1. Communication Equipment
 - a. Radio: Administrators and others assigned radios shall keep them accessible at all times when they are on school grounds. Radios will be made available for at least one staff member to be radio-equipped on the playground.
 - b. Alarm Systems: The maintenance department is responsible for keeping all emergency equipment functioning, including radios and the alarm systems. A breakdown in either system is to be considered the top priority above all else.
2. First Aid Supplies: The secretary shall order and maintain an up-to-date inventory of the first aid supplies and kits. Each classroom shall contain a first aid kit.
3. Emergency Response Packets: There shall be an Emergency Response Packet secured to the door of each classroom, on the inside of each door. Teachers are responsible for making sure that such Emergency Response Packet is in the classroom at all times.

THE CRISIS RESPONSE TEAM

The Crisis Response Team is a supportive service used to help our school assess, plan and intervene in crisis affecting staff and students. A preplanned, organized approach has been shown to be effective in reducing the emotional and social impact of a crisis. The team has received training to assist in directing crisis resolution activities. They are available to assist at any time during the day or night. Team services are as follows:

- Meet with administrators to formulate plans
- Assist in handling media coverage
- Facilitate staff meeting to provide information related to the crisis
- Support school staff and students
- Help teachers process information with students
- Work with students individually or in groups
- Be available for contact with parents
- Provide helpful, factual information to parents
- Assist with crisis management
- Assist with crisis aftermath

SAFETY AND SECURITY TEAM:

Principal	Chris Kuncel
Counselor	Tammi Metz
Computer	Carol Haschke
Special Education Teacher	Callie Nelson
Secretary	Sharon Bennett
Superintendent.....	Joan Carraher
Custodian.....	Bryce Molt
Community Member.....	Brady Yosten
Parent.....	Julie Martinsen
Parent.....	Lisa Kennedy

SAFETY COMMITTEE

Superintendent
Principal
Bookkeeper
Maintenance

SUPPORT PERSONNEL / AGENCIES

EMERGENCY	911
Health and Human Services.....	402-395-5036
Law Enforcement	
Boone County Sheriff.....	800-266-0935 or 402-395-2144
County Attorney.....	402-395-6603
Nebraska State Patrol.....	911

Health Clinics

Cedar Rapids Medical Clinic	308-358-0615
After Hours	402-395-2191
Boone County Medical Clinic	402-395-5013
After Hours	402-395-2191

Goldenrod Conference Counselors

Elba	308-863-2228
Greeley	308-428-3145
Nebraska Christian	308-946-3836
North Loup-Scotia	308-245-3323
Palmer	308-894-3065
Spalding / Spalding Academy.....	308-497-2431
St. Edward.....	402-678-2282
Wolbach	308-246-5232

CRISIS TEAM OUTLINE

1. Notification
 - a. Administration
 - b. Team Members
2. Schedule
 - a. Crisis Team meeting – ASAP
 - b. Staff meeting – ASAP
3. Activities
 - a. Continue with regularly scheduled school activities for the day
4. Follow-up
 - a. Staff up-date of facts
 - b. Debrief Staff

AGENDA FOR CRISIS TEAM MEETING

1. Verify the facts with:
 - a. County Deputy or Sheriff
 - Boone..... 402-395-2144
 - Nance..... 402-536-2452
 - Greeley 308-428-2395
 - b. State Patrol
 - Grand Island 308-385-6000
2. Write announcement to staff, high school students, and letters to parents
3. Set time and location for staff meeting when possible
4. Send School Messenger notification to all staff
5. Call substitutes -- to attend staff meeting
6. Write memos for school secretaries to use in answering telephone calls.
Place a copy at all phones to be used.
7. Notify surrounding schools that may be involved.
 - Boone Central402-395-2134
 - Fullerton308-536-2431
 - Greeley-Wolbach308-428-3145
 - Spalding Public308-497-2431
 - Spalding Academy308-497-2103
8. Assign team members to contact family
9. Set Crisis Centers for:
Students – Library and Guidance Office
Staff – Teachers’ Lounge

AGENDA FOR STAFF MEETING

1. Hand out for staff to read in class detailing the facts as known at this time.
 - Stick to the facts and try to dispel rumors
2. Emphasis:
 - Do not share your personal beliefs - Everyone has different beliefs, you may not share any with the students.
 - Be aware of your vocabulary, "He/She has died"
 - Do not use "We lost ----- last night" or " They are gone"
3. Watch for signs of extreme grief in students.
 - Note any sign which would seem unusual for that student.
 - Identify close friends of the victim
4. Make some resources available for teachers if they don't already have them.
5. State when and where Crisis Center rooms will be set up.
 - Centers for Staff and Students
6. Continue regular classroom activities as much as possible.
 - Suggested activities or books to read.
 - Excuse students to Crisis Center rooms when needed.
7. Remind staff to pull and work together to support each other.

ACCIDENT - ACTIVITY VEHICLE OR BUS ROUTE

AT THE ACCIDENT SITE:

- Call the police.
- If there are injuries, have the injured students/staff members transported to the nearest hospital. If the driver is uninjured, he/she will stay at the site until directed elsewhere by the police. The activity sponsor will accompany the injured students to the hospital. Otherwise, the first school personnel to arrive at the site will go to the hospital.
- Contact the Superintendent with names of the injured students and extent of injuries, if known.
- Superintendent or his designee will notify parents/guardians.
- One administrator will remain at the school.

AT THE SCHOOL:

- Superintendent will notify the Crisis Team chair.
- Parents of injured students will be contacted.
- Arrangements will be made to transport uninjured students back to school.
- Staff will be notified of the accident.
- If necessary, a place will be designated for students and staff to gather.
- Media will be informed of the situation.
- Crisis Team will make arrangements for dealing with the aftermath.

ANIMAL: VICIOUS OR DANGEROUS ON SCHOOL GROUNDS

In the event it is determined that a vicious animal (such as a dog) is on school grounds or on property immediately adjacent to school grounds, all students and personnel should be directed inside the school building. If the animal is observed, local law enforcement should be called, and informed of the location, description, and conduct of the animal. Students and staff should remain in the building until the animal is removed.

ASSAULTS/GROUP FIGHTS OR DISTURBANCES

DURING THE SCHOOL DAY

1. Administrator in charge evaluates the situation, number of students, nature of disturbance, weapons involved, etc.
2. Administrator calls 911. If the situation is of major magnitude, the administrator of a school may call the Police Department, and explain the problem. The following information should be given to the 911 operator:
 - a. Number of participants involved, racial groups, identifiable gangs, etc.
 - b. Location of disturbance – give specific directions to scene of disturbance:
 - c. Weapons involved;
 - d. Outsiders involved:
 - e. Vehicles involved, license numbers, etc.
3. If the situation is serious enough, passing bells should be cut off and students held in classes in order to prevent further student involvement. Intercom or special written announcement may be used to inform faculty that classes will not be released. If the situation continues to deteriorate, the decision to release students from school board should be considered.
4. If the civil disturbance situation is serious enough to call 911, the main role of the school administrator and staff would be to keep the students not involved away from the scene, so that principal participants may be identified for future disciplinary action. Identification should be documented in writing.

AFTER SCHOOL HOURS

Night Disturbances:

1. The same guidelines apply at night as during the day.
2. If the disturbance occurs at athletic event or school activity, the administrator in charge, in conjunction with athletic officials, should decide when and if the event should be terminated.

NOTE: Athletic officials and/or police have the authority to terminate the activity at any time if there is the possibility of civil disturbance. The role of the administrator in charge should be to work with the police and officials to resolve the situation. Most situations can be handled if the participants know they can be identified. Care should be taken to avoid physical or verbal confrontations that would aggravate the situation.

BOMB THREATS

- Report the threat and form of the threat (spoken, written, called) to an administrator immediately.
- If the threat is called in over the phone, try to gather as much information about the threat as possible by:
 1. Ask what time the bomb is set to go off.
 2. Ask questions regarding the specific location, building, room closet, locker, hallway, etc.
 3. Ask about the appearance of the bomb package.
 4. Listen for background noise, e.g., jukebox, other people, traffic sounds, etc.
 5. Was the caller calm or hysterical?
 6. Was the caller's voice young or old?
- Notify law enforcement and tell them the pertinent facts related to the call, note, or verbal threat.
- Teachers should be advised by the intercom system that there has been a bomb threat and that they should evacuate to the St. Anthony Parish Center. Teachers should complete a quick visual observation of their classroom, without opening cabinets or doors or moving objects. If anything suspicious is found, **DO NOT TOUCH IT!!** They should report to the office any suspicious items.
- Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and should immediately report it to the School Principal or Superintendent.
- The office should inform the sheriff immediately if something suspicious is found.
- Staff and students who are outside (ie. PE classes, recess) will be made aware of the bomb threat and channeled to St. Anthony's Parish Center.
- All available teachers (planning period) should report immediately to the office to assist in responding to the situation.
- School personnel are to keep away from the suspect device and allow the police to deal with it.
- If evacuation is determined to be necessary:
 - a. The classrooms will be notified to evacuate via the intercom. **Students are to leave without access to their lockers or their cars.**
 - b. Check absentee list and on each absentee from class at the time the threat was received. Account for all students. Check halls and restrooms.
 - c. School personnel are to remain out of the threatened building. The police will conduct the bomb search.
 - d. St. Anthony's Parish Center will be used as the emergency site for students.
 - e. The fire alarm will be activated after students have cleared the building to alert any students still left in the building.
 - f. The Sheriff will be responsible for giving "clearance" to the buildings for occupancy. The Superintendent will determine when students will be released from the evacuation site.
 - g. As soon as "clearance" is received, school functions shall resume as normally as possible.

SEE BOMB THREAT CHECKLIST IN APPENDIX!

BULLYING/HARASSMENT

School personnel shall instruct students regarding school district policy and practice to prevent harassment of students and staff in any manner. Teachers shall reinforce the following to prevent bullying or other harassing conduct by students toward other students:

1. Treat others how you want to be treated.
2. Play fair.
3. Respect teachers and other students.
4. Allow all to play in activities.
5. Help others when needed.
6. Do not hurt kids on the inside or the outside.
7. Be respectful to everyone.

Policy 5027 Sexual Harassment of Students by Other Students

Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment by its students against other students even when the affected student does not complain to the faculty or the administration.

Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

A student who feels he or she has been sexually harassed by another student should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to a teacher, principal or counselor with whom she or he feels comfortable.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not cause any reflection on the complaining student, or affect his or her status as a student.

Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence. This policy pertains to sexual harassment of students by other students. The sexual harassment of students by school district employees is governed by other board policy.

5030 Dating Violence

Dating violence, as defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

Search & Seizure

Student Lockers and Student Backpacks

Lockers are the property of the school district and are on loan for the student's use. The assignment of a locker may be revoked at any time. School officials may inspect student lockers without any particular suspicion or with reasonable cause. There should be no expectation of privacy with regard to the contents of such locker. Backpacks not placed on designated shelving will be confiscated and held in the principal's office. A student's signature is required before the backpack is returned. After the 3rd confiscation, the student must serve a 30 minute detention.

CHEMICALS/CHEMICAL SPILLS/TOXIC FUMES

Chemicals:

All science lab chemicals are inventoried and disposed of properly.

All custodial cleaners are inventoried and properly stored.

Guidelines for chemical use follow MSDS Sheets.

Chemical Spill/Toxic Fumes Outside the School Building:

Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of farm chemicals. When the reported accident occurs, the following procedure is required:

- Keep students and staff inside.
- Close and secure windows and doors.
- Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.
- Call 911 to ensure community emergency response personnel are aware of the spill or fumes.
- If spill or fumes are observed or detected, school personnel should contact the school office immediately.
- The Administration should determine whether the students safer in a Lockdown or School Evacuation procedure.
- Be prepared to evacuate the building. Evacuation will be to the St. Anthony's Parish Center.
- If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.
- Make sure students and staff do not come into contact with spilled material.

Chemical Spill/Toxic Fumes Inside the School Building:

If a toxic spill takes place inside the school building or facility and/or fumes occur in the school building or facility, the following procedure should be followed:

- Call 911 if you know a hazardous material is involved.
- Call the office to notify the Administration of the spill and fumes.
- Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.
- Isolate the area and move students to another area to prevent injury or exposure.
- If potential fire or explosive hazard exists, evacuate the building immediately.
 - i. Do not use exit routes near the hazardous area.
 - ii. Evacuate to safe area. This means a distance of at least 500 feet away upwind.
 - iii. Do not return to area until directed to do so by authorized personnel.

CHILD ABUSE

Sexual Assault (Child assaulted on or near the school property).

- Accompany victim to safe place at school and remain with them.
- Protect evidence of sexual assault.
- Notify administrator, counselor, and police.
- Administrator will notify parent/guardian
- DO NOT DESTROY EVIDENCE OF RAPE
 - ➔ Do not wash clothes or victim's body.
 - ➔ Do not allow victim to wash or wipe body.
 - ➔ Do not wipe away dirt, semen, or dried blood.
 - ➔ Stay with the victim until told otherwise.

Sexual Abuse (suspicion of past sexual abuse)

- Notify administrator and counselor.
- Administrator will notify police and Health and Human Services.
- Notification of family will be left to Health and Human Services..

Suspected Physical Abuse or Significant Neglect

- Notify administrator and counselor.
- Administrator will notify Health and Human Services.

DEATH OF A STUDENT OR STAFF MEMBER

DEATH OF A STUDENT OR STAFF MEMBER

In the event of the death of a student or staff member, the Crisis Response Team will be available to assist with the crisis. Throughout the crisis, the response team will work on special student and staff needs and situations including, keeping parents and staff informed, establishing a plan for helping students and staff cope with the situation, and addressing community concerns and dealing with the media. The goal of the Crisis Response Team is to help the school community (administration, staff, students, parents) to deal with the loss with a minimal disruption to students, staff and the school program. In addition to the Crisis Response Team, the following procedures should be followed by school personnel:

1. Notify head of Crisis Response Team.
2. Together, verify information regarding tragedy.
3. Notify the Superintendent, if not already informed.
4. Use the school emergency calling tree to notify staff of the tragedy, as well as time and place for an all-building staff meeting. At the all building staff meeting:
 - a. Review procedures for referring students to the crisis team for counseling and support and location of crisis support area.
 - b. Provide statement for staff to read to students once school starts for the day.
 - c. Provide statement for secretaries to use in responding to inquiries.
 - d. Check emotional needs of staff.
5. Determine areas where crisis team members can meet with students; maintain list of students who are counseled for follow-up with parents.
6. Cancel meetings/appointments that are not of an urgent nature.
7. Keep staff updated on circumstances as new information becomes available.
8. Identify staff who are in need of emotional support.
9. Emphasize the need to use prepared statements to control rumors.
 - a. Prepare a statement to be sent home with students.
 - b. Provide brief factual information.
 - c. Outline support that has been available throughout the day.
 - d. Provide a contact number for assistance with any student concerns.
 - e. Provide a meeting time and place for concerned parents if appropriate.
10. Reschedule activities when necessary or appropriate.
11. Contact the family personally and offer support and condolences.
12. Refer media inquires to the Superintendent's office or his/her designee.
13. Arrange for appropriate staff to attend services.
14. Arrange for remembrance from school (flowers, card, etc.).
15. Plan and provide follow-up visits with the family.

DEATH OF A STUDENT'S PARENT/GUARDIAN

- Verify the death.
- Inform the staff.
- Inform the child's classmates.
- Notify other buildings if there are relatives.
- Have appropriate school personnel visit the family.
- Arrange for a remembrance from the school (food, card, flowers).
- Talk with the student's classmates about the death and how to welcome the student back.
- Assess counseling needs for the child/children when he/she returns to school.
- Record the death date for future reference as the child/children may experience emotional difficulties on the anniversary dates.

DEATH THREATS OR HIT LISTS

Death Threats or Hit Lists: Student “hit lists” or death threats should be taken seriously. When information of any kind including rumors) is reported about a “hit list”, the following steps should be followed:

1. Document the report or information received regarding comments or other information indicating a student has threatened or is threatening the well being of others; ask witnesses to any student comment to sign a written statement and date the statement.
2. If the subject is a student, the counselor and/or principal shall review the student’s school records.
 - a. Check discipline files for incidents of threats or aggression.
 - b. Check academic files for IEP or other evaluative material relevant to alleged conduct.
 - c. Interview school personnel for information regarding the subject’s background, e.g., home life, drug or alcohol abuse, etc.
 - d. Interview student’s friends and teachers to determine if the subject has made threats to others or talked of doing violent acts.
 - e. Interview subject of the investigation, invite subject to tell his/her side of the story, take notes, listen and observe subjects behavior. Such interview should be conducted with another adult present.
 - f. If appropriate to the situation, inquire if the subject has access to weapons of any kind.
 - g. If appropriate, conduct a search of the student’s locker, book bag, etc.
 - h. Contact parents of the subject after completion of the investigation to inform the parents of the information received regarding threats by the subject and the findings of the investigation. Inquire as to the parents’ knowledge of concerns related to the threatening behavior of the subject and the availability of weapons in the home.
 - i. Follow student discipline due process procedures and, if appropriate, place student on emergency exclusion pending final disposition.
 - j. Report concerns to law enforcement agencies and request an investigation and report. Cooperate with the agency by providing such information to law enforcement as is allowed by law.
 - k. Determine if an outside agency should be contracted for support or evaluation.

DISTURBANCES AFTER HOURS/SCHOOL ACTIVITIES

Disturbances after Hours/School Activities: Students attending after-hour school activities are under the same rules and school policies as those followed during the regular school day.

1. Minor incidents should be isolated and contained, if possible, by available supervisory personnel.

Call law enforcement authorities immediately if a series of minor incidents occur, if a minor incident sparks a larger disturbance, or a major crisis develops.

EVACUATION PROCEDURES FROM SCHOOL BUILDING

Teachers:

- Upon hearing the alarm system, immediately stop instruction and direct student attention to emergency procedures. Refer to the Emergency Response Packet if necessary.
- Have students leave the room in an orderly manner. Take your Emergency Response Packet with you.
- If a student is to be left in the room (seriously injured or trapped), hang the **RED CARD** from the Emergency Response Packet on the outside door handle. This marks the room as “Not Clear.”
- The teacher should exit the room last to insure all students are out (except those which cannot be moved), taking the Emergency Response Packet and class roll.
- Report with the class to the assigned areas for tornado or the assigned outside parking lots and quickly take roll or do a head count to see if any additional students are missing.
- Hold up the **Red Card** if a student is missing or a student has been left in the room. If someone has been left in the room or is missing, fill out the form in your Emergency Response Packet and give it to the staff person in charge of your area, who will notify the Principal by use of their radio of the situation. It is imperative that this step be performed as quickly as possible. The staff person will give the Principal the forms with the names of the missing children.
- Hold up the **Green Card** if all students are present (no one is left in the room or is missing).
- Hold up the **White Card** if you have additional students not under your care.
- Remain with your students and await further instructions.

Principal

- Secure visual reports from teachers via the **red and white cards** to account for all classes.
- Produce a quick list of teachers who are displaying **red cards**.
- After all classes have reported by holding up either red or white cards, radio a report to the Crisis Command Center indicating that all classes have reported, and also the number of teachers reporting with **red cards**.
- As soon as the names of missing students left in the classrooms have been verified with the teacher holding the **red card**, contact the Fire Search and Rescue Team. The paperwork will serve as a confirmation of the information.
- Maintain control over your students and faculty, striving to reduce panic and return things to normal.

Maintenance

- The head custodian will report to the alarm control panel to silence the alarm and report the alarm pull location to the Crisis Command Center.
- After silencing the alarms, the custodians will position themselves on the north and south sidewalks and await instructions.

Crisis Command Center

- Assess the crisis as information is received. Call civil authorities as deemed necessary. Determine appropriate responses and activate necessary plans.
- Receive reports from Principals on the progress of Room Evacuation.
- Confirm that the local rescue squad is in place.
- Confirm that the Maintenance Staff is in place.
- Inform the rescue squad of injuries as necessary.

Rescue Squad

- Receive reports from the Crisis Command Center of injuries. Attend to injuries.

All other Staff

- If you have a radio or cell phone, turn it on.

EVACUATION OFF-CAMPUS

An Off-Campus Evacuation will normally follow a Room Evacuation procedure. The administrator will deliver the directive for an Off-Campus Evacuation verbally to faculty. Unless directed otherwise, Off-Campus Evacuations will be to the St. Anthony's Parish Center.

Teachers:

- Upon hearing the alarm system, immediately stop instructions and direct student attention to emergency procedure. Refer to the Emergency Response Packet if necessary.
- Upon notification from the Principal to evacuate the school, move your students toward the Parish Center. Take your Emergency Response Packet with you.
- Once you arrive at the evacuation point, recheck the class roll. If a student is missing, give the student's name to the Principal.
- Upon arriving at the assigned evacuation point, keep your class together. Follow the instructions of the Evacuation Site Coordinator.
- Remain with your students and await further instructions.

Evacuation Site Coordinator:

- Upon arrival at the designated evacuation site, direct arriving classes to the areas assigned for each class. If the civil authorities have the school evacuated to a location other than the St. Anthony's Parish Center, you should immediately designate areas of the new evacuation site for each of the classes.
- If directed to evacuate the Parish Center, have the teachers take their students to the alley and prepare them to board a bus for evacuation to an alternate site.

Principal:

- Upon notification from the Crisis Command Center that you are to evacuate the school, notify your teachers to move their classes to the St. Anthony's Parish Center assigned for off-campus evacuation.
- Upon the last class leaving the school grounds, notify the Crisis Command Center that your classes have all been evacuated to the Parish Center.
- Maintain control over your students and faculty at the new evacuation site, striving to reduce panic and return things to normal. Be prepared to evacuate the Parish Center, if necessary.

Maintenance Staff:

- Maintain your position at the alarm control panel, or on the sidewalks on the south side of the building.
- When notified of an off-campus evacuation await further instructions from the Crisis Command Center.
- Be prepared to take a bus to evacuate members of each class from the St. Anthony's Parish Center.

Bus Drivers:

- Wait for the Crisis Command Center to notify you to evacuate the St. Anthony's Parish Center.
- Evacuate teachers and students by class to the new evacuation sites.
- After all students are evacuated, remain with your bus and park it in the unloading zone at the evacuation site.

Superintendent:

- Acquire a sufficient number of bus drivers.
- Contact the Crisis Command Center to determine if a bus is needed to evacuate any seriously injured students. Such students will be evacuated by ambulance, if possible. If a bus is needed, the bus will evacuate these individuals to an area hospital as directed by the administration.
- Send the Evacuation Site Coordinator and team on the first bus. The first bus to exit should have high school students aboard so that they may be used to assist the evacuation at the evacuation site.
- In general, evacuate the injured and faculty and classes first. Other staff will be evacuated last.
- Instruct the Principal when to start sending classes to the bus loading zone. Instruct them on how many classes to send at what time. The Principal will basically hold students at their Room Evacuation positions until you

are ready to move them toward the bus loading zone. Attempt to keep one group of students on the buses, one group at the loading zone ready to load the buses, and the remaining students at their original Room Evacuation locations. Direct approaching teachers and classes to load buses by class.

- Hold approaching students in place if a bus is not currently available. Radio/call Principal to hold classes at their original assigned Room Evacuation locations until buses are available.
- Maintain radio contact with buses to monitor progress and to have classes moved to the loading/unloading zone and ready to board buses upon the arrival of a bus.

Rescue Squad:

- Determine how injured persons should be transported.
- If school vans are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.

Crisis Command Center:

- Work with civil authorities in deciding to declare an Off-Campus Evacuation. Determine via the Community Evacuation Team that the roads are accessible between the school and the Evacuation site, and that the evacuation site is habitable.
- Declare an Off-Campus Evacuation.
- Notify staff of an Off-Campus Evacuation.
- Monitor the evacuation from the Crisis Command Center.
- Personally evacuate the school after the evacuation is completed.
- Develop a message for broadcast to parents.

All other Staff:

- If you have a radio/cellular phone, turn it on.
- Report to the Crisis Command Center and await further instructions.

FIRE

Fire

- If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire. If you observe an extensive fire, activate the nearest fire alarm. Fire location and extent of the fire must be reported to the Superintendent.
- The administration will call 911, and if not activated, will activate the fire alarm.
- Maintenance is responsible for directing the fire department to the location of the fire.
- Upon hearing the fire alarm, the teacher is to evacuate students from the building using designated exits. Have students close all doors as they evacuate the room. If the route is blocked, the teacher should use an alternative exit.
- Students are to be assembled in designated areas away from the building and clear of the driveways. Students are to remain quiet in the event that additional instructions need to be given.
- The teacher is to take their grade book/class roster with them and account for all students once they have reached the evacuation area. Teachers are to notify the administration of any students not accounted for.
- The administration is accountable for teachers and school district staff. Teachers will be accountable for all students.
- See Appendix 1, “Fire Drill Procedures” for further information.

HOSTAGE SITUATION PROTOCOL

Hostage Situation Protocol:

1. Hostage Crisis Prevention Plan: Hostage-taking is a criminal offense that must be reported. Once reported, the Boone County Sheriff's Department will take over the investigation and resolution of the situation. It is important for school personnel to be aware of this fact. Once the police arrive on the scene, the school staff must work under their authority. Hostage-taking situations in schools usually involve persons who are in conflict with the law, who feel themselves aggrieved, or who are mentally ill. As precautionary measures against a hostage crisis, the school district maintains a positive relationship with local law enforcement officials. In addition, the district has implemented a crisis response plan. The objectives of the crisis response plan are to resolve a hostage crisis while insuring:
 - a. The protection of life and prevention of injury.
 - b. The safety and welfare of hostages.
 - c. The restoration of order and protection of property.
 - d. The identification of participants and possible prosecution.
 - e.
2. The line of command in the event of a hostage-taking situation is as follows:
 - a. Superintendent;
 - b. Principal;
 - c. Counselor.

It must be noted that orders given by a hostage under conditions of duress (e.g., if the hostage is the Principal) are not to be followed, regardless of who gives them and where they fall in the chain of command, except to save lives.
3. Personnel Responsibilities in Hostage Situation: If an employee is taken hostage, he/she should:
 - a. Do everything a captor says to do.
 - b. Be especially careful during the last four or five minutes. These minutes are the most critical ones as the captor is probably as desperate and jumpy as the victim.
 - c. Speak only when spoken to and never make wisecracks.
 - d. Try not to show emotions openly. Hostage-takers like to play on emotional weaknesses.
 - e. Sit down, if possible, to avoid appearing aggressive.
 - f. Act relaxed as this posture may relax the captor.
 - g. Weigh carefully any chance to escape to be sure that escape is certain and will not endanger anyone else.
 - h. Have faith in fellow workers and negotiators.
 - i. Get rid of personal effects (e.g., photographs of husband or wife and keys, if possible).
 - j. Do not make any suggestions to the hostage-taker(s). If the victim's suggestions go wrong, the hostage-taker may think that the victim tried to create problems.
 - k. Do not turn away from the captor unless ordered to do so, and try to keep eye contact without staring. People are less likely to harm someone at whom they are looking.
 - l. Be patient.
4. Personnel Responsibilities in Hostage Situation: The first employee to identify a hostage-taking situation should:
 - a. Secure the immediate area, if possible, by removing all nonparticipating persons.
 - b. Secure the door, if appropriate, to isolate the incident.
 - c. Notify by the quickest possible means the administrator who notifies the police.
 - d. Observe in order to report fully on:
 - i. the number of hostages taken
 - ii. the type of disturbance
 - iii. the type and number of participants
 - iv. the type of number of weapons possible in possession of participants
 - e. Make specific notes of any threats or demands.
 - f. Do not speak to the media unless authorized to do so.

5. Identification and Reaction to Hostage Situation: When police and administrative staff arrive, the following information should be available:
 - a. Number of hostages taken.
 - b. Threats and demands by hostage-taker.
 - c. Type and number of weapons thought to be in the hostage-taker's possession.
 - d. Precise area controlled by hostage-taker.
 - e. Floor plan of the area; be prepared to identify possible escape routes and guard post locations.
 - f. Identify and describe the participants, with photographs if possible (both the suspects and the victims).
 - g. Location and number of telephones in the area.
 - h. Any special considerations (room construction, hazardous materials, dangerous gases, etc.).
 - i. Rooms for use by school administrative staff and the police negotiators: a command room, a hostage debriefing room and a think room. These rooms should be close together and linked by telephone.

6. Hostage Negotiations: There are two key factors to keep in mind when dealing with a hostage situation. First, the person is thinking irrationally and will respond with desperate actions. Second, try to calm the situation and provide enough time for a safe conclusion. Negotiations with hostage-takers are best handled by the police who have personnel trained for such negotiations. If the school staff must enter into negotiations with hostage-takers before the police arrive, the following should be borne in mind:
 - a. Negotiations must be conducted by junior rank personnel in order to assist in the use of delay tactics, such as "I'll ask," or "I'll seek clarification."
 - b. All demands are to be met with an "I'll do my best" never with a "No".
 - c. Under no circumstances should drugs be given to any parties involved in the hostage-taking situation.
 - d. Every effort should be made to regain control of the situation by peaceful means.
 - e. Staff members on duty should not hesitate to contact those staff members who are familiar with and have some influence over persons involved in the hostage situation.
 - f. The Administrator and the police must be the principals in any decision-making process with regard to the handling of the hostage-taking situation.
 - g. Remain calm.
 - h. Do not use your title, only your name.
 - i. Determine what the hostage-taker wants.
 - j. Do not accept demands for alcohol, drugs, weapons, or substitute hostages.
 - k. Offer alternatives.
 - l. Downplay the seriousness of the incident.
 - m. Do not bluff.
 - n. Ask open-ended questions.
 - o. Repeat any questions or demands the hostage-taker may have (so they can hear what was said and to make sure you are clear).
 - p. Avoid deadlines.
 - q. Talk to hostages, if possible. (ask them yes/no questions).

7. **Confidentiality of Intruder/Hostage Protocols:** The foregoing protocol for an Intruder or Hostage situation should not be disclosed to students. Detailed crisis response plans involving a suspicious intruder or a hostage situation should be known only to school personnel and local law enforcement authorities. Therefore, this response plan should be available to just building staff members and not shared with students. Students should know that if such a situation occurs, they are to abide by the instructions of teachers and administrators who have been instructed in how to deal with these circumstances. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.

INTRUDERS/TREPASSERS

Intruders: All school personnel and students should be instructed to report any intruder on the school grounds to the office immediately. When incidents involving an intruder occur, it is imperative that staff and students be observant and attentive and then determine the appropriate course of action to secure school premises and protect students and staff. Should a disturbance take place on school grounds involving individuals who are not students, the following procedures should be followed:

1. Report the incident to the office.
 - a. Office personnel should call 911 to report the incident:
 1. Explain the situation and type of disturbance.
 2. Describe the location of the activity.
 3. The number of participants and their description.
 4. A description of the type and number of weapons possibly in the possession of the participants.
 - b. While awaiting the arrival of law enforcement:
 1. Remain calm, use good judgment.
 2. Tell all students involved in the disturbance to return to their classes. Attempt to keep students in the classrooms, but do not use force. Keep halls clear of students.
 3. Isolate individuals who are not students; however, do not put yourself, students, or other staff members at risk.
 4. Keep your hands off students unless restraint is needed to provide safety for individuals who are members of the student body.
 - c. Once law enforcement officials arrive, follow their instructions.
 - d. If members of the student body have taken part in this disturbance, determine the extent of their involvement. If students are active participants in the disturbance, follow the school discipline policy to determine consequences for behavior.

Trespasser: A trespasser is any person found on school premises who has not or will not register as a visitor. All visitors should register in the school office listing their name and the time entered the building. Treat any individual whom you do not recognize or believe should not be in the building in the following manner

1. Greet the visitor in a polite and non-threatening manner.
2. Identify yourself as a school official.
3. Inquire as to purpose of his/her presence. If the person has a legitimate reason for being on school grounds, have them report to the office and register.
4. If visitor gives no indication of voluntarily reporting to the office, notify law enforcement by calling 911.
5. Observe the person's size, weight, clothing, age and location to relay to the emergency operator.

DO NOT GET IN AN ARGUMENT OR ATTEMPT TO CHALLENGE THE TRESPASSER.

LOCK DOWN PROCEDURES

If it is determined that the safety and health of students and staff are in jeopardy (such as in the event of an intruder or a hostage situation), an announcement will be made to alert the staff of potential danger. The announcement will be “**ALL TEACHERS ARE TO LOCK DOWN**”. Upon hearing this announcement, the following steps must be implemented.

Principal:

- a) Conduct an immediate assessment confirming the type of incident, what has happened, what is happening, who is involved, etc.
- b) Summon help from law enforcement if the situation represents a danger to students or staff.
- c) Sound school warning to school staff.
- d) Announcement to staff indicating presence of intruder alerting them to follow intruder protocol and enter lockdown.
 - Notify Superintendent’s office.
 - Institute Lockdown procedures.
 - Employ immediate sheltering action for those exposed to danger.
 - Ensure that all others are sheltered in place or moved to a safer location if possible.
 - Wait for law enforcement to arrive.
 - Stabilize elements of situation if safe to do so, e.g. gather school staff assigned to emergency duties; direct non-essential staff to safe area; use building level first aid to care for injured; provide staff with instructions and information as soon as possible; and protect crime scene and evidence.
 - Work with law enforcement to resolve situation, e.g. stay at command post, provide information.
 - Work with Crisis Response Team.
 - Signal “All Clear” verbally by an administrator and follow up with staff, e.g. see that emergency medical care is provided, account for all students and staff on or off site; notify parents/guardians as necessary; support law enforcement follow-up activities; debrief staff; arrange for site security if necessary.
 - Work with specialists, e.g. ambulance or hospital staff; law enforcement officials.
 - Initiate recovery and follow-up activities, e.g. brief staff and provide access to support; plan for resumption of school; arrange to clean and repair school facilities; establish long term recovery plan.

Teachers and all other Staff: Upon hearing the intruder alert:

- a) Initiate Lockdown procedure.
 - If outside, move students around you (or your class, if you are with them) into the closest classroom or building. Do not attend to evacuate those who are deceased or very seriously injured/immobile; take care of the living in order to prevent further death. If you can’t get inside a building, use objects immediately available in the open (tree, bushes, walls, etc.) For shelter; lie down, stay motionless.
 - Once inside the room, or if you were already in a room when the lock down was declared, lock all doors, shut and lock the windows, turn off lights, close window blinds, and instruct students to get on the floor. Refer to Emergency Response Packet as necessary.
 - Keep all students in the classroom, ignore all passing bells.
 - Move students to the safest place in the classroom.
 - Use basic duck and cover techniques: lie flat, face down, on floor; cover head, get under tables/desks if possible.
 - Place red paper in the window of the room to indicate the room is occupied.
 - If possible, report status to office.
 - Take accurate roll and account for any missing students; if possible, communicate via e-mail, intercom, or telephone to the office the names of missing students.
 - Call 911 if you have vital information and cannot reach the Crisis Command Center.
 - Do not respond to knocks or voices at the door unless directed by a school administrator or civil authority.

- Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm or other room evacuation alarms. Only evacuate when directed to do so by administration or civil authorities.
- Be ready to move students instantly; know possible escape routes, including windows
- If current location is judged too dangerous, move to possible alternate locations in other rooms or areas in the building, when it is safe to do so.

b) If you and students are taken hostage:

- Stay calm.
- Do not be a hero.
- Follow instructions of captor.
- Cooperate, be friendly if possible; do not argue with or antagonize captor or other hostages.
- Inform captor of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Do not try to escape; do not try to resolve situation by force.
- Be observant and remember everything you see and hear.
- If a rescue takes place, lie on the floor and await instructions from rescuers.

Crisis Command Center:

- Lock down the area you are in by locking all doors, shutting and locking windows, closing blinds, and getting on the floor.
- Assess the crisis as information is received. If the lock down is warranted and has not been initiated elsewhere, declare the lock down via the alarm system. Call 911 to report the situation.
- Call offices and other locations to acquire information.
- Call the faculty roll to determine the location of people.
- Confirm that the rescue squad is in place in case they are needed after lock down.
- Inform the rescue squad of injuries as necessary after the lock down.
- If the lock down is not being directed by civil authorities, determine and deliver the instructions to all staff following the end of the lock down. Give notice as to why the lock down occurred and what they are to do next.

Rescue Squad:

- Do not approach the injured until instructed to do so by the school administration or civil authorities.
- Receive reports from the Crisis Command Center of injuries.
- Attend to injuries after the lock down.
- Park ambulances on secured portions of the school grounds.

LOST/UNACCOUNTED-FOR STUDENT

1. Usually, when a student is missing, the report is initiated by the student's family. When the parent or guardian calls to report the missing student, the following information should be obtained.
 - a. Time student usually arrives home – is this an unusual occurrence?
 - b. Route student takes – bike, bus, etc.
 - c. Immediate friends –Does student go home with friends at times?
 - d. Description of student – clothing being worn that day; color/type of bicycle, etc.
2. The Administrator in charge should call homes of friends, etc. to determine whereabouts of student.
3. If the student has been missing for more than two hours, or if the administrator in charge makes the determination that this is not a usual occurrence, the Boone County Sheriff's Department and the parent should be contacted.

MEDICAL EMERGENCIES:

A medical emergency includes life-threatening situation such as heart attack, air obstruction, suffocation, trauma, unconsciousness, allergic reactions, and severe bleeding. School buildings shall have a first-responder **team** established by the administration. This team should include those trained in CPR and First Aid procedures. In the event of a medical emergency the following procedures shall be followed:

1. The staff member in charge should notify the school office immediately giving the location of the victim; name of the victim; type of injury; and the apparent need for emergency services.
2. Upon receipt of the information, the school office shall:
 - a. Announce over the intercom, plus the location of the emergency (room number and teacher's name), to assist the team members.
 - b. If after the team arrives at the victim's location and it becomes apparent that there is a need for emergency services, a member of the team shall notify the office to **CALL 911 AND LOCAL EMERGENCY RESPONSE TEAMS:**
 - Explain the situation (be calm).
 - Give the name of the school and the address.
 - Inform emergency personnel which door to enter and the room number and location.
 - Make sure someone meets the emergency personnel at the door to take them to the victim.
3. If it is necessary to send the victim to the hospital by ambulance and the parent is not at the school, a staff member assigned to the team should go to the hospital to serve as a liaison between the hospital and school/parent. The staff member should stay at the hospital until the parent arrives. As soon as possible, the staff member should relay information regarding the condition of the victim to the school office.
4. **Upon announcement of a Medical Emergency:**
 - a. Classroom teachers should close the doors to their classrooms (to minimize confusion) and continue instruction. Teachers are to keep students in their classrooms and **IGNORE** all bells and/or normal passing times until further notice.
 - b. Students in the classroom where the emergency is taking place should be moved to a neighboring classroom as soon as it is possible to do so without creating additional confusion or threat to the victim's well being.
5. The responder team, along with an administrator, shall report to the location of the emergency, assess the situation, and begin necessary treatment within the scope of their training.
6. If the medical emergency involves a serious injury, the following measures should be followed by staff present:
 - a. The victim should not be moved unless his/her location is potentially dangerous.
 - b. The staff member present should reassure the victim and keep the victim quiet and lying down until the team or emergency personnel arrives.
7. All personnel and students not involved with the emergency or administration of first aid should be directed away from the scene.
8. All staff members should be aware of the members of the team, and should be prepared to supervise that teacher's students as soon as the responder team member leaves his/her classroom to assist with the medical emergency.
9. The principal shall notify the parents (spouse) of the victim as soon as possible. All known details should be relayed to the family. Be clear, and concise, informing only what is known; do not speculate, but be tactful, using a manner to avoid the creation of undue panic.
10. Once the medical emergency has been resolved or the victim transported to the hospital, resume whatever schedule is needed for the remainder of the day.
11. Prepare an announcement (for staff members only) to explain the nature of the emergency and the facts as they are known. Within twenty-four (24) hours, the responder team and administration should meet to review the emergency response. The team and the administration should prepare a written report of the medical emergency setting forth the facts giving rise to the medical emergency, the victim's condition, and the action taken by the team.

The foregoing protocol for Medical Emergencies should be pre-taught to students. Students should know that if a medical emergency takes place in their classroom, they should remain seated and quiet until they are directed

to move. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.

MEDICAL EMERGENCY LIFE-THREATENING ASTHMA SYMPTOMS

- * Chest Tightness
- * Wheezing
- * Severe Shortness of Breath
- * Retractions (Chest or Neck “Sucked In”)
- * Cyanosis (Bluish Color to Lips & Nail Beds)
- * Change in Mental Status Anxiety, Apprehension, Lethargy
- * Hunched Over Position
- * Breathlessness—1 or 2 Word Phrases, Inability to Speak

ANAPHYLACTIC SYMPTOMS

- * Skin: Warm, Itching, Tingling, or Under Arms/Groin Flushing, Hives
- * Abdominal: Pain, Nausea, and Vomiting, Diarrhea
- * Oral/Respiratory: Sneezing, Swelling of Face (Lips, Tongue, Throat), Lump in Throat, Shortness of Breath, Wheezing.
- * Cardiovascular: Headache, Shock, Fainting, Rapid Heart Rate, Loss of Consciousness, Ventricular Fib (No Pulse)
- * Mental Status: Apprehension, Anxiety, Restlessness, Irritability

EMERGENCY PROTOCOL

1. Call 911
 - a. Summon School Nurse/Emergency Response Team
 - b. Check Airway, Breathing, Respiratory Rate, Pulse
 - c. Administer Epi-Pen and Nebulizer With Albuterol
 - i. (Epi-Pen Junior less than 50 Pounds. Hold EpiPen in Place 10 Seconds-Massage)
2. Determine Cause as Quickly as Possible
3. Monitor Vital Signs (Pulse, Respirations, Etc.)
4. Contact Parents Immediately and Physician
5. Transfer to Medical Facility

POWER OUTAGE / BLACK OUT

In the event of a building-wide power outage or blackout, the following procedures should be followed:

1. Teachers with classes are to remain in the classroom with students and await further instructions. Students should not be released during normal passing time.
2. No student movement should take place until directed to do so by an administrator or other person in authority.
3. Office personnel should report the loss of power to Loup Power District – phone 308-536-2421
4. All teachers who do not have class assignments should report to the office to determine if their assistance is needed in or about the building
5. If the power failure occurs during the lunch period, all teachers who do not have students assigned to them at the time, should report to the cafeteria to assist with supervision.

SAFE PUPIL TRANSPORTATION PLAN

This **Safe Pupil Transportation Plan** sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

Hazardous Materials - Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Call the school office (308) 358-0640 and notify them of situation **if possible**. If contact with the school office is not made, the driver should contact appropriate law enforcement officials.
- B. Pull vehicle over to safe and secure area.
- C. Give description of hazardous materials in question to school office.
- D. The school office will immediately notify appropriate law enforcement and school administration.
- E. Driver should wait for instructions from the school office **if possible**.

Procedures in the event of mechanical breakdown of the vehicle - Upon becoming aware of mechanical breakdown aboard a Pupil transportation vehicle, the driver will make every attempt to:

- A. Pull vehicle over to safe and secure area **if possible**.
- B. Call the school office and notify them of situation **if possible**.
- C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
- D. Driver should try to keep student passenger as calm as possible.
- E. The school office will arrange for assistance and a relief vehicle **if needed**.

Medical Emergencies - Upon becoming aware of medical emergency aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Call the school office (308) 358-0640 and notify them of situation **if possible**. If contact with the school office is not made, the driver should contact appropriate law enforcement officials.
- B. The school official will immediately notify appropriate medical agencies and school administration.
- C. Driver should follow instructions from the school office, school administration, and parent when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. **Only if necessary**, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver is to keep them where placed until a medical agency arrives, unless a parent has taken charge of their student.
- E. Driver should try to keep student passengers as calm as possible.

Pupil Behavior - Students are expected to follow student conduct rules while in a pupil transportation vehicle. The pupil transportation driver is responsible for controlling behavior, which affects safety, and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:

- A. Call the school office (308) 358-0640 and notify them of the situation **if possible**.
- B. First seek a resolve incident through discussion with the student(s) involved.
- C. Activate emergency flashers.
- D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
- E. Report and document discipline problems to the school administration on a Bus Conduct Report/Incident Form.

Severe Weather - Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Call the school office (308) 358-0640 and notify them of situation **if possible**.
- B. Return to the school if less than 5 minutes away and follow the directions of the school administration.
- C. If more than 5 minutes away from the school, go to the nearest basement or underground shelter with all students.

- D. If there is no shelter and there is immediate danger the driver and the passengers are to follow evacuation procedures and get everyone off the vehicle to the nearest ditch or culvert at least 100 feet away from the vehicle.

Terrorist Threats - A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror in evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:

- A. Call the school office (308) 358-0640 and notify them of situation if possible.
- B. Make every attempt to keep passengers calm (this may mean complying with terrorist).
- C. The school office will immediately notify appropriate law enforcement agencies and school administration.
- D. Driver should wait for instructions from the school office if possible.

Weapons - Upon becoming aware of a weapon aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Call the school office (308) 358-0640 and notify them of the situation **if possible**. If not possible, the driver should contact appropriate law enforcement officials immediately.
- B. Pull vehicle over to safe and secure area.
- C. Confiscate weapon (if does not jeopardize student or driver safety.)
- D. Give description of weapon and participating parties to school administration and law enforcement.

Documentation under Safe Pupil Transportation Plan - Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior, which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

Transportation of Unsafe Items - Drivers shall not permit pupil transportation vehicles to transport any items, animals, weapons, or look-a-like weapons or equipment which any way would endanger the lives, health, or safety of the student or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any items that would break or could produce injury if tossed about inside the public transportation vehicle when involved in an accident or sudden stop shall be secure.

Supplemental Information - A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to Rule 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

TORNADO PROCEDURES & SAFETY

1. A tornado watch means that conditions are favorable for the formation of a tornado. No funnel cloud has actually been sighted. In the event that a sighting is made by law enforcement or the volunteer firemen, notification will be made to the administration.
2. If a tornado warning is declared, the administration will issue a warning to the entire school to take shelter in the basement.
3. The teacher is to account for all students once they have reached the shelter area (basement). Initiate the duck, cover and hold procedure after evacuating the room.
 - DUCK - drop to the floor
 - COVER - in a bent, crouched position, bury your face in the crook of your elbow, and place the other hand over the back of the neck
 - HOLD your protected position
4. If your class is outside at recess, get inside and into the basement.
5. If students are on a school bus:
 - Where possible, the driver will pull out of traffic and park at the curb.
 - Students will drop in the aisles or under the seats for protection.
 - After checking for injury to students and damage to the bus, the driver will attempt communication with the Director of Transportation (normally the principal).
 - If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the Superintendent or the Director of Transportation.
6. The school building is safer than a school bus. Consideration will be given to delaying school bus departure if a severe storm is eminent. Drivers are to be notified immediately of a change in departure time.
7. When the storm has passed, the administration will survey the damage and determine whether to activate other emergency operations, (i.e. early release, evacuation, etc.)
8. The administration is accountable for all teachers and staff.
9. Teachers are responsible for all students.

VANDALISM OR BURGLARY

Vandalism or Burglary: In the event of vandalism or burglary to school buildings is observed, discovered, or reported to staff, it should be immediately reported to the administration. Under such circumstances staff should follow the following procedures:

1. Vandalism or Burglary in progress:
 - a. When students are involved, attempt to stop or prevent further vandalism and apprehend or identify those involved. Get help if necessary.
 - b. When adults are involved, do not attempt to apprehend, but try to identify.
 - c. During school hours contact the office with the location of vandalism or burglary in progress.
 - d. Write down information (description of persons, vehicle, and license numbers, etc.).
 - e. Incidents of vandalism shall be referred to the Boone County Sheriff's Department and the Boone County Attorney for investigation and possible prosecution.
2. Discovery of Vandalism or Burglary:
 - a. Do not touch or otherwise disturb anything.
 - b. Notify the administration immediately.
 - c. Write down all available information.
 - d. Reroute personnel and students around the affected area.

WEAPONS ON CAMPUS

Weapons On Campus:

1. School policy prohibits anyone from carrying, exhibiting, or displaying any firearm, dagger, sword, knife or other cutting or stabbing instruments, club or any other weapon on the school property.
2. If staff become aware of the presence of a weapon, the following procedure should be followed:
 - a. Report information to principal's office at once.
 - b. In no case should staff endanger themselves or others to secure a weapon.
 - c. The office should contact law enforcement upon information of the existence of a weapon on school grounds.
 - d. Escort the person with the weapon to the school office is possible.
 - e. When a serious threat of immediate harm to students or staff is identified on school grounds, the Superintendent or other member of the administrative team will initiate a Lockdown. A call will immediately be made to 911. After the Lockdown announcement, the Crisis Command Center will notify the administration of the situation via radio, phones, or other available methods.
3. Staff Member or Student Hears Gunshots or Sees Someone with a Gun:
 - a. Immediately initiate a Lockdown Procedure, even if the Lockdown alarm has not sounded.
 - b. Notify the administration using whatever communication is available inside the locked down room. Do not exit the room in order to send notification; do not send runners to the office.
 - c. Do not exit the room to investigate the situation. Wait for further instructions from the administration or civil authorities.
4. Armed Individual Comes into the Classroom (See also Hostage Situation below):
 - a. If possible, notify the administration of the situation. Do not place yourself or students at risk to notify anyone of the situation.
 - b. Do as the gunman demands.
 - c. Do not make sudden moves which could frighten the subject (ask permission to move).
 - d. Never argue.
 - e. Take your time.
 - f. Keep your students as calm as possible.
 - g. Physical force should not be used unless someone's life is in imminent danger.
 - h. Talk to the gunman to learn as much as you can about the gunman.
 - i. Keep the gunman's attention on you, not your students.
 - j. If more than one person is involved, concentrate on only the one person.
 - k. Be observant, but do not stare at the gunman in observing him/her.
 - l. Mentally record a detailed description of the individual and the weapon.
 - m. Identify a distinctive feature and continue to concentrate on that one item.
 - n. Remember what objects the intruder touches and preserve them for law enforcement.
 - o. It is critically important to preserve the crime scene and never touch, move, or disturb any possible evidence or objects at that site.
 - p. If the gunman starts shooting, tell the students to get down and lie on the floor and take cover behind equipment.

WINTER WEATHER

School personnel should be sensitive to the dangers winter weather can pose to students and prepare accordingly. Winter weather procedures should include:

The administration should monitor weather on a continuing basis. In the event of threatening weather the administration should monitor the computer/radio/television for local weather updates and predictions.

During the winter weather months, students should stay inside the school building during inclement weather.

WEATHER EMERGENCIES

Weather conditions may cause many problems for any transportation company. Most of the weather events that cause emergency situations are predictable. A school's emergency plan should contain procedures for communicating severe weather potential among employees and alternate arrangements for transportation of students should severe weather happen while the bus is in route.

Some severe weather events (blizzards, floods) may close the school either before school is in session or during the school day. Other events (high winds, tornadoes, flash flooding) may indicate that children should remain in school past the dismissal time so as not to endanger students on the trip home. Planning for these events has to include the communications necessary with parents, staff at the school and transportation employees.

It is recognized that driving hazards can occur without advanced warning. These often result from adverse weather conditions or poor visibility conditions.

A school district needs to consider contacts and impact of weather-related hazards that can occur on activity trips. Many activity trips conclude late at night after sporting events and during seasons of the year where conditions can vary greatly across the state. Contacts and actions should be reviewed before leaving the school on such activity trips. The local contact people who remain in the vicinity of the school during the normal course of the school day as well as those who are to be contacted in the event of an activity trip delay should be informed of the general protocols of the district in the event of an emergency, mechanical breakdown, adverse weather condition or other events that cause the scheduled time of arrival to change greatly.

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Activity school bus transportation drivers shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. A driver must immediately contact the designated school contact person if such a course of action is taken. No bus driver shall stop on any main portion of a highway or roadway. When stopping for any unsafe conditions, the driver must park the vehicle at least 10 feet from any lane of travel.

APPENDIX #1 FIRE DRILL PROCEDURE

1. **Business Room, Jr./Sr. High Computer Room, Library**
Walk down hallway to Multipurpose Room and exit through South outside door
2. **Ag Room, Shop Room, Ind. Tech. Room**
Exit through East Shop door
3. **East Wing – Jr./Sr. High classrooms**
Exit out East building East door
4. **Gym, Girl’s Locker Rooms**
Exit out the North door of the Gym
5. **Multipurpose Room, Boy’s Locker Rooms, Weight Room**
Exit out the North door of the Multipurpose Room
6. **Music Room & Administrative Offices**
Exit out the closest South doors
7. **Preschool Room & Kindergarten Room**
Exit out Southwest door of School (closest to your room)
8. **First & Second Grade Room**
Go out East door of your classroom, and exit out South Central door of school
9. **Third and Fourth Grade Room, Distance Learning, Room 213**
Walk down the east stairs, and exit out the South Central door
10. **Fifth and Sixth Grade Room, Elementary Computer Lab, Title I Room**
Walk down the west stairs, and exit out the Southwest door

Remember to walk don't run

Proceed in an organized, controlled manner

Do not stop to collect personal items

Grades Kindergarten through Sixth:

- Upper level - exit down nearest steps
- Go through the Library to the West door of the Basement
- Proceed down the Basement stairs
- Line up along the West wall of the Basement
- Sit with your back to the wall, knees up with your head between your knees.

Grades Seventh through Twelfth:

- Exit classrooms
- Go to the East door of the Basement
- Proceed down the Basement stairs
- Line up along the East wall of the Basement
- Sit with your back to the wall, knees up with your head between your knees.

APPENDIX #3 UTILITY SHUP-OFF MAP
(Will be added at a later date)

APPENDIX #4 QUICK RESPONSE
(Will be added at a later date)

APPENDIX #5 BOMB THREAT CHECK LIST

Bomb Threat Checklist

- 1. When is the bomb going to explode? _____
 - 2. Where is the bomb right now? _____
 - 3. What does the bomb look like? _____
 - 4. What kind of bomb is it? _____
 - 5. What will cause the bomb to explode? _____
 - 6. Did you place the bomb? _____
 - 7. Why? _____
 - 8. What is your address? _____
 - 9. What is your name? _____
- Exact wording of the bomb threat: _____

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Time call was received: _____

Telephone number at which call was received: _____

Date call was received: _____

Callers voice:

- _____ Calm
- _____ Soft
- _____ Stutter
- _____ Excited
- _____ Laughter
- _____ Rasp
- _____ Rapid
- _____ Normal
- _____ Slurred
- _____ Ragged
- _____ Deep breathing
- _____ Disguised
- _____ Familiar (if voice is familiar, who did it sound like? _____)
- _____ Nasal
- _____ Angry
- _____ Loud
- _____ Lisp
- _____ Slow
- _____ Crying
- _____ Deep
- _____ Distinct
- _____ Whispered
- _____ Clearing throat
- _____ Cracking voice
- _____ Accent

Background Sounds

- _____ Street noises
- _____ Voices
- _____ Animal noises
- _____ PA system
- _____ Music
- _____ Long distance
- _____ Motor
- _____ Booth
- _____ Factory machinery
- _____ Crockery
- _____ Clear
- _____ Static
- _____ House noises
- _____ Local
- _____ Office machinery
- _____ Other: _____

Bomb Threat Language

- _____ Well-spoken
- _____ Foul
- _____ Taped
- _____ Incoherent
- _____ Caller reading message
- _____ Irrational

Remarks: _____

Name: _____

Position: _____

Telephone number: _____

Date: _____

APPENDIX #6 SAFETY INSPECTION FORM

Safety Inspection Checklist

Instructions: These checklists are being presented in order to provide the safety committee with appropriate guidelines for their inspection activities. All “no” items should be explained and/or pertinent recommendations made on a separate attached page.

Section I – Floors, Hallways & Exits

- | | | | |
|--|-----|----|-----|
| ✓ Floors are in good condition with no slip, trip or fall hazards? | Yes | No | N/A |
| ✓ Housekeeping is adequate, hallways and exits are not blocked by storage? | Yes | No | N/A |
| ✓ Spilled food or water is cleaned up promptly and “wet floor” signs are put up? | Yes | No | N/A |
| ✓ Door mats are provided by doorways to collect water, slush and snow? | Yes | No | N/A |
| ✓ Doors are in working order and glass doors are made of safety glass? | Yes | No | N/A |
| ✓ Aisles are unobstructed and sufficiently wide for clear passage? | Yes | No | N/A |

Comments:

Section II – Classrooms

- | | | | |
|---|-----|----|-----|
| ✓ Desks, chairs and tables are in good condition? | Yes | No | N/A |
| ✓ Adequate aisle space is provided for quick exits? | Yes | No | N/A |
| ✓ Floors are in good condition and are not slippery? | Yes | No | N/A |
| ✓ Store and shelving is adequate for needs? | Yes | No | N/A |
| ✓ Potential hazards are observable (extension cords across aisles, improperly grounded electrical equipment)? | Yes | No | N/A |

Comments:

Section III – Exits and Emergency Preparedness

- | | | | |
|---|-----|----|-----|
| ✓ Emergency and exit lighting is operational? | Yes | No | N/A |
| ✓ Exterior exit surfaces are clear for prompt exit? | Yes | No | N/A |
| ✓ Emergency evacuation plans are written and posted with exit maps for all areas? | Yes | No | N/A |

Comments:

Section IV – Chemical Storage for Maintenance Staff

- | | | | |
|--|-----|----|-----|
| ✓ Housekeeping is adequate with no excessive amounts of combustibles? | Yes | No | N/A |
| ✓ Ladders/stepstools are provided and in good condition? | Yes | No | N/A |
| ✓ Shelving is properly secured? | Yes | No | N/A |
| ✓ Heavy items are stored about waist high on shelves when possible? | Yes | No | N/A |
| ✓ Boiler rooms are kept reasonably neat and free of storage? | Yes | No | N/A |
| ✓ Material Safety Data Sheets (MSDS) are available for all chemicals stored in the building? | Yes | No | N/A |
| ✓ MSDS book is up to date and available all hours of the day? | Yes | No | N/A |
| ✓ Employees are trained in proper handling and disposal of each chemical? | Yes | No | N/A |
| ✓ All containers are labeled correctly? | Yes | No | N/A |

Comments:

Section V – Ladder Safety

- | | | | |
|--|-----|----|-----|
| √ Employees are periodically trained in safe use? | Yes | No | N/A |
| √ Metal ladders are not used with electrical work? | Yes | No | N/A |
| √ Ladder inspection program in place? | Yes | No | N/A |
| √ Ladders and stepstools are available? | Yes | No | N/A |

Comments:

Section VI – Stairs and Ramps

- | | | | |
|--|-----|----|-----|
| √ Handrails are provided and secure? | Yes | No | N/A |
| √ Landings are free of hazards? | Yes | No | N/A |
| √ Lighting is adequate? | Yes | No | N/A |
| √ All elevation differences between floors are clearly defined and properly lighted? | Yes | No | N/A |
| √ Stair treads are provided and in good condition? | Yes | No | N/A |
| √ Stairwell fire doors are not blocked? | Yes | No | N/A |
| √ Adequate housekeeping of the floor – swept and free of debris? | Yes | No | N/A |
| √ Ramps are provided with non-skid surface and in good condition? | Yes | No | N/A |

Comments:

Section VII – Elevators

- | | | | |
|--|-----|----|-----|
| √ Have a current inspection certificate? | Yes | No | N/A |
|--|-----|----|-----|

Comments:

Fire Safety

- | | | | |
|---|-----|----|-----|
| √ Flammable/combustible liquids are stored properly? | Yes | No | N/A |
| √ Fire doors are not tied or blocked? | Yes | No | N/A |
| √ Fire extinguishers are provided, assembled and properly maintained? | Yes | No | N/A |
| √ Written fire-training plan? | Yes | No | N/A |
| √ Fire drills are performed as required? | Yes | No | N/A |

Comments:

Section VIII – Electrical and HVAC

- | | | | |
|--|-----|----|-----|
| √ Use of extension cords is minimized? | Yes | No | N/A |
| √ Heating, air conditioning and electrical systems are cleaned and serviced regularly? | Yes | No | N/A |

Comments:

Section IX – FCS Room and Cafeteria

- | | | | |
|--|-----|----|-----|
| √ Non-slip mats are provided and secured? | Yes | No | N/A |
| √ Lounge tables and chairs are sturdy without rough edges or loose hardware? | Yes | No | N/A |
| √ Cleaners are nontoxic or gloves/mask are provided if toxic? | Yes | No | N/A |

Comments:

Section X – Office Safety

- | | | | |
|--|-----|----|-----|
| √ Cords for office equipment do not create a tripping hazard? | Yes | No | N/A |
| √ Storage in file cabinets is such that lower drawers are the heaviest? | Yes | No | N/A |
| √ Office workers are familiar with both main and secondary exit routes from the building? | Yes | No | N/A |
| √ Chairs and desks are arranged so that work is performed at the appropriate eye and wrist levels? | Yes | No | N/A |

Comments:

Section XI – Security

- | | | | |
|---|-----|----|-----|
| √ Adequate exterior lighting is provided on all gates, doors and parking lots at all times? | Yes | No | N/A |
| √ Selected lights are kept on inside buildings after hours and on weekends? | Yes | No | N/A |
| √ Locks/security devices are in good working condition? | Yes | No | N/A |

Comments:

Section XIII –Playgrounds

- | | | | |
|---|-----|----|-----|
| Equipment and surfacing materials are visually checked for hazards? | Yes | No | N/A |
| Playground supervisor has a means for alerting others? | Yes | No | N/A |

Comments:

XIV-Transportation

- | | | | |
|---|-----|----|-----|
| √ All staff regularly driving have been trained in accident reporting and other emergency procedures? | Yes | No | N/A |
| √ All staff regularly driving receive periodic training in defensive driving techniques? | Yes | No | N/A |
| √ All staff regularly driving hold the appropriate driver’s license? | Yes | No | N/A |

Comments:

Section XV –Athletic Department

- | | | | |
|--|-----|----|-----|
| Coaches and Physical Education teachers are required to assign students to tasks which are within their abilities, experience, size, and physical condition? | Yes | No | N/A |
| Safety rules are reviewed with participants prior to activities. These rules are posted conspicuously on or near equipment? | Yes | No | N/A |
| Medical exams, including medical history are on record before a student may participate in school sporting events? | Yes | No | N/A |

Comments:

Section XVI-Industrial Arts Department

All students are trained before they are permitted to operate any piece of equipment?	Yes	No	N/A
Eye protection and other personal protective equipment are required for students?	Yes	No	N/A
Appropriate warning signs are posted on walls and on machinery/equipment?	Yes	No	N/A
All machinery are properly guarded?	Yes	No	N/A
All tools are in good condition?	Yes	No	N/A
All tools are stored properly?	Yes	No	N/A
Are heavy items stored on the floor or bottom shelf?	Yes	No	N/A
Is shelving adequate for loads and is it secured?	Yes	No	N/A

Comments:

Section XVII-Science Labs

Written safety procedures are reviewed with all students at the beginning of each semester?	Yes	No	N/A
Labs contain operational emergency showers, eyewash stations, fire blankets, and fire extinguishers?	Yes	No	N/A
A central gas shut-off valve is provided for Bunsen Burner, which is not accessible to students?	Yes	No	N/A

Comments:

Miscellaneous Locations/Items

√ Electrical panels have clear identification of areas served?	Yes	No	N/A
√ Boiler rooms are kept reasonably neat and free of storage?	Yes	No	N/A
√ Kits have been purchased for the cleanup of spilled bodily fluids? (bloodborne pathogens) and employees have been trained in safe cleanup procedures?	Yes	No	N/A
√ Kits have been purchased or made and placed in strategic locations? for emergencies such as a tornado?	Yes	No	N/A
√ Storage areas have no excessive stockpile of combustibles?	Yes	No	N/A
√ First aid kits have been purchased and made available?	Yes	No	N/A
√ Lock out/tag out procedures are used to identify broken equipment?	Yes	No	N/A
√ Incident forms are completed and distributed?	Yes	No	N/A

Comments:

Inspectors' Signatures: _____

Inspectors' Signatures: _____

Inspectors' Signatures: _____

Date: _____

Other Safety Recommendations:

Disclaimer-The preceding information is intended only to help improve upon the school districts safety.

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

YOUNG PEOPLE AND GRIEF

The grieving process is normal and natural. Feelings of loss and pain are to be expected. Young people of all ages exhibit grief reactions. Guilt, anxiety, anger, fear and sadness may be universal, and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of some reactions to loss may help you recognize behavior for what it is - grieving.

Possible grief reactions:

- Anger
- Aggression/acting out - - starting fights, outbursts of temper, drop in grades, change of peer affiliation.
- Explosive emotions - - gentle tears, wrenching sobs, extremes in behavior. Physiological changes - - fatigue, trouble sleeping, lack of appetite, headaches, stomach pains
- Idealization of the deceased
- Sadness/emptiness/withdrawal - - overwhelmed by feeling of loss when they realize the person is not coming back; feeling extremely vulnerable
- Guilt/self blame - - “If only,” “Why didn’t I,” feels responsible for the loss; self-punishment
- Disorganization - - restless, unable to concentrate,
- Relief - - natural feeling after long illness; can be difficult to admit; may think they are the only one who feels guilty
- Lack of feeling - - protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt

How to Help a Young Person Experiencing Grief:

- Use the terms “died/dead/death” rather than phrases like “passed away” or “taken from us.” Give an honest explanation of the person’s death, avoiding cliches and such answers. Straightforward, gentle use of words helps a person confront the reality of the death.
- Explain and accept that everyone has different reactions of death at different times. The reaction might not hit until the funeral or weeks later.
- Reassure the young person that his/her grief feelings are normal. There is no “right” way to react to a loss. Give permission to cry, or let them know it’s okay not to cry if the young person does not typically react in that way.
- Permit or encourage the young person to talk about the person who has died. Both at the moment of loss, but especially after the funeral, this is a vital part of the healing process. Often we want to protect the person from the pain of the memories, but experiencing the pain is the first step of acceptance and of healing.
- Listen with your heart. Listening to the feelings of the young person is most important. Listen through the silences. Your just being there, showing you care by your listening, is more important than knowing what to say or even saying anything at all.
- Help the young person decide about attending the funeral. The funeral can be a way to say good-bye, but abide by the young person’s wish and express understanding if he/she chooses not to go.

A Grieving Person Needs:

- To cry.
- To be held.
- To talk.
- To be listened to.
- To feel caring around them, to be with people they care about.
- To understand how others may react.
- To have all questions answered truthfully.

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

HELPING STUDENTS DEAL WITH GRIEF

1. Review the section entitled “Young People and Grief”. This information will be helpful to you, as you work with students to help them deal with their feelings.
2. The purpose for having a Response Center at this time is to have a place set up for those students and staff who need to talk with someone about their feelings. Members of the Crisis Response Team will be available for individual and group support. PLEASE LET STUDENTS KNOW WHERE THEY CAN GO FOR HELP.
3. Please be especially observant of those students who experience a high level of distress and/or whose behavior indicates a strong grief reaction (see description of possible grief reactions in “Young People and Grief”). Bring, or have those students escorted by another student, to the Crisis Center. Names of students who should be monitored or seen for follow-up support should be given to the counselor.
4. Members of the Crisis Response Team are available to come to classes to talk about common reactions to loss, to give support, to answer questions - whatever you might need.
5. If students ask questions or want to talk about their feelings, it is usually a good thing to let that happen for an appropriate period of time. During this discussion, some things you might include are:
 - a. Reinforce the idea that people grieve in different ways. All responses are okay -- there is no “normal” way to feel.
 - b. Talk about what they can do with their feelings:
 - i. Talk with people they trust
 - ii. Encourage talking with parent/guardian
 - iii. Encourage talking to school staff
 - iv. Inform them of the Response Center and give permission to seek help
 - c. Discuss what they can do to help each other:
 - i. Reach out to each other/listen to each other
 - ii. Accompany an upset friend to talk to someone
 - iii. Let an adult know if a friend is very upset and might need to be sought out
6. Students could be encouraged to write letters or cards which can be given to a member of the Crisis Response team for delivery to the family.
7. Students may wish to make a memory book.
8. Students may wish to attend a Memorial Service.
9. State and reinforce the stability of a routine: “School will go on.” Allow appropriate time for sharing of feelings and discussion, but return to scheduled instructional activities each day.
10. Take care of yourself:
 - a. Recognize and acknowledge your own feelings of loss and grief.
 - b. Talk to someone you trust about your feeling.
 - c. Be realistic about what you can do.
 - d. Maybe you shouldn’t be the one to hold a discussion with your classes - let someone else do it.
 - e. Maybe you need to take some time for yourself - do it. It doesn’t help students for you to try to “be strong” and then break down - it adds to their confusion and insecurity right now.
 - f. Stick to a schedule as much as you can. It provides stability and the comfort of a normal routine when your feelings are out of control.
 - g. Give yourself permission to mourn. No matter what the nature of your relationship, there is a loss. Give yourself the same latitude you give your students.
 - h. Be kind to yourself. You don’t have to “get it all together” right away.
 - i. You don’t have to do it all, be strong for everyone or take care of everything.
 - j. Treat yourself with the same gentleness and understanding you would anybody else.

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

HOW TO ASSIST GRIEVING STUDENTS

Following the death of a fellow student, those left behind grieve in a variety of ways. This brief handout is intended to provide a guide for your use in assisting the students in your classes as they resolve their feelings related to a death.

Normal grief is generally characterized by progression from an initial state of shock and denial, to anger, to disorganization and despair, and finally to a state of acceptance and hope. In this particular situation many youngsters may arrive at school already “buzzing” with the news. Rumors will have already started before school convenes, but there will also be many youngsters who arrive today with no knowledge of the deceased student’s death. Youngsters will be saying, “I just can’t believe it!” “Not him/her. It can’t be!” “This must be a joke.” Other youngster will quickly move to being angry. They will want to blame anyone and everyone for the death - - other friends, parents, police, teachers, medical personnel, and finally themselves.

Guilt will be a feeling many students may experience and want to discuss. In the aftermath of a death, many young people go back and retrace their last encounter with the person who has died and often blow out of proportion small fights that may have occurred which adds to their guilt.

The death may bring up memories or thoughts of previous losses and the child may not be upset about the person who has died, but about a loss they have experienced before.

The most important thing teachers can do is allow the opportunity for students to acknowledge and discuss their feelings. By acknowledging the pain and grief they are experiencing, and by reassuring them of the normalcy of their feelings, you can help them through the grief process. Your students will look to you for guidance and modeling. Create an atmosphere of open acceptance that invites questions, fosters confidence and a feeling of safety. Following are some “dos” and “don’ts” for discussing death with your students.

DO:

- Be available to listen to your students. Listen with your ears and heart. An excellent way to help students through the grief process is to be an active listener. This technique encourages students to recognize the normalcy of their feelings.
- Share with your students your own feelings when you were told of the death - shock, sadness, confusion.
- Reminisce about your relationship with the deceased student: If you know him/her, it is important to share with the students what you remember about him/her.
- Discuss students’ feelings about the loss, including possible feelings of guilt or of responsibility. Let students know these feelings are normal. You may wish to discuss the normal stages of grief. Remember that some students may not know the deceased student that well and may not feel sad or particularly upset. They need to know that this is okay, too.
- Reassure them that they are not responsible for what happened.
- Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center. Reassure them that many adults in the building are available to help them.
- Encourage them to discuss their feelings with their parents.
- Encourage expressions of grief (talking, writing, painting, yelling, etc.). Provide appropriate places to express grief.
- Acknowledge the reality that grief HURTS! Do not attempt to rescue the student (or yourself!) from the hurt. Work through the grief.
- Provide a quiet, private place to come to whenever the student needs to be alone.
- Respect a student’s need to grieve. Almost anything can trigger grief.
- Have resources available about grief, loss and change.
- Realize that grief causes difficulty in concentrating. Children often experience a shortened attention span. School work is often affected.
- Do not isolate or insulate children from grief. Grief is a NORMAL AND NATURAL REACTION TO LOSS (of any kind).
- Understand that other losses often accompany the identified loss. A change in residence, caretaker, school or peer group all add to the grief experienced. Loss of trust often compounds grief.

- Try not to single out the grieving student for special privileges or compensations. He still needs to feel a part of his peer group and should be expected to function accordingly.
- Temper your expectations with kindness and understanding. Continue to expect him to function.
- Set realistic goals with the student concerning his behavior, school performance and homework. Help the student create his own routines if necessary.
- Become part of a caring team by establishing lines of communication with everyone involved with the student. Keep each other informed about the student's progress.
- If there is a death in the family, understand that grieving children are often "busy" with the task of establishing a new identity. WHO AM I NOW? becomes a major concern. Family roles may change as well as identities. This self-search often overshadows all other concerns for many weeks and months.
- Know that grief lasts far longer than ANYONE expects. It may take months or even years before a student displays signs of the full impact of a family change.
- Maintain a daily routine if at all possible. Continuity becomes a safety net for grieving students. The continuity of attending school daily, being required to perform certain tasks in and out of school and having a social routine provide students with some security and a sense of stability in a topsy-turvy world.
- Understand that children and young people will continue to deal with the losses/changes they experience as they GROW THROUGH the grief and discover that LOVE NEVER GOES AWAY.
- Continue to be available long after you think they "should be over it." Continue to reach out and care, just as you do now!
- Handle question of theology by explaining that people believe many things and encourage them to discuss with their parents.

Students may need to:

- Cry.
- Have questions answered.
- Be held and hold each other.
- Understand how others may react.

DON'T:

- Don't say, "It could be worse. . . ."
- Don't say, "I'll bet you feel. . . ."
- Don't say, "Everything is going to be okay."
- Don't say, "But you still have . . ."
- Don't say, "You're the man/woman of the house now."
- Don't use these phrases, especially with younger children, as they give mixed messages:
 - 1). "Passed away"
 - 2) "Sleeping"
 - 3) "Taken from us"
 - 4) "Resting"
 - 5) "Is sleeping in the arms of God" (children may have subsequent sleep disturbances and be afraid to go to bed)
 - 6) "_____ was so good, God wanted him/her to come live with him" (the child may react with a bad behavior to avoid death or develop a fear of God)
 - 7) "_____ is just away" (the next person who goes away may not be trusted to come back)

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

SUGGESTIONS ON HOW STUDENTS MAY COMFORT THOSE WHO GRIEVE

- Be there - visit; spend time with the grieving person; say hello to the person in the halls; ask the person to socialize/play; give the person a compliment.
- Listen - grieving people need to talk about this sudden loss in their lives. Ask the person if they want to talk about it or listen if they bring it up. Do not pry or ask them to tell you about it if they say they don't want to talk.
- Send a note - notes can share personal memories; keep them short and sweet . Enclosing a picture might be appropriate at the elementary level.
- Extend an invitation - consider what the person likes to do and then ask them to -- eat out?, take a drive?, play at recess?, be your partner in PE?, etc.

SUGGESTIONS FOR HOW STUDENTS CAN DEAL WITH STRESS

- Talk to a friend.
- Get plenty of rest.
- Help another person.
- Talk to a teacher.
- Do something you enjoy.
- Talk to a counselor.
- Get physical exercise.
- Talk to your parents.
- Eat regularly and eat a balanced diet.

HELPING A STUDENT AFTER A DEATH IN THE FAMILY

Literature indicates that during childhood, one of every twenty children in the United States will lose a parent to death, and by the age of sixteen, one of every five children will have lost at least one parent. If this exposure to death is extended by including the rest of a student's family and close relatives and friends, bereavement among students will occur at least a few times during each school year.

Following are some suggestions for helping students face such losses:

- Remember that adults can make a difference in helping students when they have problems with death, because most of them have faced the death of loved ones and other significant losses.
- Listen and empathize. Make sure to hear what is said.
- Maintain a sympathetic, never-shaming attitude toward the student's age appropriate responses.
- Respond with real feelings. The manner in which you express them is irrelevant.
- Allow the student to cry by giving permission: "If you need to leave the room to have some time privately, that is ok - just let me know and we'll find a quiet place for you to go." This may be necessary, since in many families, strong feelings are labeled as being publicly unacceptable and some students are taught to show only a stoical face in public.
- Share personal experiences with death; mention things that helped others during this time. This helps to take away some of the loneliness a student feels.
- Remember that ignoring grief does not cause it to go away. Research has indicated a relationship between antisocial behavior in adolescents and unresolved grief over the death of a loved one.
- Assure younger siblings that they are not responsible for the person's death because they had negative feelings about him or her at some time.
- Be aware of what may be happening at home. Parents and siblings may experience, at least during the stages of grief, physical illness, insomnia, severe depression, period of crying, or illusions in which they see or hear the deceased.
- Expect unusual behavior. Students may demonstrate an inability to concentrate on school work, or an unusual amount of daydreaming.

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

SIBLING GRIEF

Parents would like to protect their children from the hard facts of life, but they can't. When death of a sibling comes, the surviving children are affected but will react in different ways depending upon their age and experience. The following points are important for adults to remember.

Children have to be allowed to respond to the death of a sibling in their own way. Their relationship with the deceased would have been different from the parent's relationship to the child. Don't make a child feel guilty if he acts as if nothing is wrong because they don't seem as distraught as their parents.

Do not exclude the child when grieving. Parents need to talk about their sadness with the child so he does not feel that he is the cause of their sadness. Very young children, especially, will feel adults' anger, frustration, or sadness as being something for which they are responsible. School age children differ in their reaction to death.

Children up to about seven do not see death as being a real change or irreversible. They view death as a separation from others and may revert to cling, close, or regressive behavior at the death of a sibling. Because they tend to believe in mystical powers, they tend to feel guilty for the death, especially if they, at some time, may have wished someone dead.

From about age seven to twelve, children see death as an aggressive personification - a bogey-man or Darth Vader who is coming to get them. To ward off these fears they may engage in ritual or incantation.

Children over twelve can respond to death as adults do. The problem may become religious or philosophical. They question the justice of a God who allowed the death to happen. Some adolescents develop a kind of attitude where they live for the moment. Others may be so affected by a death that they develop important political and religious commitments. Some adolescents may have difficulty in expressing emotions connected with death and develop emotional problems when they have not adequately resolved their grief.

We should not assume that grief is a major problem for many children. It is the same problem for them as for adults. If we see major changes in a child (sleep and eating habits, drop in grades, talk of suicide) within eighteen months after a significant death, then it is a good idea for the entire family to seek professional counseling.

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

TERMINALLY ILL STUDENTS - Anticipatory Grief

School personnel are increasingly faced with dealing with terminally ill students. Schooling is vital in that it helps to maintain a student's self-image. Besides, it assures the student that parents and teachers have faith in his or her future.

Knowing about the following basic needs of a dying person will assist school personnel to cope.

- Need to know that he or she is dying.
- Need for meaningful communication.
- Need to live to the end with dignity.
- Need to be listened to without anger and with acceptance.
- Need for hope.
- Need to know that he or she is a valuable person.
- Need not to be forgotten.
- Need to maintain self-esteem.

Some of the strategies that may help teachers and other school personnel in dealing with a terminally ill student:

1. Read about the disease and facilitate classroom discussion that can foster social acceptance.
2. Contact health personnel, parents and professionals who have worked with the student in the past to find out the best ways to meet physical and health needs.
3. Modify the instructional program as needed in light of fatigue, excessive absences and effects of medication.
4. Reduce instructional goals so that some can be completed and a feeling of success can be achieved.
5. Do not make the student feel an object of pity.
6. Be firm about holding the student to whatever academic and behavioral standards he or she is truly able to meet.
7. Do not isolate the student from activities. There is a need to participate in purposeful activity with peers.

HANDLING A CLASS AFTER A STUDENT DIES

Nearly every teacher involved with a death in the classroom or school community needs help in handling his or her class. The following strategies, which involve many sharing experiences, will help.

- Don't be impassive about a student's death. Share reactions with the class.
- Let the children talk and write about their feelings.
- Listen to whatever students have to say. Never shut off discussion.
- Make sure the class knows the details of the student's illness. Especially for younger children, separate the illness of the child who dies from any medical problems his or her classmate experience.
- Never tell young children, "God took Sally away because He loves her," because children will wonder if its a good idea to be loved by God. Likewise; don't say, "Sally went to sleep", you may create a class of insomniacs.
- Don't force a "regular day" upon grieving students, but at the same time, don't allow the class to be totally unstructured. Offer choices of activities such as letters, journals, and discussions.
- Ask the students to write personal sympathy notes either to the parents or to a student who has suffered a loss. Give an address for these notes or offer to deliver them yourself.
- Older students may want to plan more concrete expressions of concern. Allow them to arrange a schedule for making food such as casseroles and desserts. Help them raise money for a memorial scholarship fund, medical research donations, or a cause especially commemorative of the dead student through functions such as car washes, dances, or basketball games.
- Make sure that visitation times are well publicized, perhaps with a tactful lesson in funeral etiquette.
- Explain how students should treat a bereaved student who is returning to school. Emphasize that trying to avoid or being overly solicitous to the student will not help. Point out the need to resume normal relationships.
- Remember that your class may remain quiet and depressed for some time afterward (perhaps even a month), and that at some point, students may begin to act out noisily and physically as a way of affirming that they are still alive.

APPENDIX #7 – GRIEF INFORMATION AND HANDOUTS

SHOULD MY CHILD GO TO THE FUNERAL?

The following guidelines were developed to help you and your child when making the decision about attending a funeral. This is a very individual decision and depends on many variables. The list below is offered for you to consider as you decide what is best in your particular situation.

- Is this the first funeral your child will be attending?
- Consider what your usual family practice has been in the past regarding attendance at funerals.
- As a parent, consider whether you should accompany your child to the funeral for support.
- Does your child really want to go - or is he/she responding to peer pressure?
- Remember that the purpose of a funeral service is to provide a way of saying good-bye.
- Discuss with your child what he/she might expect.
- This service may or may not be exactly like other funerals your child has attended.
- It may be helpful to watch others for cues about what one needs to do (kneel, etc.) or how to respond.
- People may be crying, adults as well as children. This is normal and to be expected.
- It is okay to cry and to express grief, loss, etc.
- There may be many people there and some people may have to stand if there is not enough seating for everyone.
- If your child does attend the service, take time to discuss his/her thoughts and feelings about it afterwards.

MEMORIAL ACTIVITIES: SUGGESTED “DOS” AND “DON’TS”

DO:

- Send flowers and/or cards to the family.
- Give monetary contributions to memorials of the family’s choice.
- Develop scholarships, scholarship donations, or student assistance programs that help other students.
- Allow any student, with parental permission, to attend the funeral.
- Encourage affected students, with parental permission, to go to the funeral. In case of suicide, mention to families and ministers the need to distance the person who committed suicide from survivors and to avoid glorifying the suicidal act.

DON’T:

- Encourage scholarships resulting from a student’s death that contain the word “memorial” in the title or description along with the student’s name.
- Encourage awards named after the deceased.
- Encourage plaques, statues, pictures, or any other tangible items donated in the deceased’s name.
- Encourage yearbook, newspaper, song, or sporting event dedications.
- Make special arrangements to send all students from school to funerals.
- Have memorial or funeral services at school. Stop classes for a funeral.
- Fly the flag at half staff.
- Have a moment of silence in all-school assemblies.
- Especially in the case of a suicide, don’t have mass assemblies focusing on the suicide victim.

APPENDIX #8 – SUICIDE INFORMATION AND HANDOUTS

SUICIDE MYTHS AND FACTS

MYTH. If you talk to someone about their suicidal feelings, you will cause them to commit suicide.

FACT... Actually, the opposite is true. Asking someone directly about suicidal intent will often lower their anxiety level and act as a deterrent to suicidal behavior by encouraging the ventilation of pent-up emotions. Asking someone about their suicidal feelings may make the person feel relieved that someone finally recognized their emotional pain.

MYTH. When a person talks about killing himself, he's just looking for attention. Ignoring him is the best thing to do.

FACT... Ignoring him is the worst thing to do. Without the attention, the likelihood of an attempt increases.

MYTH. People who talk about killing themselves rarely commit suicide.

FACT... Most people who commit suicide have given some clue or warning of their intent; therefore, suicidal threats and attempts should always be treated seriously.

MYTH. All suicidal people want to die and there is nothing that can be done about it.

FACT... Most suicidal people are ambivalent. What they are seeking is removal from an intolerable situation in which they feel more stress than they can stand. Suicidal people will frequently call for help during or immediately following an attempt.

MYTH. If someone attempts suicide, he will always entertain thoughts of suicide.

FACT... Most people who are suicidal are that way for only a brief period of time in their lives. If the attempter receives the proper assistance and support, he will probably never be suicidal again. Only about ten percent of attempters later complete the act.

MYTH. Once a person tries to kill himself and fails, the pain and humiliation will keep him from trying again.

FACT... Of every five people who commit suicide, four have made one or more previous attempts. The first attempt is the hardest. Once the barrier between thought and action is crossed, subsequent attempts are easier if the conditions that brought about the first attempt haven't improved.

MYTH. People who kill themselves are insane.

FACT... Although many suicidal people are depressed and distraught, only a small percentage of them are psychotic.

MYTH. All suicidal people are deeply depressed.

FACT... Although depression is often associated with suicidal feelings, not all people who kill themselves are obviously depressed. In fact, some suicidal people appear to be happier than they've been in quite a while because they have decided to 'resolve' all of their problems at the same time.

MYTH. When a depression lifts there is no longer any danger of suicide.

FACT... The greatest danger of suicide exists during the first three months after a person recovers from a deep depression.

MYTH. Suicidal people rarely seek medical attention.

FACT... Research has consistently shown that about 75 percent of suicidal people will visit a physician within the three months before they kill themselves.

MYTH. People under a psychiatrist's care rarely commit suicide.

FACT... Among adolescent suicides, two-thirds have undergone psychiatric or psychological counseling and one-third have been hospitalized.

MYTH. "There is a 'typical' kind of person who commits suicide and my (child, spouse, friend) just isn't the type.

FACT... The potential for suicide exists in all of us. There is not a "typical" type of suicidal person. Suicide crosses all socioeconomic groups and no one class is more susceptible to it than another.

MYTH. Professional people don't kill themselves.

FACT... Physicians, lawyers, dentists and pharmacists appear to have high suicide rates.

MYTH. Suicide is basically a problem that is limited to young people.

FACT... Suicide rates rise with age and reach their peak among older white males. However, between 1955 and 1975, the rate of teen suicide almost tripled.

MYTH. The tendency toward suicide is inherited and passed from generation to generation.

FACT... Although suicide does tend to “run in families,” it appears that it is not transmitted genetically. Rather, the occurrence of the suicide provides a model for other family members. If they get depressed, they are more likely to imitate the model.

MYTH. There is a very low correlation between alcoholism and suicide.

FACT... Alcoholism and suicide often go hand-in-hand. Alcoholics are prone to suicide and even people who do not normally drink will often ingest alcohol shortly before killing themselves.

MYTH. Because it includes the Christmas season, December has a high suicide rate.

FACT... For children and adolescents, April and May have the highest number of completions; September and October are second. In the general population, December has the lowest rate of completions of any month.

APPENDIX #8 – SUICIDE INFORMATION AND HANDOUTS

SUICIDE VERBAL WARNINGS AND BEHAVIORAL WARNING SIGNS FOR CHILDREN AND ADOLESCENTS

Verbal Warnings:

- “Everybody would be better off if I just weren’t around.”
- “I’m not going to bother you much longer.”
- “I hate my life. I hate everyone and everything.”
- “I’m the cause of all my family’s/friend’s trouble.”
- “I wish I would just go to sleep and never wake up.”
- “I’ve tried everything, but nothing seems to help.”
- “Nobody can help me.”
- “I want to kill myself, but I don’t have the guts.”
- “I’m no good to anyone.”
- “If my (father, mother, teacher) doesn’t leave me alone, I’m going to kill myself.”
- “Don’t buy me anything. I won’t be needing any (clothes, books).”
- “I’m not planning that far ahead right now.”
- “I don’t know if I’ll be around next week/month.”
- “I don’t want to be here.”
- “It doesn’t matter now.”
- “I won’t be around much longer.”
- “I won’t have to worry about my grades anymore.”
- “I wish I were dead.”
- “The only way out is for me to die.”
- “I just can’t go on any longer.”
- “You won’t be seeing me around anymore.”
- “If I don’t see you again, thanks for everything.”
- “You’re going to be sorry for how you’ve treated me.”
- “Nobody likes/loves me anymore.”
- “How do you make out a will?”
- “If (such and such) happens (or doesn’t happen), I’ll kill myself.”
- “Here, take this (cherished possession); I won’t be needing it anymore.”
- “I just called to say goodbye and to tell you thanks for everything.”
- “Think of me when you use my (cherished possession just given away).”
- “It’s not important anymore.”
- “I’ve decided to kill myself.”
- “I feel like calling it quits - living is useless.”
- “I’m checking out: I’m tired of life.”
- “I love you, remember that.”
- “I’m getting rid of a few things.” Said after giving away a cherished possession.
- “I really understand how she felt.” Said about another student who killed herself.

Behavioral Warnings:

- A statement of the wish to die
- A previous attempt
- A sudden change in behavior
 - An outgoing child becomes moody - isolated - withdrawn
 - A shy quiet child becomes aggressive - disobedient - a risk taker.
- Changes in sleeping patterns
 - One has insomnia
 - Another sleeps all the time

Behavior Warnings continued:

- Drug or alcohol abuse
- Accident proneness - risk taking
- Slackening interest in school - decline in grades
- Severe mood swings or a dramatic change in personality
- Hopelessness - "I give up, what's the use?"
 - Termination of major goals.
- Lack of interest in opposite sex, personal appearance or hobbies
- A suicide plan. The person has a plan of how, when, and where they will kill themselves.
- Evidence of final arrangements
 - Making a will
 - Giving away prized possessions
 - Making peace with friends

APPENDIX #8 – SUICIDE INFORMATION AND HANDOUTS

STEPS IN DEALING WITH SUICIDAL BEHAVIOR

(not necessarily in order of importance)

1. Make sure the student is in a safe and confined area such as a counselor or administrative office. Make sure the student is not left alone.
2. Determine the seriousness of the threat.
3. After gathering information about the severity of the threat, notify your supervisor to develop a plan.
4. Attempt through the client's responses, student records, counselor contact, or administrator knowledge to obtain as much information as possible regarding the student's parents. It can prove invaluable to have a prior indication of how the parents react to stressful situations involving their child.
5. Notify the student's parents of the student's behavior and reasons for concern (in person). In addition, inform the parents of behaviors which may signal a threat. Always provide referral sources to the parents and the student.
6. In cases in which it is determined that a suicide attempt is not imminent, elicit a contract from the student - no suicide attempts while working together. Be certain the student and his family can contact referral sources in case of emergency. Refer the student to an outside source. Provide the student with the knowledge that he can be seen by you at a specific time if necessary.
7. Notify school personnel about the suicide behavior and/or potential for a suicide attempt on a "need to know" basis. Since the psychologist is not in the school at all times, the administrator and counselor most directly involved with the student shall be informed.
8. If an attempt has occurred or the danger is imminent, notify parents immediately and ask them to come to the school at once. Again, have someone remain with the student at all times. Information from the parent will help to dictate subsequent steps to be followed. Question the parent about any psychiatric coverage that they have in their insurance plan, if they are able to pay for professional services, and if they would like to initiate services through a family physician who can in turn refer them to a psychiatrist. If they don't want to go through the family physician, provide them with a list of psychiatrists who practice in their area and help to arrange an appointment. Obtain permission to consult with the caregiver.
9. If they have no insurance, or are unwilling to pay for the professional services, consider referral to community resources who use a sliding fee scale of payment. Don't let an imminent dangerous situation go without help.
10. If the informed parent refuses to obtain assistance for their child, consider informing Child Protective Services, the police department, and the county attorney.
11. In regard to confidentiality, the American Psychological Association Ethical Principles of Psychologists states, "Psychologists have a primary obligation to respect the confidentiality of information obtained from persons in the course of their work as psychologists. They reveal such information to others only with the consent of the person or person's legal representative, except in those unusual circumstances in which not to do so would result in clear danger to the person or to others. Where appropriate, psychologists inform their clients of the legal limits of confidentiality." In the circumstance of suicidal risk the psychologist must closely consider when it is appropriate to discuss this issue as to do so prematurely may hamper the psychologist in his/her attempt to gauge the degree of risk present.
12. Once the immediate crisis has passed, maintain contact with the student since many suicides occur after the onset of treatment or after clinical symptoms begin to improve. Monitor the student's progress. This can be affected through the frequent contact of the counselor or the psychologist with the students.
13. In case of suicidal behavior in a student not previously referred, the psychologist might be called upon to ask direct questions of, or render services to, the student without parent permission, provided the student's parents are notified at the earliest feasible time.
14. Maintain clinical records indicating:
 - the suicidal risk is recognized,
 - specific measures have been taken to deal with that risk, and
 - the measures have been carried out.
15. If, despite student responses to the contrary, you have a "gut feeling", or intuitive hunch that a student is in imminent danger, act on that feeling.

APPENDIX #8 – SUICIDE INFORMATION AND HANDOUTS

MENTAL HEALTH AND SUICIDE PREVENTION: HOW TO TALK WITH STUDENTS IN CRISIS SITUATIONS

Prevention Stage:

1. Continue to be genuinely interested in the emotional health of all students in your classes. Keep yourself psychologically healthy and model self-care to your students (how to work out problems, deal with stress, etc.)
2. Let students know through the respect you show them in class as well as verbally that you are available to listen. You don't need to have answers, but you do need to listen and empathize with the student as much as you feel you can. Being seen talking with students about non academics builds up the trust level students have in you and makes it more likely that they will break down barriers that prevent teens from talking about emotional problems they are having with adults.
3. Make students aware of the availability of the school counselors, social worker, psychologist, and nurse to listen and help with problem-solving of various types. On a regular basis, check for students who appear to have emotional problems (may be manifested in your classes as depression, anxiety, acting-out behaviors). Please make referrals on these students before or after you talk with the students to support personnel. If possible, make some mention of the student and your concerns as soon as you can - this gives the support personnel some point of reference to intervene or background information if problems begin to escalate for the student.

Intervention Stages:

1. First, ask about depression. You could say something like: "You don't seem to be yourself lately. You seem to be sort of down. Is something bothering you?"
2. If the student answers affirmatively say, "Are you depressed about something?"
3. If yes, ask the student about the length of his/her depression, how bad it gets, how much the person is crying, and how sleep and appetite have been affected.
4. Follow up the student's response with a direct question about whether they have been contemplating suicide. It is important to talk openly about this in order to determine risk.
5. Find out if the student has a plan. How lethal is it? Is the method available to the student? Does anyone know about this?
6. Have they attempted suicide before and by what means?
7. Ask: "Why are you thinking about this now? What's bothering you or who are you angry with? What was the last straw?"
8. At this point ask the student if he/she would be willing to talk to a counselor, social worker, school psychologist, or nurse. Tell the student that we will help them.
9. **The student must be informed that his/her parents will be called.**
10. **It is critical to stay with the student and provide for his/her safety if the risk of suicide is great.** Escort the student to one of the support personnel and explain to that person what the student has told you so far.
11. If none of the support personnel are present, you should call the parent if the student seems to be suicidal. If possible, have at least one other staff person present and document the contact with the parent. Inform the administration about the situation and be sure you care for the safety of the student. For example, if the student runs away or takes off in his/her car after indicating they are suicidal, it would be necessary to call the police and the parent. When contacting the parent, it is important to stay calm. What you are trying to accomplish is to get their support in finding help for their child. Be sure to have a list of community resources available to address the mental health needs of the child.
12. **In most situations you will simply need to refer the student on to the appropriate support personnel.** They will be responsible for assessing the risk of suicide, parent contact, protecting the safety of the child and setting up a plan for helping the student through the crisis by enlisting the support of parents and community mental health professionals.
13. If you feel uncomfortable or incompetent in working with a child or a particular situation please get assistance, explaining to the student that you will do everything you can to get help for him/her.

APPENDIX #9 – CRISIS RESPONSE

DEATH OF STUDENT OR STAFF MEMBER RESPONSE PACKET

CRISIS RESPONSE TEAM: MEMBER RESPONSIBILITY CHECKLIST

If there is a death of a student or staff member, members of the crisis response team will work through the following checklist. This checklist is included in this section to provide you with a basic understanding of the duties of crisis team members.

High Priority Actions:

- ___ Contact your own building Principal and/or co-worker to help cover in your building.
- ___ Plan strategies before arriving at school if possible.
- ___ Arrive at school one-half hour before staff.
- ___ Notify all building administrators.
- ___ Notify the counseling staff.
- ___ Notify the attendance clerk/secretary.
- ___ With Principal, determine possible need for substitutes.
- ___ Identify central person to coordinate efforts in school.
- ___ Decide who will cover the phones and what information will be given.
- ___ Decide who will work with the media and what information will be given.
- ___ Plan initial staff meeting.
- ___ In-service for staff prior to seeing students.
 - give facts of crisis
 - all feelings okay
 - plan for working with substitutes
 - plan for dealing with absent staff and students
 - where are students developmentally
 - different ways students deal with issues, grief
 - suggested activities (variety of choices and structure are important)
 - announcement of mandatory staff meeting as determined by the building administrator
 - response to media
 - announcement to student body (optional)
 - identify and follow up with high-risk students (including students who might be excluded/suspended)
 - determine which staff members/students/classes are in most need for immediate support
 - identify central spots in school to be “time-out” places to go for student or staff
 - initiate process for details surrounding individual (remove name from absentee list, belongings in hall/gym locker, desk, uniform, student work, etc.

Low Priority Actions:

- ___ Identify someone to be contact person with the family.
- ___ Notify surrounding/related schools.
- ___ Insure someone will find out details of flowers, cards, funeral arrangements, letters, etc.
- ___ Provide coverage/breaks for staff persons.
- ___ Plan with Principal for debriefing meeting at end of the school day.

Concerns to Address:

- ___ Possible crowd control problems (“flight for life”).
- ___ Insure siblings/relatives have support.
- ___ “Fall-out” - - students dealing with unrelated issues.
- ___ “Guilt” and “unfinished business”.
- ___ Dealing with “student-initiated” efforts.
- ___ Procedures for long-term follow up.
- ___ Closure and care for Crisis Response Team members.

APPENDIX #9 TEACHER'S ROLE

STEP #1: Attend all mandatory staff meetings.

STEP #2: The major responsibility for the discussion of grief will be with the teachers in first period class (at the secondary level) or in homeroom (at the elementary level). Allow for the expression of grief. Acknowledge and encourage students to express their feelings of loss, anger, sadness, etc. See attached handout for suggestions on how to facilitate this discussion. If you are uncomfortable discussing grief, ask for assistance from the Crisis Team.

STEP # 3: If death was by suicide, emphasize this tragedy is an error in judgment. Suicide is a permanent solution to temporary problems. Use the term "killed himself" rather than "committed suicide." Encourage students to talk about ways to cope with stress.

STEP #4: Channel names and/or students themselves to the Crisis Center if they seem high risk, now or as the week progresses.

STEP # 5: Attend the "after school" meeting to review the day's events. The Crisis Team members will be available to discuss concerns you may have regarding any of your students.

SUGGESTED POLICIES

1. School will not be routinely dismissed for funerals, exceptions will be made for enrolled students or staff member's funerals.
2. Using school grounds or facilities for funerals will be discouraged.
3. No memorials or plaques honoring the deceased will be allowed in or on the school grounds.
4. Money may be donated to a fund but there will be no special recognition allowed.
5. No dedications to the deceased will be allowed.
6. No scholarships in the deceased's name will be set up by the school. Scholarships set up by outside organizations or individuals will be allowed.
7. Students will be required to bring written permission from parents to attend funerals.

TIPS FOR INTERVIEWS

- Be honest. If you don't know the answer, say so. Tell the reporter you will get back to him/her with the answer as soon as you can. If you make a mistake in a interview, say so.
- There is no such thing as off the record.
- If you are in a room with a microphone or a camera, always assume they are turned on.
- Prepare for the interview. Try to have a goal for the interview. What do you want to accomplish? If you need more time, ask for it.
- Anticipate the worst question you may have to answer and plan for that in advance.
- Bridge a question from where you are in the interview to where you want to be.
- Never say "no comment". It makes it sound like you have something to hide.
- Don't use jargon. You won't have a translator.