

Emergency Response Plan

Pages 2 – 59



The School District
of
North Fond du Lac

Board Approve: August 26th, 2019 – Personnel Updated: August 25th, 2021

“Working Together for the Success of All.”

TRAUMA RESPONSE PLAN

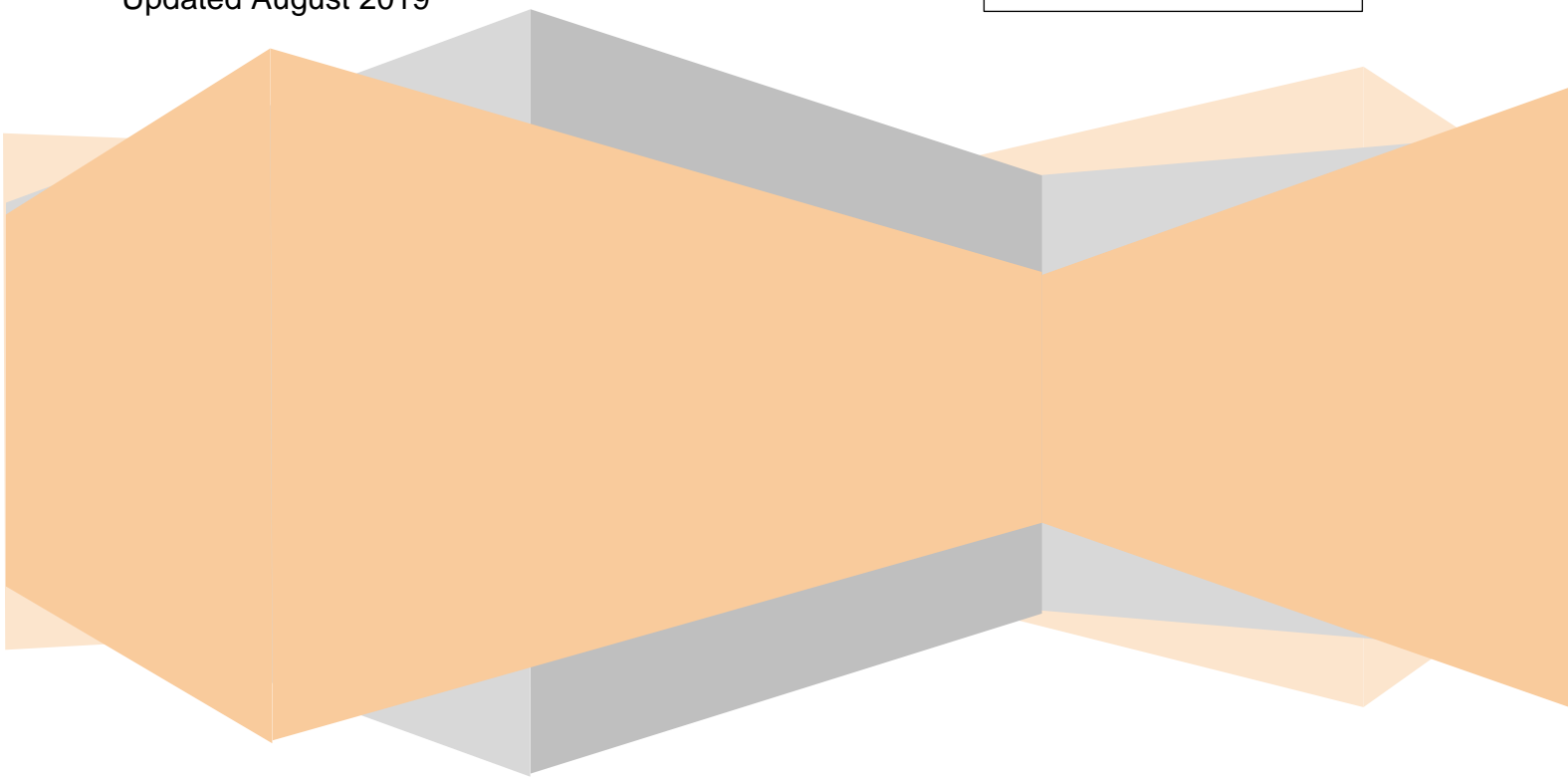
The School District of North Fond du Lac

Developed by

Student Services and Administration Faculty

Updated August 2019

Pages 50 - 87



Emergency Response Plan

The School District
of
North Fond du Lac

Board Approve: August 26th, 2019 – Updated Personnel: August 25th, 2021



“Working Together for the Success of All.”

GUIDE PURPOSE 6

NATIONAL INCIDENT MANAGEMENT SYSTEM - NIMS 6

ICS TITLES AND ROLES:6

CONTACT PROTOCOLS:.....6

CRISIS SITUATIONS 7

A.L.I.C.E. (ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE).....7

EVACUATION7

LOCK DOWN7

HEIGHTENED CAUTION7

MEDICAL EMERGENCY7

SHELTER7

INCIDENT COMMAND TEAMS..... 8

BAMS/HM8

FRIENDSHIP ELEMENTARY SCHOOL8

EARLY LEARNING CENTER8

HOME ATHLETIC EVENTS8

PHONE NUMBERS..... 9

EMERGENCY PHONE NUMBERS.....9

DISTRICT CRISIS PHONE NUMBERS9

SCHOOL DISTRICT OF NORTH FOND DU LAC PHONE NUMBERS.....10

MEDIA PHONE AND FAX NUMBERS10

POSSIBLE EVACUATION SITES.....10

PROCEDURES..... 11

ACCIDENT/MEDICAL EMERGENCY 11

INSTRUCTOR/STAFF PROCEDURES11

NURSE PROCEDURES.....11

SCHOOL ADMINISTRATIVE PROCEDURES11

ACCIDENT/MEDICAL EMERGENCY TEAMS11

ALCOHOL AND OTHER DRUG USE SUSPICION 12

INSTRUCTOR/STAFF PROCEDURES12

SCHOOL ADMINISTRATIVE PROCEDURES12

ASSAULT AND RAPE REPORTING 12

IMMEDIATE ACTIONS – IF IN PROGRESS – PROCEED TO LOCKDOWN!.....12

DANGER PAST – SUSPECT DEPARTED12

BOMB THREAT 13

RECIPIENT/INSTRUCTOR/STAFF PROCEDURES13

SCHOOL ADMINISTRATIVE PROCEDURES13

CHEMICAL SPILL INSIDE THE BUILDING 14

INSTRUCTOR/STAFF PROCEDURES14

CUSTODIAL PROCEDURES.....14

SCHOOL ADMINISTRATIVE PROCEDURES14

EXPLOSION 14

 INSTRUCTOR/STAFF PROCEDURES14

 SCHOOL ADMINISTRATIVE PROCEDURES14

FIGHTS..... 15

 INSTRUCTOR/STAFF PROCEDURES15

 SCHOOL ADMINISTRATIVE PROCEDURES15

FIRE 15

 INSTRUCTOR/STAFF PROCEDURES15

 SCHOOL ADMINISTRATIVE PROCEDURES15

GAS LEAK..... 16

 INSTRUCTOR/STAFF PROCEDURES16

 CUSTODIAL PROCEDURES.....16

 SCHOOL ADMINISTRATIVE PROCEDURES16

HAZARDOUS MATERIALS RELEASED OUTSIDE OF THE BUILDING 16

 INSTRUCTOR/STAFF PROCEDURES16

 CUSTODIAL STAFF PROCEDURES16

 SCHOOL ADMINISTRATIVE PROCEDURES16

HVAC/AIR HANDLER SHUT-OFFS FOR ALL SCHOOLS 17

 EARLY LEARNING CENTER – TWO (2) LOCATIONS17

 FRIENDSHIP LEARNING CENTER – TWO (2) LOCATIONS17

 BESSIE ALLEN MIDDLE SCHOOL – FOUR (4) LOCATIONS17

 HORACE MANN HIGH SCHOOL – THREE (3) LOCATIONS17

MISSING STUDENT 17

 INSTRUCTOR/STAFF PROCEDURES17

 SCHOOL ADMINISTRATIVE PROCEDURES17

SHOOTING..... 18

 INSTRUCTOR/STAFF PROCEDURES18

 SCHOOL ADMINISTRATIVE PROCEDURES18

TORNADO..... 18

 INSTRUCTOR/STAFF PROCEDURES18

 SCHOOL ADMINISTRATIVE PROCEDURES18

TORNADO (POST) 19

 INSTRUCTOR/STAFF PROCEDURES19

 SCHOOL ADMINISTRATIVE PROCEDURES19

THREATENING PERSON IN-SIDE THE BUILDING..... 19

 INSTRUCTOR/STAFF PROCEDURES19

 SCHOOL ADMINISTRATIVE PROCEDURES19

THREATENING PERSON OUT-SIDE THE BUILDING 20

 INSTRUCTOR/STAFF PROCEDURES20

 SCHOOL ADMINISTRATIVE PROCEDURES20

UTILITY FAILURE/LOSS OF ELECTRICITY PROCEDURES 20

 INSTRUCTOR/STAFF PROCEDURES20

 CUSTODIAL PROCEDURES20

 SCHOOL ADMINISTRATIVE PROCEDURES.....20

WEAPONS ON PREMISES 21

 INSTRUCTOR/STAFF PROCEDURES21

 SCHOOL ADMINISTRATIVE PROCEDURES21

“MY ROLE IN AN EMERGENCY” 22

 ALL STAFF.....22

 PRINCIPAL.....22

 EDUCATORS22

 COUNSELORS, SOCIAL WORKERS, COUNSELORS23

 SCHOOL NURSE23

 CUSTODIANS23

 SCHOOL AND DISTRICT SECRETARIES23

 FOOD SERVICE/CAFETERIA WORKERS23

 BUS DRIVERS.....23

SUICIDE ATTEMPTS..... 24

RESPONDING IN THE AFTERMATH OF EMERGENCY 24

DEATH OF A STUDENT OR STAFF MEMBER 24

 POST INTERVENTION SUPPORT TIMELINE24

Phase one: First day immediately following a death.....24

Phase Two: Two to Five days.....24

Phase Three: Ongoing.....25

Anniversary Date25

 POST INTERVENTION FOR DEATH OF A STUDENT.....25

Checklist.....25

AFTER A SUICIDE DISPOSITION FORM..... 28

SAMPLE DEATH OF A STUDENT LETTERS..... 29

 SAMPLE A.....29

 SAMPLE B.....30

 SAMPLE C.....31

POST INTERVENTION PROCEDURES FOR DEATH OF A STAFF/STAFF MEMBER..... 32

 CHECKLIST32

LETTERS TO PARENTS SAMPLES..... 33

 SAMPLE A – DRILLS33

 SAMPLE B – EVACUATION DRILL34

 SAMPLE C – DRILLS35

 SAMPLE D – EMERGENCY PICK UP OF CHILD36

ORIENTATION AND TRAINING SCHEDULE 37

DRILL SCHEDULE AND LOG 38

SEVERE WEATHER SAFE AREA: ONE IN APRIL 39

OTHER DRILLS OR PRACTICE: SUCH AS LOCKDOWN, SHELTER IN PLACE, INTRUDER, BOMB THREAT, ETC. 40

SAMPLE SCRIPTS..... 41

 “EVACUATION”.....41

 “LOCKDOWN”41

 LOCK DOWN DRILL.....42

EVALUATION 43

 HAZ MAT DRILL EVALUATION.....43

 EVACUATION DRILL EVALUATION44

 TORNADO DRILL EVALUATION45

 LOCKDOWN EVALUATION46

PUBLIC INFORMATION RELEASE 47

UP-DATING PLAN FUTURE SAFETY INVESTMENTS 48

 2017-2018 CALENDAR OF REVIEW AND PLAN48

Guide Purpose

This book has been designed as a standardized Emergency Response Plan for all the schools in the School District of North Fond du Lac (District). Safety and the maintenance of the educational process are the foremost goals.

National Incident Management System - NIMS

This book has been designed as a standardized Emergency Response Plan for all the schools in the District. While each school is unique in its layout and design, the NIMS process allows us the flexibility in coordinating all safety plans throughout the district with common ideals and guiding principles. The NIMS system assures that all those involved in dealing with a specific emergency will interact smoothly and in a coordinated fashion to ensure safety and a positive outcome for those affected by these events in a rapid and coordinated effort. Our current structure and a quick reference guide to those emergencies are listed below.

NIMS: National Incident Management System

ICS: Incident Command System

CRT: Crisis Response Team

IC: Incident Commander

PIO: Public Information Officer

ICS Titles and Roles:

- Incident Commander: Highest ranking official in charge and responsible for the Emergency/disaster operations. The Incident Commander establishes command post; determines strategies and tactics for operations; activates teams/units; coordinates efforts of all responding agencies.
- Public Information Officer: Obtains approval on all press releases; conducts frequent media briefings; receives and escorts VIPs; coordinates with school media contact.
- Planning Officer: Gathers intelligence on the incident, as well as people involved in the incident (via field and command); maintains status of situation and resources; predicts probable courses of action and incident potential.
- First Aid Coordinator: Coordinates all medical response teams.

Contact Protocols:

In event of crisis situation we would notify other stakeholders, families and other buildings as deemed appropriate and necessary by Superintendent (public information officer) or if unavailable, incident commander. For example, if building evacuation occurs at FLC, then consider the following questions:

- What other buildings need to know?
- Should parents be notified? (Alert Now or letter home)
- Transportation should the bus company be notified?
- Maintenance and custodial staff need to be notified?
- Other local school notification (including 4k buildings)?
 - Divine Savior's Lutheran Church 4k, St. Paul's Church, Presentation)

Crisis Situations

When announcing, announce specifically what the situation is and the location.

A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate)

A.L.I.C.E. offers all staff additional options in the event of an active shooter – lockdown in the school facility. All staff received training in the A.L.I.C.E. options in the 2014-2015 school year.

Evacuation

Requires all staff, students and visitors to leave the building immediately. Conditions are safer outside than inside the building. **An evacuation signifies that a potentially dangerous situation exists in the building.** Staff and students should leave the building immediately using the exit route they would normally use in a fire drill, unless otherwise directed by administration or emergency personnel. Once outside the building, attendance should be taken to ensure all students are accounted for. Staffs should take their students to the designated emergency area or location and again take roll using their class roster. The names of any missing students should be reported to school administration or emergency personnel. Students should not be allowed to go to their lockers while exiting the building. Staff should keep students calm, quiet and together until further instruction is given. Students should not be allowed to leave the designated area unless released by administration.

Lock Down

All exterior doors and classroom doors are locked and students, staff and visitors stay in their offices, work areas and classrooms. A person or situation presents an immediate threat to people in the building. Staff should lock their doors, turn off the lights and move all students to a safe location in the room away from doors and windows. Staff should try to keep students as quiet as possible so further instructions can be given and to prevent disclosure of their location. Staff should weigh A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) options as they assess information and the environment.

Heightened Caution

A heightened caution indicates a general lock down which would not necessarily be considered an emergency. This code would be used when it would not be practical or advisable to have students in the hallway. Staffs should lock their doors and not allow students to leave the classroom. Normal classroom instruction would continue, but Staffs should prepare their class roster in the event another emergency level is given. Students would remain in the room and ignore release bells until an all-clear or further instructions are given.

Medical Emergency

Staffs should lock their doors and not allow students to leave. The Medical Emergency team for the building will go to the location of the emergency and Staffs on prep should cover for team members. Students would remain in the room and ignore release bells until an all-clear is given.

Shelter

Conditions inside the building are safer than outside. For severe weather sheltering, students, staff and visitors are held in the building safe areas and interior rooms or basement away from windows material release outdoors with toxic vapors, students, staff and visitors are to remain in their classrooms and offices, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.

Incident Command teams

Each school is unique in its response and emergency procedures. However, please note the leadership roles assigned below to respond to any emergency at Friendship, ELC, BAMS, and HM. In addition, response to emergencies before/after school, extra-curricular activities, and field trips will vary. Listed below is our current command structure:

BAMS/HM

- Incident Commander – Michael Gonzales
- Public Information Officer – Aaron Sadoff
- Planning Officer – Adam Broten
- Liaison Officer – Shawn Hendrix
- First Aid Coordinator – Bridgett Amadon and Emily Voss
- Crisis Team – Dave Mand, Becky Marquardt, Jen Leavitt, Brenda VanderPas, Katie Logan, Jenny Stahl, Jill Goebel and Kim Broten

Friendship Elementary School

- Incident Commander – Kerri jo Patten
- Public Information Officer – Aaron Sadoff
- Planning Officer – Adam Broten
- Liaison Officer – Shawn Hendrix
- First Aid Coordinator – Bridgett Amadon and Nicole Garcia
- Crisis Team – Dave Mand, Lauren Biolo
- Connie Hernandez, Kathy Rashid, and Erica Harbath.

Early Learning Center

- Incident Commander – Aaron Sadoff
- Public Information Officer – Aaron Sadoff
- Planning Officer – Adam Broten
- Liaison Officer – Shawn Hendrix
- First Aid Coordinator – Bridgett Amadon
- Crisis Team – Dave Mand, 4K Partners and Arts for Kids

Home Athletic Events

- Incident Commander – Athletic Director or assigned
- Public Information Officer – Aaron Sadoff
- Planning Officer – Head Coach
- Liaison Officer – Shawn Hendrix
- First Aid Coordinator – Bridgett Amadon
- Crisis Team – Dave Mand/assigned maintenance and/or workers.

One of the main components of NIMS is the identification of emerging situations and the communication of plain language to spread information and communication.

Phone Numbers

Emergency Phone Numbers

	<u>Emergency</u>	<u>Non-Emergency</u>
North Fond du Lac Police	911	920-906-5555
North Fond du Lac Fire	911	920-929-3765
North Fond du Lac Ambulance	911	920-929-3765
Hazardous Material Spill	911	
St. Agnes Hospital Emergency Department		920-926-4600
Alliant Utilities – Electric Emergency		800-862-6261
Alliant Utilities – Gas Emergency		800-862-6263
North Fond du Lac Water Utility		920-929-3765
After hours emergency		920-906-5555
Fond du Lac County Emergency Government		920-929-2911
Fond du Lac Police Department		920-906-5555
Fond du Lac County Sheriff’s Department		920-929-3390
Wisconsin State Patrol		920-929-3700
American Red Cross		920-922-3450
Fond du Lac County Mental Health Care Center		920-929-3522
Poison Control Center		800-222-1222
FBI – Milwaukee		414-276-4684
US Secret Service – Milwaukee		414-297-3587

District Crisis Phone Numbers

	<u>District</u>	<u>Mobile-Phone</u>
Superintendent Aaron Sadoff	929-3750 ext 6001	920-539-7151
HMHS Principal Samantha McGill Freimund	929-3740 ext 5101	920-410-3488
BAMS Principal Michael Gonzales	929-3754 ext 4101	920-238-9164
Director of Teaching and Learning Adam Broten	929-3750	920-960-6061
Director of Student Services Chris Schultz	929-6143	920-369-6376
FLC Principal Kerri jo Patten	929-3757 ext 3004	262-689-5882
SRO Officer Shawn Hendrix	929-3740 ext 5107	
Dave Mand	Radio channel 2	920-375-0539
Julie Ebertz	929-3740 ext 4167	
Maria Putzer	929-3750 ext 6002	
Erica Harbath	929-3757	
Kimberly Broten	929-3754 ext 4106	
Jill Goebel/Jenny Stahl	929-3740 ext 5126	
Johnson School Bus	921-3003	
City Transit	929-2935	
Stagecoach Travel	924-4175	

School District of North Fond du Lac Phone Numbers

	<u>Phone</u>	<u>Fax</u>
School District Office	929-3750	929-3696
Horace Mann High School	929-3740	929-3664
Bessie Allen Middle School	929-3754	929-3747
Friendship Learning Center	929-3757	929-7020
Early Learning Center	929-3762	322-9117
Divine Savior Lutheran Church-4K	923-1532	
Arts 4 Kids	924-9975	

Media Phone and Fax Numbers

	<u>Phone</u>	<u>Fax</u>
KFIZ Radio	920-921-1071	920-921-0757
WFDL Radio	920-924-9697	920-929-8865
WPKR Radio	920-236-4242	920-236-4240
Channel 2 News	920-731-2828	920-432-1190
Channel 5 News	800-236-5550	920-734-5855
Channel 11 News	920-734-8050	920-734-8166
Channel 26 News	920-494-2626	920-490-2500
Channel 6 News	414-355-6666	414-586-2141
Channel 12 News	414-937-3331	414-342-7505
Channel 4 News	414-332-9611	414-967-5378
Channel 58 News	414-777-5800	414-777-5802

Possible Evacuation Sites

	<u>Phone</u>
St Paul's Lutheran School	924-9699
Presentation Church & School	921-9383 or 921-5873
North Fond du Lac Community Center	929-6811 or 929-3765

Procedures

Accident/Medical Emergency

Instructor/Staff Procedures

- Evaluate the accident scene.
- If scene is safe, proceed to victim and utilize blood borne pathogens procedure.
- Call 911 (if necessary) or send responsible student/additional staff for help.
- Stabilize victim in position found until emergency medical personnel arrive.
- Notify school office and request a “Medical Emergency”.
- Send responsible student/additional staff to designated door to lead emergency medical personnel to victim (if called).
- After situation is stabilized, complete accident report form.

Nurse Procedures

- Assess the severity of the injury.
- Ensure 911 has been called (if necessary).
- Stabilize victim in position found until emergency medical personnel arrive.
- Assist emergency medical personnel.

School Administrative Procedures

- Report to scene to ensure victim’s medical needs are being treated.
- Ensure school nurse has been contacted.
- Ensure 911 has been contacted (if necessary).
- Determine if a “Medical Emergency” needs to be declared.
- Ensure 911 has been told the closest door number for the emergency medical personnel to enter and make sure responsible student/staff is at the door to lead emergency medical personnel to the victim. (if called).
- Notify/have notified parent, legal guardian or person listed on emergency card as soon as possible.
- Provide copy of emergency card to emergency medical personnel.
- Ensure accident report has been completed for incident.
- If “Medical Emergency” was called, clear with “ALL CLEAR”.

Accident/Medical Emergency Teams

Horace Mann High School

Samantha McGill Freimund
Shawn Hendrix
Bridget Amadon
Emily Voss
Ramsey Weyenberg
Pat Kolbe
Jill Goebel
Becky Marquardt
Jen Leavitt

Bessie Allen Middle School

Michael Gonzales
Brenda VanderPas
Kayla Detert
Bridget Amadon
Shawn Hendrix
Kim Broten

Friendship Learning Center

Kerri jo Patten
Lauren Biolo
Connie Hernandez
Kathy Rashid
Bridget Amadon
Shawn Hendrix
Erica Harbath

Early Learning Center

Aaron Sadoff
Kim Sales
Bridget Amadon
Shawn Hendrix

Alcohol and Other Drug Use Suspicion

Instructor/Staff Procedures

- If a Staff suspects that a student is under the influence or in possession of a controlled substance, notify the building administrator immediately. Follow up with written documentation.
- If a Staff/administrator has knowledge of possible AODA issues, they should submit a referral to the student's guidance counselor.

School Administrative Procedures

- Assess seriousness of the incident and determine the level of assistance needed (i.e. police, counselor, etc.)
- Identify parties involved.
- Isolate parties involved for interview and investigation.
- Notify parents.
- Determine disciplinary consequences.
- Determine what intervention/follow-up is necessary.
- Document incident/secure witness statement(s) if appropriate.

Assault and Rape Reporting

In the event there is an occurrence of rape and/or serious assault, school personnel should follow these procedures:

Immediate Actions – If in progress – PROCEED TO LOCKDOWN!

- Render first aid to victim.
- Phone for emergency help. Call 911.
- Phone superintendent (929-3740).
- Notify police.
- Notify parent.
- Check for Emergency Card on file for student. Personnel Emergency Card if Staff Member.
- Guidance counselor assist with victim.
- Obtain as much information regarding assailant and incident as possible.
- Complete incident report. File a police report with the Police Department.
- If student needs to be transported to a medical facility, wait for parent or assign an adult to accompany the student to act as a liaison and to relay progress reports.
- Administrative team will hold a debriefing session.

Note: The Superintendent should be the only source of information to the press.

Perpetrator on premises – Call 911 and inform authorities of incident.

Danger Past – Suspect Departed

- Call 911.
- Initiate EMERGENCY CARE for the injured.
- Contact the superintendent's office at 929-3740. Discuss the need for temporary or additional building security as a precaution against return of the suspect.
- File a police report with the Police Department.
- Administrative team will hold a debriefing session.

- Counselors will be available for students and staff members.

Bomb Threat

Recipient/Instructor/Staff Procedures

- Engage caller and write down exact statements (if possible, record conversation). Try to engage assistance while still on the phone. Do not interrupt the caller, but try to ask the following questions:
 - When is the bomb going to explode? _____
 - Where is the bomb? _____
 - What does it look like? _____
 - What kind of a bomb is it? _____
 - What will cause it to explode? _____
 - Why are you doing this? _____
 - Who are you? _____
 - Where are you calling from? _____
- **Leave the phone off the hook**; after caller hangs up, police will activate the star (*) 69 feature.
- Assess urgency and notify administration.
- Origin of call (if known):
 - Local Distance Phone Booth Internal Cellular
- Description of caller's voice
 - male female
- Estimate of age _____ Race _____
- Accent _____
- Tone of voice _____
- Other voice characteristics _____
- Did the caller seem familiar with the school? _____
- Was there any background noise? _____
- Other comments or remarks _____

Notify building administrator or designee immediately.

School Administrative Procedures

- Call 911/SRO to relay that a bomb threat has been received.
- Contact Superintendent/District Office.
- It is the mutual responsibility of the principal of the building, the police department and the fire department to immediately inform each other of such bomb threat calls and to discuss the information recorded on the call so that a determination concerning the seriousness of the call can be made. This will determine whether or not the building will be evacuated.
- If it is determined that evacuation is necessary, declare "Evacuation" and follow evacuation plan.
- If the building is not to be evacuated:
 - The building administration and the custodial staff will search the general areas of the building for any foreign object.
 - Staffs and other staff will be told to check areas where they usually work to check for any foreign object.
 - After a careful search of the building, if no bomb or foreign objects are found, school will continue as usual. In the event any such objects are discovered, immediate plans for evacuation would go into effect.
- File incident report with District Administrator.

Chemical Spill Inside the Building

Instructor/Staff Procedures

- Evaluate level of hazardous exposure.
- Avoid direct contact with chemical.
- If chemical has contacted skin or eyes, flush for at least 15 minutes.
- Remove students and other staff from the area.
- Contact main office.
- Locate Material Safety Data Sheet (MSDS).
- Do not attempt to clean up spilled chemical without reviewing MSDS and obtaining proper protective equipment.
- Keep students and staff away from area.

Custodial Procedures

- Turn off building HVAC systems unless you can turn system to “Full Exhaust” or “Smoke Removal”.
- If chemical hazards have been identified through the label and/or MSDS, proceed with clean-up.
- Keep students and staff away from spill.
- Only attempt clean-up if proper protective equipment is available.
- If spill is too large to handle, contact main office.

School Administrative Procedures

- If spill is too large for staff to adequately handle, call 911 for Hazardous Materials Spill Team.
- If students or staffs are injured, send copy of chemical’s MSDS along with victim to the hospital.
- If chemical spill is severe, initiate building evacuation.
- Contact District Office.
- File incident report.

Explosion

Instructor/Staff Procedures

- Activate fire alarm.
- Follow “Evacuation” procedures.
- Bring class roster/grade book.
- Close door and turn off lights when leaving room.
- Reassemble students a safe distance outside of the building and take roll.
- Report any missing students.
- Await further instructions from main office.
- Relocate to another building when told to, or reoccupy the building when “ALL CLEAR” is given.

School Administrative Procedures

- Ensure evacuation has been started.
- Call 911 and give specific location if known.
- Assist in evacuation of the building.
- Contact District Office.
- Assist in location of missing students/staff.
- If relocation is necessary, call relocation site to arrange and inform staff where to go.
- Arrange transportation if necessary.
- Determine if students will be released/follow emergency release procedures.

- If building can be reoccupied, declare “ALL CLEAR.”

Fights

Instructor/Staff Procedures

- Assess seriousness of situation; determine need and secure nearest available assistance.
- STAY ON SCENE, take control and give specific directions to stop.
- Send responsible parties to contact school office.
- Document incident ASAP and get report to building administrator.

School Administrative Procedures

- Assess seriousness of the incident and determine the level of assistance needed (i.e. police, counselor)
- Determine if “Heightened Caution/Lock Down” or “Medical Emergency” should be declared.
- Identify parties involved.
- Determine if medical assistance is needed and if 911 should be called.
- Take control of situation and give specific instructions to participants.
- Determine disciplinary consequences.
- Notify parents or legal guardian of those involved.
- Document incident and file report (i.e. for police, student file, etc.)

Fire

Instructor/Staff Procedures

- Activate fire alarm.
- Follow fire drill or “Evacuation” procedures.
- If safe, use fire extinguisher if you know where the fire is.
- Notify main office of location.
- Bring class roster/grade book.
- Close door and turn off lights when leaving your room.
- Reassemble students a safe distance outside of the building and take roll.
- Report any missing students.
- Await further instructions from main office.
- Relocate to another building when told to, or reoccupy the building when “ALL CLEAR” is given.

School Administrative Procedures

- Ensure evacuation has been started.
- Call 911 and give specific location if known.
- Assist in evacuation of the building.
- Contact District Office.
- Assist in location of missing students/staff.
- If relocation is necessary, call relocation site to arrange and inform staff where to go.
- Arrange transportation if necessary.
- Determine if students will be released/follow emergency release procedures.
- If building can be reoccupied, declare “ALL CLEAR”.
- Notify custodial staff to replace/recharge fire extinguishers if necessary.

Gas Leak

Instructor/Staff Procedures

- Evacuate area.
- Use fire drill evacuation procedures; pull fire alarm in an area that is away from the suspected gas leak.
- Notify building administrator.
- If gas shut-off is located in the room, turn it off.
- Do not operate any electrical switches.

Custodial Procedures

- Do not operate any electrical switches.
- Ventilate area via opening windows/doors.
- Shut off main gas lines.
- Assist gas company in location of leak.
- Keep building administrator advised of situation.

School Administrative Procedures

- Contact custodian.
- Notify building staff of evacuation via PA system; if PA system is inoperable, follow alternate door-to-door procedure.
- Call 911 for emergency personnel.
- Notify gas company.
- Contact district office.
- Reoccupy building only when cleared by authorities.
- File incident report.

Hazardous Materials Released Outside of the Building

Instructor/Staff Procedures

- Follow “Heightened Caution” procedures.
- Prepare for Emergency evacuation.
- Close room windows and doors.
- If you have materials available, block air vents and doors.

Custodial Staff Procedures

- Shut off HVAC system.
- Close fresh air intake dampers.
- Close exhaust dampers (with the HVAC off, they can act as intakes.)
- Turn off exhaust fans in bathrooms, utility rooms, kitchens, etc.; these are commonly controlled separately from the HVAC system.
- Close windows and doors.

School Administrative Procedures

- Declare “Heightened Caution” and inform all occupants to stay in the building.
- Ensure Custodial Procedures are being/have been completed.
- Evacuate by issuing a “Lockdown” or proceed to another area based upon fire department/emergency services evaluation/orders.
- Contact district office.

HVAC/Air Handler Shut-Offs for all Schools

Early Learning Center – Two (2) locations

- Boiler room on north side of gymnasium. Go to the bottom of the stairs and enter the room on the right. On the south wall there will be one single switch. Push the “off” button.
- Garage through Room #220. On the panel marked “Panel 1958 Breakers & Univents”, turn off breakers #2, 4 and 6.

Friendship Learning Center – Two (2) locations

- Guidance Office – Room #001. On east wall, move three (3) toggle switches to “unoccupied”.
- Go through the kitchen to the northwest corner where a door leads to the stairs. Go to top of stairs and enter room to the left. On the east wall move the one switch to “off”.

Bessie Allen Middle School – Four (4) locations

- In classroom #110 go to the shops area northwest corner. In the breaker box turn off #13, 15, 17, 26, 28 and 30.
- Fan room in Cafetorium. Go to the top/back of the auditorium part and enter the door. To the right of the stairs turn the four lower boxes to “off”.
- Room 130 labeled “Boys Phy Ed Office”. Climb the stairs so you are above the locker rooms and enter the door on the north wall. Turn the four disconnects to “off”.
- Enter the boiler room across the hall from Room 130. At the bottom of the stairs is an orange panel labeled “H2”. Open panel and turn all breakers to “off”.

Horace Mann High School – Three (3) locations

- Room #112 “Janitor” – On Panel “AHU-8” turn switch to “off”.
- In the auditorium climb the stairs on left side of stage to second level. Enter the door and on the north wall find panel “AHU-1”. Turn switch to “off”.
- In the senior hallway enter room “Mechanical”. In control area, turn the 12 disconnect switches to “off”.

Missing Student

Instructor/Staff Procedures

- After a student who has been present during school hours is deemed missing, contact main office.
- If student returns, contact main office.

School Administrative Procedures

- Seek information from staff and students to determine if student is missing.
- Search campus for missing student.
- Announce missing student’s name over PA system saying, “[student’s name] please report to the principal’s office.”
- Phone missing student’s parent or legal guardian to see if they know where the student is and to advise them of all known facts.
- Involve police as early as deemed appropriate.

Shooting

Instructor/Staff Procedures

- When shots are heard, tell students and other staff to take cover.
- If able to do so safely, identify source and location of shooting.
- Implement measures for student safety. Take control and give direction.
- Call 911.
- Notify main office and request “Lock Down”.
- Be alert.
- Check for any injuries and/or missing students.
- Tell students to remain quiet.
- Follow “LOCKDOWN” procedures.

School Administrative Procedures

- Confirm that 911 has been called.
- Institute lock-down by announcing “LOCKDOWN” over the PA system.
- Assist emergency responders as needed/requested.
- Notify District Office.
- Plan for evacuation/release of students in case it becomes necessary.

Tornado

Instructor/Staff Procedures

- For tornado watch, follow normal teaching schedule, but be prepared for tornado warning. For tornado warning, instruct students what procedure you will follow and bring your class list/grade book with you.
- Proceed to shelter area designated by chart posted in classroom.
- If time allows, take roll call upon arrival in shelter area.
- Assume the ready position by sitting with knees up and hands around knees.
- Assume the alert position by bringing head to the knees and moving hands behind the head.
- Maintain position and stay in the shelter area until no longer safe to do so or “ALL CLEAR” is declared.

School Administrative Procedures

- Announce tornado watch over the PA system saying, ***“The National Weather Service has just issued a tornado watch for this area. You are to continue with your present activities at this time, but remain alert for changing weather conditions and listen for further instructions.” For a tornado warning, announce, “The National Weather Service has just issued a tornado warning for this area. A tornado warning means a tornado has been sighted. At this time, everyone is to proceed to their designated shelter area as quietly and quickly as possible. You are to remain quiet so that you will be able to hear instructions. Go to your shelter area now.”***
- If PA system is inoperable, use door-to-door procedure or bull horn to notify building occupants.
- Ensure students/staff have relocated to designated shelter areas.

Tornado (Post)

Instructor/Staff Procedures

- Check students/take roll.
- Identify missing or injured students.
- Restore calm.
- Assess student or staff injuries, call for assistance (additional staff, nurse, 911)
- Monitor students until further instructions are given.

School Administrative Procedures

- Check building to determine if there is damage
- If damaged and evacuation is necessary, follow evacuation procedures.
- If building is not damaged/evacuation is not necessary, announce “ALL CLEAR” over PA system or bull horn.
- Contact 911 for medical assistance if needed.
- Continue to monitor weather conditions.
- Contact District Office.

Threatening Person In-side the Building

Instructor/Staff Procedures

- Report threatening person to main office, give description, location and describe the activity the person is involved in.
- Keep students in classroom.
- Once classroom is secure, assess threat; determine degree of immediate intervention.

School Administrative Procedures

- Determine level of response.
- During threatening situation, announce “Lock Down” over the PA system.
- Call 911 for police; direct to specific entrance number if possible.
- Contact District Office.
- Make contact with person (if safe to do so) and instruct them to go with you to an area of your choosing.
- Assist police.
- When situation is controlled, announce “ALL CLEAR” if necessary.

Threatening Person Out-side the Building

Instructor/Staff Procedures

- Determine degree of threat, send responsible party to main office and give description and location of threatening person.
- Assess measures for student safety. Take control and give direction (i.e. enter building, move to alternate location, take cover, etc.)
- Move students into building as soon as safely possible.
- Remain in rooms until “ALL CLEAR” is declared.

School Administrative Procedures

- Determine level of response.
- During threatening situation, announce “Lock Down” over the PA system.
- Call 911 for police; direct to specific entrance number if possible.
- Contact District Office.
- Make contact with person (if safe to do so) and instruct them to go with you to an area of your choosing.
- Assist police
- When situation is controlled, announce “ALL CLEAR” if necessary.

Utility Failure/Loss of Electricity Procedures

Instructor/Staff procedures

- Instructors conducting class should remain in classroom waiting further instructions.
- Instructors without classes and other staff should report to the main office for instructions.
- If during lunch, all instructors and other staff assist in supervision of area.

Custodial procedures

- Determine extent of loss of electricity.
- Phone (or have another call) and assist utility company in restoration of electricity.

School Administrative procedures

- Initiate ‘General Lockdown’ procedure
- Contact custodian regarding electric outage.
- Ensure utility company has been contacted.
- Contact District Office.

Weapons on Premises

Instructor/Staff Procedures

- Assess the seriousness of the situation; determine level of assistance needed. Notify the office, and if necessary, 911.
- Attempt to diffuse potential violent actions.
- If the person is uncooperative, determine the level of response which may include:
 - Isolate
 - Separate
 - Evacuate the area/room
 - Lock-down
 - Contact the main office.
 - Document and file an incident report.

School Administrative Procedures

- Determine if “Lock Down” or “Heightened Caution” needs to be called. If so, announce over PA.
- Confirm that 911 has been called if warranted. Give specific entrance to building if possible.
- Proceed to the scene.
- Assign someone to meet police at the door.
- Announce “ALL CLEAR” when situation is under control.
- Notify parent/guardian.
- Document and file an incident report.

The Following are guidelines and resources that may be used in event of a crisis situation. The District understands that each situation may have unique variables that may require the use of other procedures/materials to best ensure the safety of all and bring the crisis to a safe conclusion as possible.

“My Role in an Emergency”

The following is an outline of roles and responsibilities for staff during an emergency. The Emergency Management Team has specifically assigned roles during an emergency, and will access the District Support Team in accordance with your school’s individualized plan.

All Staff

All staff should prepare family members that they may be required to remain at school to assist in an emergency situation. All staff should routinely review crisis plan codes so they are familiar with them in the event of a crisis.

Principal

- The principal shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Determine whether to implement Universal Emergency Procedures (evacuation; reverse evacuation; shelter in place; severe weather/safe area; drop, cover and hold; lockdown)
- Activate the Emergency Management Team.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Maintain a line of communication with the Superintendent’s Office and/or District Support Team.

Educators

- Staffs shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures.
- Render first aid if necessary. School staff should be trained in basic first Aid.
- Staffs must have their attendance sheet with them.
- Take roll when the class relocates in assembly area.
- Report missing students and staff to Student Accounting and Release.
- Assist as directed by the principal.

Counselors, Social Workers, Counselors

- Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures.
- Render first aid if necessary.
- Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Help coordinate the activities of emergency service personnel.
- Maintain a line of communication with the Emergency Management Team leader.
- Assist as directed by the principal.

School Nurse

- Provide first aid or emergency treatment as needed.
- Communicate first aid and emergency treatment needs to emergency service personnel.
- Assist as directed by the principal.

Custodians

- Survey and report damage to principal.
- Assist Universal Emergency Procedures and Emergency Management Protocols as directed.
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- Assist in the conservation, use, and disbursement of supplies and equipment.

School and District Secretaries

- Answer phones and assist in receiving and providing consistent information to callers.
- During evacuation, bring all student/staff emergency contact cards to evacuation site.
- Provide for the safety of essential school records and documents.
- Assist with release of students per release guidelines.
- Assist as directed by the principal.

Food Service/Cafeteria Workers

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- Assist as directed by the principal.

Bus Drivers

- Supervise the care of students if an emergency occurs while children are on the bus.
- Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
- Follow procedures as directed by your transportation policy for emergency situations.

Suicide Attempts

DO NOT LEAVE THE STUDENT OR STAFF MEMBER ALONE.

- Assess the victim for life threatening conditions. Call 911. Provide emergency care to the victim.
- Contact the superintendent's office at 929-3740.
- Counselors/School Psychologist be prepared for counseling students/staff members.

Responding In The Aftermath Of Emergency

Members of the emergency team should understand natural stress reactions. They also should be familiar with how different individuals might respond to death and loss, including developmental considerations, religious beliefs and cultural values.

The District will ensure a coordinated community response. Professionals both within the school district and within the greater community should assist individuals who are at risk for severe stress reactions.

The District can assist the community after a school crisis by:

- Helping parents understand their children's reaction to violence. In the aftermath of a tragedy, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and/or become easily distracted (these are common symptoms).
- Helping Staffs and other staff deal with their reactions to the crisis. Debriefing and grief counseling are just as important for adults as they are for students.
- Helping students and faculty adjust after the crisis. Provide both short-term and long-term mental health counseling following a crisis.
- Helping victims and family members of victims reenter the school environment. Often, school friends need guidance in how to act. The school community should work with students and parents to design a plan to make it easier for victims and their classmates to adjust.
- Helping students and Staffs address the return of a previously removed student to the school community. Whether the student is returning from a juvenile just facility or a mental health facility, schools need to coordinate with staff from that facility to explore means to make the transition as uneventful as possible.

Death of a Student or Staff Member

Post Intervention Support Timeline

Phase one: First day immediately following a death

The administrator will designate a crisis team. The team may include administration, guidance, school nurse, school social worker, school psychologist and community members.

In the case of a student's death, attendance personnel are also informed. The class schedule and relevant family information is printed before the student's schedule is dropped. Counselors will follow the student's schedule and go into each classroom to share factual information and address the needs of students/Staffs.

Phase Two: Two to Five days

This time may include the provision of support groups and/or individual counseling for staff and students to be provided by members of the crisis team. Classrooms may resume regular activities the day after the funeral. Referrals to community agencies may continue as necessary.

Phase Three: Ongoing

Support will continue to be provided as deemed appropriate.

Anniversary Date

This date may result in a recurrence of emotion. Support may be provided as needed as well as referrals to community agencies.

A designated member of the crisis team will send a card to the family of the deceased student/staff member. For example:

“In regard to _____ death at this time last year, we (the staff of _____) want you to know you and your family are in our thoughts. On behalf of our teaching staff we are warmly remembering _____ and we send our heartfelt regards to your family.”

Post Intervention for Death of a Student

Any staff member who hears about a student/staff death or suicide, on or off the school premises, must immediately notify the principal regardless of the time or day of the week. If the principal is not available, they must notify the district administrator.

Checklist

_____ The principal or designated person confirms the death by contacting the appropriate community agency or family representative.

_____ The principal or district administrator determines members of the crisis team. A planning meeting will be held to discuss the following:

- Decide on a team leader.
- Complete the crisis team worksheet.
- Print out the student’s schedule and other relevant family information (such as home phone/emergency numbers, and a photo of the student).
- After this information is acquired stop any disciplinary, or attendance notifications that may be inadvertently sent to the family.
- Activate the calling tree.
- Decide if additional staff (area wide Grief/Sudden Death Team) need to be contacted.
- Prepare a factual/informational handout for the staff (given out at an emergency faculty meeting or e-mailed to them).
- Review each crisis team member’s duties.
- Designate grief/counseling areas.
- Identify any students in all district buildings who may need individual attention.
- Identify staff members in all district buildings who may have had personal involvement with the deceased student.
- Review locations within the school that may need to be secured. (These locations may be the student’s gym/school locker, musical instrument, desk, etc.)

_____ Should a student’s death come to the attention of the principal immediately prior to a school day, he/she may immediately convene a crisis team meeting. A faculty meeting may be possible. If the death comes to the attention of the principal during the school day a staff meeting may not be possible. Once the facts are known immediate actions to activate the post intervention plan will be made. However, the crisis team will decide when it is in the best interests of the student body to release the information regarding the death.

_____ All media inquiries regarding the death will be handled by the principal or other designated person.

_____ If there is an emergency staff meeting specific members of the crisis team will:

- Inform the staff of the facts relative to the death.

- Review with the staff what to expect and how to respond. A prepared informational handout will be given to staff. They may choose to share the facts with their students personally or read the handout to their classes (see Sample A).
- When appropriate, the principal or designated crisis team member may choose to send a letter to the families informing them of the death of their child's classmate (see Sample B).
- Make the staff aware that if they need assistance, help will be provided. (Perhaps a substitute Staff or a counselor who will remain in the classroom for the period.)
- Depending on the situation, introduce any outside counselors/support personnel that will be in the building.
- Review with the staff the post intervention plan and where the grief counseling areas will be located. Staffs need to be watchful of students who want to leave the school, and are having difficulty handling their grief.
- Ask the staff to help identify students who were close friends of the deceased for additional follow-up. This includes students who appear to be in distress several days later and may need to see a counselor or may need to be referred to someone in the community.
- If there has been a suicide, other emotions and thoughts may be expressed by the students, such as anger, regrets, etc. A counselor will assist within the classroom if a Staff feels it is appropriate.
- Share with the staff that grief is handled in many different ways. Some students may need to maintain their routine, where others will not. Let the staff know that it is understandable if they need to postpone and reschedule tests, shorten assignments, etc. Whatever they feel is in their student's best interests.

_____ Contact with family representatives is appropriate at this time to share our condolences and to obtain additional information regarding funeral/burial arrangements. The designated crisis team member or principal will make contact with appropriate family members.

_____ The designated grief counseling (individual or group) will be monitored by several counselors. Students will sign in and sign out when they want to return to class. Things to keep in mind in relation to the counseling area:

- Every effort shall be made by the crisis team members to keep a master listing of students/faculty referred, so that follow-up contacts can be made.
- Some students will abuse the use of the room and it may seem inappropriate to others that they are there. Check with the students at appropriate breaks (homeroom, lunch) if they are ready to return to class.
- Some students will come because they are dealing with other very stressful relationships. Or they may be grieving the loss of another person unrelated to the deceased student.
- Special education student might be unique in their needs.
- Some attempt should be made to control the size of the groups that form.

_____ Identify the student's friends and call them in for special sessions with members of the crisis team, as appropriate.

_____ One or more counselors will go directly into the student's classrooms to share information, address any concerns or answer questions. Keep the following in mind:

- Be as honest with students as you can with regard to the facts and with your own feelings.
- Talk about the common feelings people have in relation to a death, feelings like guilt, shock, denial and sadness.
- Talk about the support systems available. Who they need to go to for assistance.
- Talk about what the class might do with the empty desk.

If the death is a suicide, try to:

- Discuss the unique stresses that affected the person who took their life so as to limit others from identifying with the individual who took his/her life.
- Discuss the concept of choice and the permanency of some choices, i.e. suicide.
- Talk about to whom would they go if they were thinking about hurting themselves? Did the person who took their life have support systems?
- Ask what are the major causes of teenagers feeling down? Problems with family, school parents, personal relationships. How can these problems be dealt with so they don't become life threatening?
- Distribute a handout on suicide and discuss warning signs and what to do about them.
- Script for addressing students after a staff or student suicide (see Sample C.)

_____ The crisis team remains available for the remainder of the school day to counsel individuals and small groups. The format of small groups will be based upon the needs of the students, but in general, may include the following:

- A discussion of the facts of the death or suicide.
- An eliciting of the emotional reactions of students.
- A discussion, if appropriate, of suicide prevention which will include suicide warning signs, intervention possibilities and resources available.
- A discussion of the grieving process.
- Suggestions on how to assist the deceased's family and friends.
- A discussion regarding attending the funeral, what to expect and how to respond.

_____ When appropriate, generate a memo regarding the crisis event to be sent home to parents at the end of the day.

_____ Provide a printed list of school and community resources for students and Staffs who want to talk with a counselor or therapist.

_____ Information regarding the funeral and visitation will be made available by the principal/coordinator to staff and students as they are confirmed.

_____ On the anniversary of a death, crisis team members may check in with identified students/faculty from the master list that was created by the crisis team.

_____ At the end of the first day there will be a debriefing session which will include all of the crisis team members.

_____ In the days that follow, the team leader will send out thank you cards to the community and area counselors who assisted.

After a Suicide Disposition Form

Name: _____

Date: _____

Deceased Student(s): _____

Initial and date completed procedures.

- _____ Death verified
- _____ Fan out to staff completed
- _____ Prepared statement provided to Staffs
- _____ Staff instructed on responding to the media, etc.
- _____ Phone personnel provided written instructions for incoming calls.
- _____ Crisis team members identified to all staff.
- _____ Team member(s) assigned to assist Staffs with class of deceased student(s)
- _____ Other area school principals notified.
- _____ High risk students identified and seen by crisis team.
- _____ Surviving family contacted.
- _____ Crisis area locations for small groups designated.
- _____ Arrangements for students' attendance at memorial service.
- _____ Arrangements for survivors of suicide to talk with students.
- _____ Sent prepared statement home to parents.
- _____ Arranged to have a specialist speak to parents about clues, what to say, what to do.
- _____ Informed students of crisis team members' availability and 24 hours crisis line if they need to talk with someone outside of school hours.
- _____ Communicated with police and passing of factual information to staff to help dispel rumors.
- _____ Debriefed with staff.

***** NOTE: This is not meant to be an all-inclusive listing. It simply is meant to provide you with a suggested form to ensure all procedures are followed.**

Sample Death of a Student Letters

Sample A

TO: Staffs

FROM: Guidance

RE: Notification to your class of the death of a student.

Over the past few years, some Staffs and students have shared how awkward and uncomfortable it has been for them after the announcement of a death. It is often hard to know what to say, therefore, the following brief message is one you may wish to use to inform your students. (This is optional: Your spontaneous comments are, of course preferable.)

“I know that some of you may have known (name(s) of deceased), while others may not have known him/her at all. Usually our feelings of loss are directly proportional to how well we knew the person, but a death may bring back memories of other losses, even for some who didn’t know (name) very well. Grief is a process that helps us deal with significant losses in our lives and there is no set formula for this process. In other words, people grieve in their own way.

Our school counselors and others from the Grief Counseling Team will be available in (room) for those of you who wish to share your thoughts or who find it difficult to participate in regular classroom activities. For some people, a normal routine is important and offers security and predictability, however, we all grieve differently, so leaving the classroom to go to (room) is encouraged.

Exact details in regards to the death are not yet known. Funeral visitation and other information will be shared as soon as we are informed.”

Sample B

Dear Parents:

On _____, one of our students, _____, died suddenly and unexpectedly. In addition to our grief over the loss of this member of our school community, we are sensitive to the fact that such an event has an impact on other students.

In response, the school has implemented a plan that allows students an opportunity to talk about their feelings with trained professional staff. We expect that some will seek out this help, while others may not. Those who do will be provided an opportunity to express their feelings and grief. This is not intended to take the place of outside professional counseling.

School will be in session on the day of the funeral; however, parents should use their discretion as to their child's attendance at the funeral. It is suggested that if you will be attending the funeral to keep your son/daughter home that morning and then make a determination as to the appropriateness of return to school that afternoon. We ask that you follow normal attendance reporting procedures by calling the school office.

Anticipating that your child may have a reaction to this event, we have enclosed in this mailing some information which should be helpful to you as you respond to your child's concerns.* If you should determine that your child needs further professional counseling, local agencies are available to assist you.

Sincerely,

* Optional – Also, information about funeral arrangements could be included.

Sample C

“This is very difficult for us all. It is not easy to know what to say or how to act. Sometimes our own reactions frighten us because they are so new to us or seem so strong.

We are here today with your Staff to talk about _____’s suicide, to answer any questions if we can and to tell you some of the reactions you may have that are normal.

It is not unusual for us to look for reasons why this happened. A lot of rumors can get started that are not at all helpful to the family or to close friends. Sometimes we want to blame others. This is normal but not something we want to do. It simply doesn’t help and no one person can be blamed for someone’s decision to end their life. Many of you may be feeling anger at _____ because (s)he did this. Some may be fearful or may not believe it really happened; that is was just an accident. Others may feel indifferent, not have any feelings one way or another as it was his/her choice not yours. Often we don’t want to talk about it, hoping it will go away; or feeling that we may be somehow betraying _____ by talking about our feelings and reactions.

These are all normal reactions. You may have experienced some of these reactions or you may experience those weeks, even months from now. Sometimes, you may feel you have many questions you never thought of before, and some may be very personal. We want to encourage you to talk about your feelings with your parents, your Staffs or any of our counseling staff. If you have a friend who is talking about ending his/her life, it is very important that you come and see us immediately.

This is how you can reach us....”

Post Intervention Procedures for Death of a Staff/Staff Member

The death of a Staff/staff member can be almost as devastating as the death of a family member. This applies to both the faculty and the students who knew the person and should be acknowledged as such.

Checklist

- _____ Any staff member who hears about the death of another staff member on or off the school premises, must immediately notify the principal regardless of the time or day of the week. If the principal is not available, they must notify the district administrator.
- _____ The principal or designated person confirms the death and obtains the facts of the death by contacting the appropriate community agency or family representative. This person gets as much information as possible from the family and asks their permission to share it with the classes. At the appropriate time this person checks with the family of the deceased if they have any objections to students attending the funeral.
- _____ The principal or designated person activates the calling tree. Crisis team members are chosen by the principal and meet to assign roles and to identify grief/counseling areas for the students and staff.
- _____ No general announcement of the death to the entire school will be made. If the death comes to the attention of the principal before the school day begins, a faculty meeting may be possible. Substitute/retired/part-time Staffs need to be on call and brought in to cover for Staffs who may have a difficult time due to the death.
- _____ If a Staff had died, rather than abruptly introducing an unknown substitute, the principal, along with a nurse or counselor should go to each class, period after period and assist in transitioning the students to the new Staff.
- _____ Within the classroom, address the following:
 - Share the facts with the students. Dispel rumors.
 - Encourage students to express their feelings. Even if the students may not have known the deceased well, the death may trigger feelings pertaining to another personal loss.
 - Acknowledge their feelings and discuss what grief is. What is normal.
 - Discuss the facts of the visitation/funeral when they are known. In some cases this may be the first visitation/funeral attended and the students may have some general questions or concerns.
 - Discuss some of the things students can do in the days ahead, such as sending cards/drawings to the family, planting a tree, etc.
- _____ All media inquiries regarding the death will be handled by the principal or designated person.
- _____ The designated grief counseling (individual or group) area will be monitored by several counselors. Students will sign in and out when they want to return to class.
- _____ The principal or designated person should monitor any staff who were close friends of the deceased and who may need additional assistance.
- _____ Follow-up: In the days that follow, the designated person/counselor should monitor the classes to see how they are adjusting. Any student who is having difficulty should be referred to the counselor.
- _____ At the end of the first day there will be a debriefing session which will include all of the crisis team members. At this meeting, do the following:
 - Compile a list of students and staff that had difficulty dealing with the death.
 - Assign a designated person from the crisis team the task of sending a card to the family of the deceased a year from the day of the death.
 - Appoint someone to send out thank you cards to the community and area counselors who assisted.
 - Acknowledge and share the observations and personal feelings of the crisis team members.
 - Review and complete the crisis team worksheet.
- _____ On the anniversary of a death, the crisis team members may check in with identified students/faculty from the list.

Letters to Parents Samples

Sample A – Drills

(Date)

Dear Parents,

For many years, the schools in North Fond du Lac have participated in fire and tornado drills to better prepare everyone in the case of one of those disasters. For the past year, we have been developing plans at your child's school to become better prepared to respond to a variety of other disasters. We believe that by establishing plans, communicating these to everyone who may need to be involved and then exercising or practicing the plans, we will be able to manage difficult situations effectively.

In the future, from time to time, all schools in the School District of North Fond du Lac will hold crisis drills which will include practice for being safe in the event of most types of disasters (chemical spills, violence, etc.)

On the reverse side of this page, please read the directions about how you can check on your child in the event of an actual disaster. Please keep that information handy at home as, if an actual disaster does occur, every parent must know how to respond.

I hope this letter helps you better understand our desire to keep our children safe in all circumstances. While we do not like the idea of having to be prepared for these kinds of unfortunate situations, times are changing, and we want to be ready to do whatever it takes to keep everyone safe.

If you have any questions about this matter, please feel free to contact me at any time.

Thanks for your help in this matter.

Sincerely,

(Principal's name)

Principal

Sample B – Evacuation Drill

(Date)

Dear Parents:

This note is being sent to inform you that we will be participating in an evacuation to an alternate site (specify dates). The purpose of this practice is to test the preparedness for dealing with a potentially threatening situation that requires everyone to evacuate the building. We will be evacuating to (location) for this drill.

Should we ever need to do an actual evacuation, we again ask that you not call the school or the district offices. Rather, you should follow the directions that were given to you earlier this year. If you need another copy of those directions, please let our office know and we will give you a copy.

Should you have any questions about this drill, please feel free to contact me at any time.

Sincerely,

(Principal's Name)

Principal

Sample C – Drills

(School Name)

(Date)

Emergency Preparedness

Dear Parents,

The purpose of this note is two-fold. First, I would like to let you know that our first emergency drill of the year was successfully completed on (date). The students responded well to the (state drill completed), cooperating with all members of the staff.

Secondly, I would like you to know that we will be holding a second drill sometime between (indicate dates). The drill we will be conducting at that time is called a (state drill to be completed). The intent of this practice is to test preparedness for dealing with a potentially threatening situation due to (state threat). The conditions do not need to involve an actual intruder, but it should provide for a very secure environment. Every area of the school will be locked, but some form of normal activity will be allowed to occur within the classrooms during the lock and hold time.

As we become skillful in our awareness and preparedness, we will need your help. Please read the attached information and keep it handy at home.

If you have any questions about this matter, please feel free to contact me.

Sincerely,

(Principal's name)

Principal

Sample D – Emergency Pick Up of Child

EMERGENCY PREPAREDNESS

Please keep this information handy at home as, if an actual disaster does occur, every parent must know how to respond. Your cooperation will be essential in the following ways:

HOW TO CHECK ON YOUR CHILD

DO NOT CALL THE SCHOOL. Telephone lines must be kept free for outgoing calls to emergency personnel. In a community-wide emergency, telephone lines may be busy and totally unavailable.

Listen to local radio stations.

Attempt to call the school district office at 929-3750.

HOW TO PICK UP YOUR CHILD IN THE EVENT OF A REAL DISASTER

Instructions for picking up children will be broadcast on the radio. In some instances the students may be evacuated from the school grounds. The only way you will know where to pick them up is by radio information.

In most cases, the school will be locked during and immediately following a crisis. No one, other than emergency personnel, will be allowed to enter until it is determined the conditions are safe.

When it is safe to release students, there will be a reunion plan. Parents need to be prepared to check in at reunion gate with identification. Students will not be released to anyone other than their parent unless we have written consent by the parent. This may seem inconvenient; however, we have learned that it can become very difficult to be aware of the whereabouts of every child if children are sent with a neighbor or friend without the knowledge of their parent.

Orientation and Training Schedule

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc.

Month	Training Event and Who is to be Trained	Person Responsible	Comments
July			
August			
September			
October			
December			
January			
February			
March			
April			
May			
June			

Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
September 1 st Drill					
September 2 nd Drill					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Severe Weather Safe Area: One in April

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes

Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.

Date Scheduled	Date Conducted	Event Scheduled	Comments, Notes

Sample Scripts

“Evacuation”

“For the next 30 minutes, we will be participating in an evacuation drill. Please be ready to respond to the following announcement:

We have been notified that there is a problem in our school. We will evacuate the building within the next two minutes. All students and staff are to leave the school by way of the fire exits and proceed immediately to our outdoor evacuation area which is:

For High School – the athletic field on other side of Prospect Av

For Middle School – the athletic field south of the Early Learning Center

For Friendship Learning Center – the athletic field west of the school

For Early Learning Center – the athletic field south of the school.

Please gather in this area and await further information. Staffs, please remember to bring class rosters with you.”

“Lockdown”

“For the next 15 minutes, we will be participating in a drill, or practice. We are going to imagine that we have been notified that there has been a chemical release at the nearby rail yard. Our plan is to pretend to keep the chemical outside and to protect the clean area inside our school. We will practice how to be safe by sheltering in place.

Staffs and students, listen to these instructions:

- Everyone should report to their own classrooms as soon as possible. Staffs/staff on prep, report to the school office.
- Within the next 2 minutes, lock your door. No one goes in. No one goes out.
- Seal the bottom edge of your door with a wet towel (if possible) to keep outside air out.
- Ventilation units which cannot be turned off should be covered and taped.
- Check the windows to be certain they are closed. Close curtains and blinds.
- Account for all students.
- Place a piece of green paper in your window if everyone is safe, red if you need help.
- Continue with your normal classroom routines until further notice.
- Wait for further instructions or the all clear (all clear) announcement.”

Lock Down Drill

“During the next 30 minutes, we will be participating in a lock down drill. We are going to imagine that there is a serious security situation in our building and it has become necessary to lock down our school. Upon hearing a “Lockdown” alert, all students should follow the directions of their Staff closely.

During a Serious Security situation the following will be done in every classroom:

- All students will remain in the classroom. If you were in a hallway, you would go to the nearest classroom.
- Staffs will lock the classroom door; close the window blinds and turn off all lights.
- All students will move to a safe location in the room away from windows and doors.
- Staffs will gather their class roster in case an evacuation is called.
- Students will remain as quiet as possible so further instructions can be given and to prevent disclosure of their location.
- If can be done so safely, Staffs will put a green piece of paper in the exterior window of your room if occupants are okay; and red if you need immediate assistance. Put the number of room occupants on the piece of paper. If your room does not have an exterior window, disregard.

Evaluation

Haz Mat Drill Evaluation

Scenario was presented clearly to staff.

Good _____ Ways to improve _____

Students/staff were inside, doors were locked and windows were closed.

Good _____ Ways to improve _____

Doors were sealed at the floor (if hazmat).

Good _____ Ways to improve _____

Vents which could not be closed were covered and taped (if hazmat)

Good _____ Ways to improve _____

Window blinds were closed.

Good _____ Ways to improve _____

Roll was taken and all students were accounted for.

Good _____ Ways to improve _____

Other:

Name: _____

Date: _____

Evacuation Drill Evaluation

Scenario was presented clearly to staff.

Good _____ Ways to improve _____

The instructions for evacuating the building were complete & included enough detail.

Good _____ Ways to improve _____

Staff and students moved to the evacuation area quickly.

Good _____ Ways to improve _____

Students were orderly and prepared to receive further instructions.

Good _____ Ways to improve _____

Roll was taken and all students and staff members were accounted for.

Good _____ Ways to improve _____

Other:

Name: _____

Date: _____

Tornado Drill Evaluation

Tornado alert was presented clearly to the staff and students.

Good _____ Ways to improve _____

The instructions for seeking shelter were complete and included enough detail.

Good _____ Ways to improve _____

Students and staff moved into the shelter quickly.

Good _____ Ways to improve _____

All students and staff were accounted for.

Good _____ Ways to improve _____

Conclusion of the drill was announced.

Good _____ Ways to improve _____

Other:

Name: _____

Date: _____

Lockdown Evaluation

Scenario was presented clearly to staff.

Good _____ Ways to improve _____

Instructions for securing the school were complete and included enough detail.

Good _____ Ways to improve _____

Students were moved to safe location in classroom away from windows and doors.

Good _____ Ways to improve _____

Window blinds were closed, doors locked and lights turned off.

Good _____ Ways to improve _____

Paper was placed on exterior window glass to indicate if everyone was safe (green) or if help was needed (red); if applicable to your room.

Good _____ Ways to improve _____

Roll was taken and all students were accounted for.

Good _____ Ways to improve _____

Other:

Name: _____

Date: _____

Public Information Release

District-wide _____ Or Specific School _____

Date: _____

Time: _____ am pm

NOTE: If this is used as a script, read only those items checked. Make no other comments.

___ _____ has just experienced a(n) _____.

___ The students/employees [are being] or [have been] accounted for.

___ No further information is available at this time.

___ Emergency medical services personnel [are here] or [are on the way] or [are not available].

___ Police personnel [are here] or [are on the way] or [are not available to us].

___ Fire personnel [are here] or [are on the way] or [are not available to us].

___ _____ [are here] or [are on the way] or [are not available to us].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at _____ to answer questions about employees.

___ Injuries have been reported at _____ and are being treated at the site by [staff] or [emergency medical services]. The number injured is reportedly _____.

___ Students have been taken to a safe area, _____, and are with [Staffs/staff] and/or _____.

___ _____(number of students) have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____.

___ Confirmed deaths have been reported at _____. Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites: _____.

Release restrictions: _____ yes _____ no

If yes, what?

Released to the public as Public Information Release # _____ Date/Time: _____

Updating Plan Future Safety Investments

2019-2020 Calendar of Review and Plan

August In-service

- Review Plan with Staff – Focus on Medical Treatment and Problem Solving

October 2019

- Hold Town Hall Meeting to Discuss Safety Issues and the Crisis Management Plan
- Review use of WI Safety Grant Progress

January 2020

- Revise Crisis Management Plan

April or May 2020

- Board Approval of Crisis Management Plan (yearly basis)

TRAUMA RESPONSE PLAN

The School District of North Fond du Lac

Developed by

Student Services and Administration Faculty

Updated August 2019

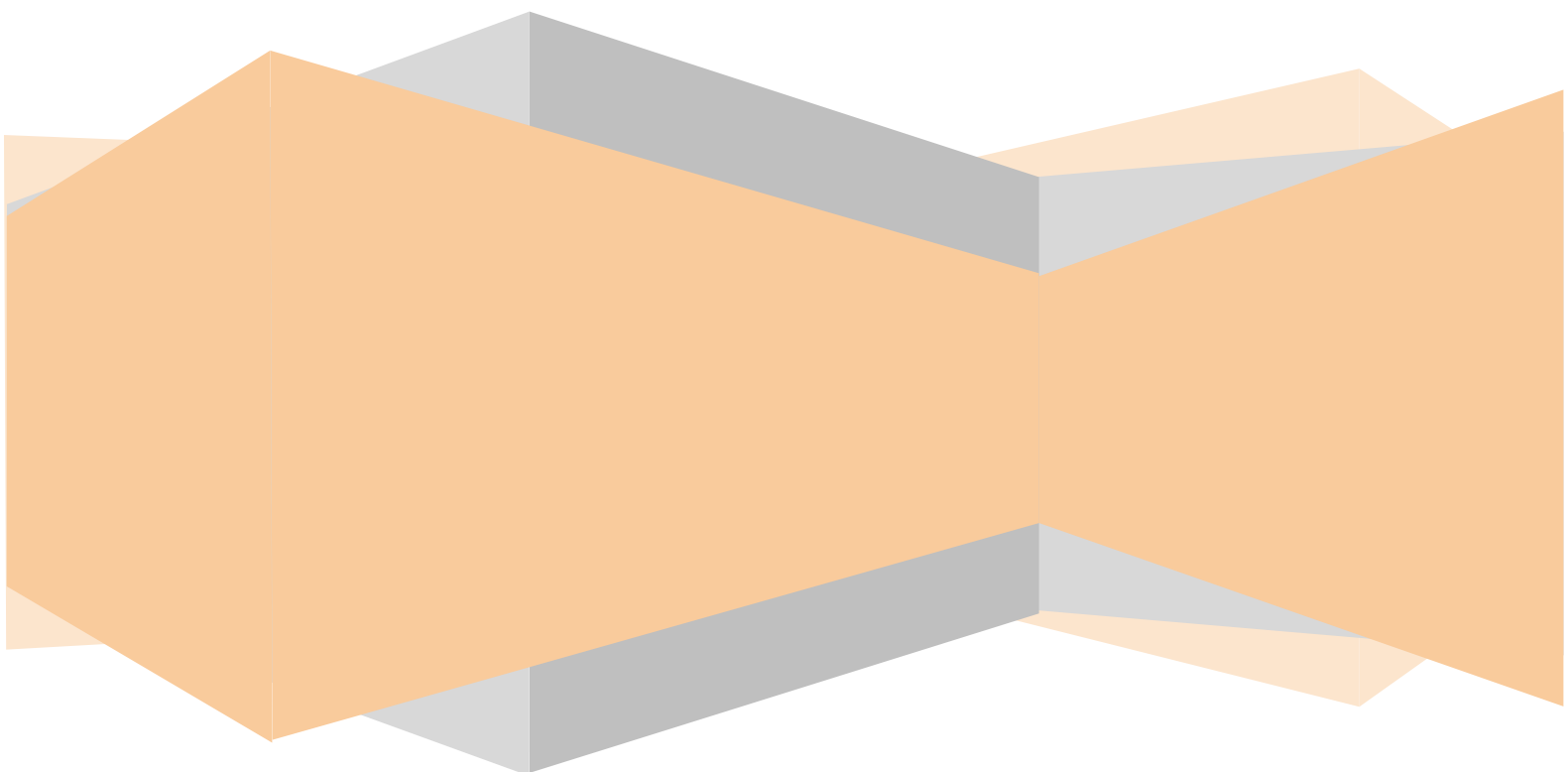


Table of Contents

Annual Trauma Team Responsibilities	3
Suggested Level of Responses	5
Expected Degree of Trauma	5
Trauma Team Responsibilities	7
Trauma Team Checklist	10
SAMPLE CLASSROOM ANNOUNCEMENT (death in school community)	14
Elementary	14
Middle School	15
High School	16
Letter to Families Example 1 - Elementary	17
Letter to Families Example 2- Middle/High School	18
Mass Messaging Script:	19
Used When School is not in Session (i.e., Summer, Christmas Break, etc...)	19
Mass Messaging Script:	20
Used When School is in Session	20
Secretary Phone Response - Sample	21
Media Protocol Plan	22
Professional Staff Volunteer Contact Form	23
Family Interview Form	24
Talking Points	25
“Handout for Staff During Trauma”	25
Referral Behaviors	27
Classroom Presentation Outline (Optional)	28
Typical Grieving Behavior of Children and Adolescents	31
Children’s Understanding of Death	32
Additional Resources	33

Ten Things Grieving Children and Adolescents Should Know	34
Trauma Response Plan	36
Grieving Room Box Content Checklist	36

School District of North Fond du Lac

Trauma Response Plan

The purpose of the following procedures is to assist us, as educators, to respond appropriately, effectively and consistently to critical incidents as they might occur in the school community. Those incidents may include sudden death or other traumatic events involving students, staff or parents. An appropriate and timely response to such an event ensures that those affected by it receive needed services and the learning environment may return to normal as quickly as possible.

Trauma Team Contact Numbers

Aaron Sadoff	Superintendent	920-539-7151
Christine Schultz	Director of Pupil Services	
Adam Broten	Director of Curriculum and Instruction	920-960-6061
Kerri jo Patten	Elementary Principal	262-689-5882
Mike Gonzalez	Middle School Principal	920-602-6700
Samantha McGill-Freimund	High School Principal	920-410-3376
Matthew Bertram	Dean of Students	920-251-2479
Rachel Polacek	K-5 School Psychologist	
Jill Goebel	High School Counselor	920-960-7964 (C) 920-477-6113 (H)
Jenny Stahl	High School Counselor	920-574-1723
Kim Broten	Middle School Counselor	920-960-6088
Erica Harbath	Elementary School Counselor	920-420-3741
Bridget Amadon	School Nurse	920-539-0353
Shawn Hendrix	School Resource Officer	920-375-6073
Blair Krueger	6-12 School Psychologist	

Partner Schools for Additional Support

St. Mary Springs	Stacey Akey, CEO	920-924-0993
WLA	Dave Schroeder, Principal	262-347-8779

Annual Trauma Team Responsibilities

The following procedures are meant to be carried out at/near the beginning of each school year and are the responsibility of the Building Administrator or that person's designee.

Prior to a Trauma or other traumatic incident, the Principal will:

1. Form a Trauma Team composed of the administrator(s), counselor(s), psychologist, police school liaison officer, and other regular or support services faculty as deemed appropriate.
2. Provide an orientation for the Trauma Team using the attached Appendices.
3. Develop a procedure (e.g. phone tree) for contacting Trauma Team members, including during those times that school is not in session.
4. Establish a staff "Contact List" to provide notification to staff. (Staff includes both teaching and non-teaching personnel.)
5. Trauma Team procedures and phone trees should be placed in the staff handbook and reviewed annually.

District or Building Administrator Responsibilities

Immediately following a Trauma or other traumatic event, the Principal or District Administrator will:

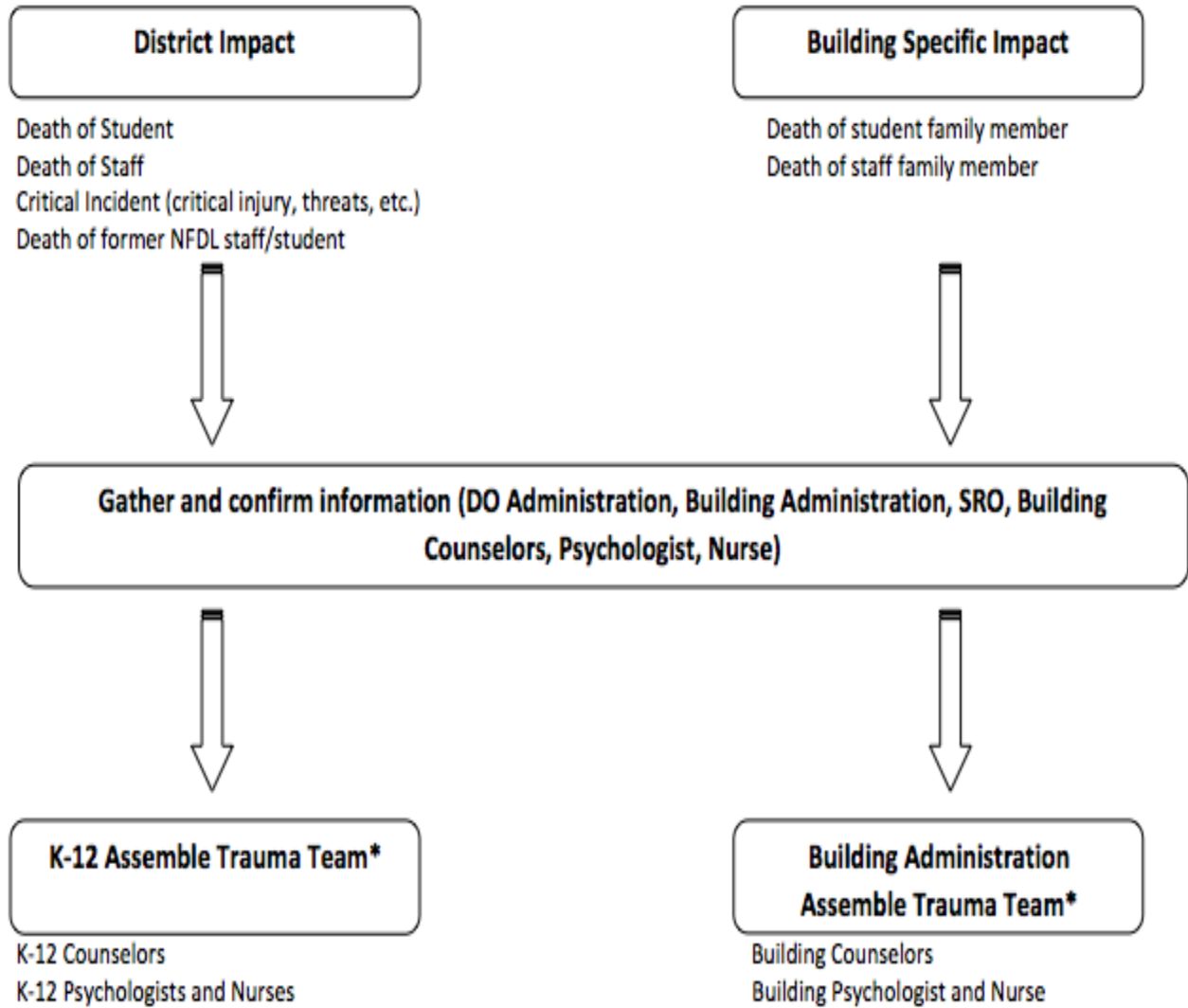
1. Verify the facts of the incident.
2. Be recognized as the Trauma Team Leader, or appoint a designee for this duty.
3. Assemble the members of the Trauma Team.

Last Updated August 2019

- a. Picture of student(s)/staff
 - b. Bring Trauma Binder
4. Identify a staff members to act as Gate Keeper & Lead Contact. (See Appendix A-1, Section 9 & 10)
5. Implement phone tree if appropriate to notify all staff of the incident. (See Appendix L)
6. Determine location and time of staff fan-out meeting.
7. Identify areas of the building available to be used by Trauma Team members for working with students of staff following a traumatic event.
8. Decide upon the degree of involvement of non-faculty adult volunteers, e.g. clergy. Any class, group or individual counseling work should be carried out by school faculty.
9. Instruct office personnel regarding appropriate responses to inquiries from parents, community members and the media if a traumatic event occurs. (See Appendix D-3, scripts)
10. Serve as the media contact. (The message from all Trauma Team members should be uniform, and at all times, respect the privacy of the family.)
11. Approve the statements prepared by Trauma Team members for staff distribution and for classroom presentations. (See Appendix B1-3, scripts)
12. If deemed appropriate, prepare letter to be sent home for parents regarding the incident and the day's activities.
13. On the day of a funeral, or when appropriate, recognize a death by leading a moment of silence to be shared by the entire school. End first day with students in building with a moment of silence, then share what day 2 will look like. Staff should be in front for students to model.
 - a. Determine needs for Substitute for funeral attendance.
 - b. Determine if modified schedule is needed to accommodate funeral attendance.
14. Schedule faculty meeting to follow-up regarding the Trauma Plan process and to assess continued needs related to it. Decide whether or not to have a professional counselor available for the debriefing. Possible contact: Matt Doll (See Appendix ?, scripts)
15. Use judgment in defining the scope of the school's response to a Trauma incident during the summer months. At minimum, a phone tree should be implemented.

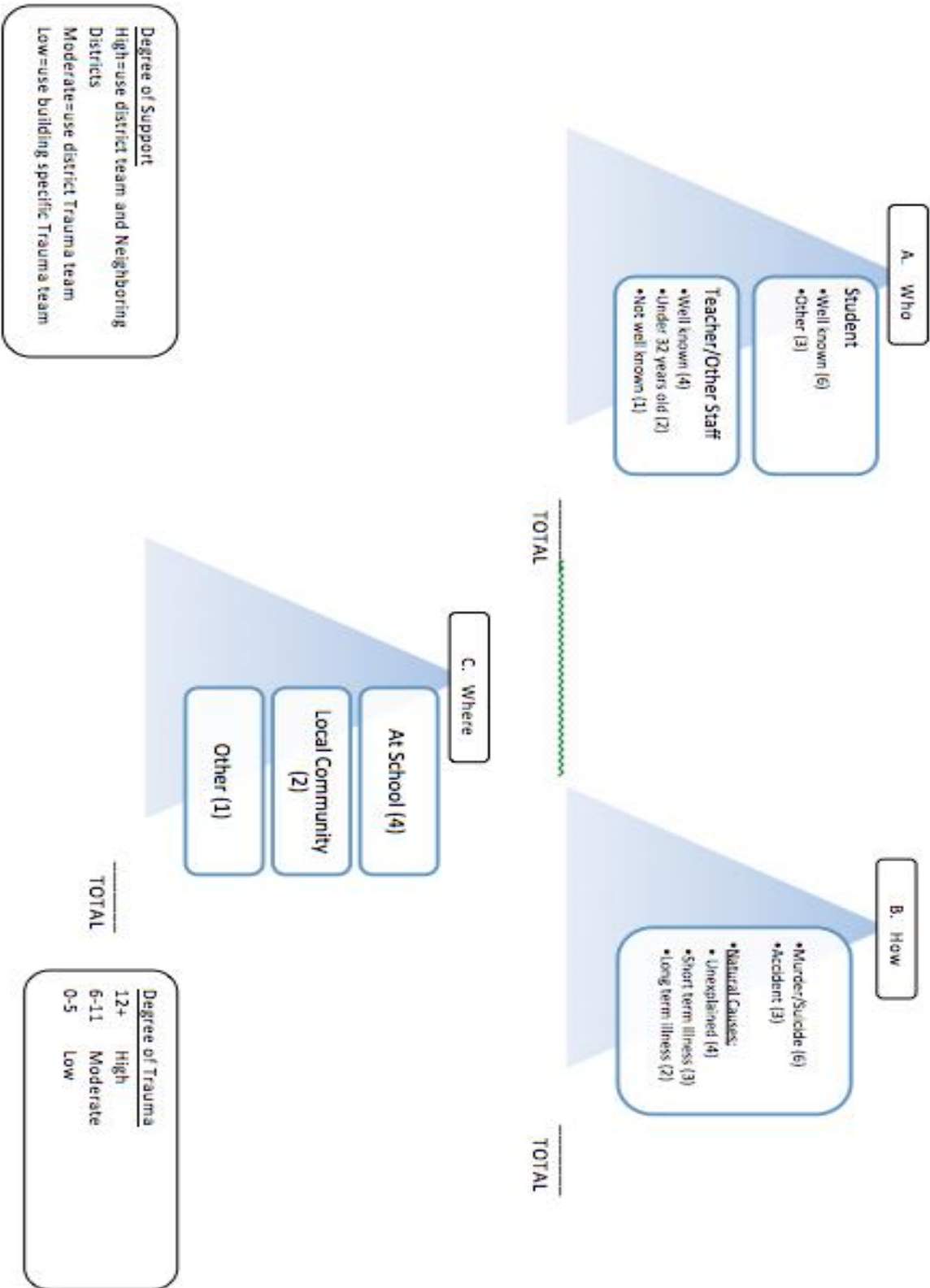
Last Updated August 2019

Suggested Level of Responses



**Expected Degree of Trauma
(see next page)**

Expected Degree of Trauma



Trauma Team Responsibilities

1. The Trauma Team will assemble immediately.
2. A member of the Trauma Team will verify the death.
 - a. A member of the Trauma Team (usually the student's counselor or other person who has a close relationship with the family) will contact the family of the deceased offering support and obtaining permission to share vital information with students. The school professional making this contact must be certain that the family is clear about what information will be shared. (See Family Interview Form, Appendix F)
3. Parents of close friends of the deceased person will be notified prior to information being shared with all students.
4. In order to support a member of the Trauma Team will contact the funeral home to cover the following:
 - a. Arrange for an additional mourning site for peers of the deceased person, if necessary. (If necessary, off site location)
 - b. Discuss the option of a student section at the funeral home.
 - c. Funerals will be held off school grounds.
 - d. Every few years, it is recommended that Counselors visit funeral homes with visits in the fall.
5. The Trauma Team will prepare a written statement to be shared with all students simultaneously.
 - a. It should include accurate information regarding the death, funeral arrangements (if known) and instructions to staff members. (See Appendix B)
 - b. If information is to be sent home to parents, use Appendix C.
 - c. If additional student presentations are deemed necessary (e.g. in the case of suicide), implement Appendix I.
 - d. Identify staff members that need support in giving presentations
6. Additional contacts to be made include:
 - a. All other Trauma Team members in the school district.
 - b. Former school(s) if student is new to the current school.
 - c. Any other school where siblings may attend.
 - d. Specific community resources, if appropriate. (i.e., church, club sports)
 - e. Other schools in the area, if appropriate.
7. If the death occurs outside of the school day, the telephone calling tree will commence. All faculty and staff members serving the affected school(s) will be called. They will be notified of the death and of the time/place of the faculty meeting.
 - a. The Trauma Team leader will notify other building principals of the death.
 - b. All Trauma Team members will notify their respective building supervisors if they will be needed to assist at the affected building and thus not be present at their assigned buildings.

8. The Trauma Team will assign the following:
 - a. Team member(s) to be present in the deceased student's classroom(s) for the entire school day.
 - b. Assign District Trauma Team members to designated grieving areas. (Bring Assembled kits, located: in office)
 - c. Assign a person to serve as Gate Keeper and Lead Contact of activities. (See duties below.)
 - d. If needed, assign Trauma Team member to ride the deceased student's bus.
9. **Gate Keeper** of grieving room responsibilities:
 - a. Know the location of all adult volunteers during the school day.
 - b. Know when the Trauma Team members are leaving the building.
 - c. Make sure lunch is available to volunteers
 - d. Building Contacts
 - i. ELC Gate Keeper: Kayla Detert, Back up Kim Sales
 - ii. FLC Gate Keeper: Kathy Rashid, Back up Kelly Schaefer
 - iii. BAMS Gate Keeper: Brenda VanderPas or Kayla Detert
 - iv. HMHS Gate Keeper: Sam Flood, Back up Kayla Detert
10. **Lead Contact** responsibilities:
 - a. Collect the "Professional Staff Volunteer Contact Forms." (See Appendix D) These are turned over to the Trauma Team Leader at the end of the day.
 - b. Assumes the responsibility of contacting parents of students seen by an adult volunteer if that volunteer was unable to do so.

Pre-Staff Meeting

1. If possible, all District Trauma Team members and volunteers will meet prior to the faculty meeting. At this time, they will:
 - a. Be given room assignments (and maps of building if needed).
 - b. Be notified of their responsibilities regarding student and parent contacts.
 - c. Receive Professional Volunteer Contact forms. (Appendix E)
 - d. Be introduced to the Gate Keeper(s) and Lead Contact.

Staff Meeting

1. If a staff meeting is possible, the principal shall assemble the staff for the purposes of:
 - a. Distributing the statement to be read simultaneously to students. (Appendix B)
 - b. Responding to questions.
 - c. Offering assistance to those staff who are in need. In this case, a Trauma Team member may be assigned to any classroom to read the statement to students and answer their questions.
 - d. Coordinate appropriate staffing posts – For staff members who have prep or for aids (i.e., parking lot, hallway of locker)
2. If a staff meeting is not possible, Trauma Team members will **personally** deliver the written statement to teachers.

Last Updated August 2019

3. Teams should be reminded that **if students ask to leave their class to go to the counseling office, they must be accompanied by someone or call gatekeeper.**

Appendix A-1

The School Day

1. Prior to the statement read to all students, those students who have been identified as most affected should be notified, in person, most likely in the counseling office/grieving room.
2. Students who need support should report to the counseling office. The grieving room receptionist (secretary) will connect them to a counselor/professional volunteer in the grieving room.
3. Trauma Team members staffing grieving areas should make determinations regarding the emotional well being of each student and respond to all appropriate questions.
 - a. As a guideline, if a student is unable to return to class after two hours (clock hours; not class periods), the professional volunteer may recommend to a parent that the student go home.
 - b. Parents should be contacted to pick up any student who is not able to continue in the school setting.
4. Trauma Team members and any other professional volunteers will contact all parents of students they have seen. If a parent cannot be reached immediately, the Gatekeeper must be notified so that (s)he can accept this responsibility.
 - a. *We may also elect to send an informational Alert Now Message/email home to explain the circumstances, the school's response and to offer support, if needed. (See Appendix D-1 or D-2)*
 - b. *A copy of letter will be posted online (See Appendix C-1 or C-2)*

Visitation and Funeral

1. Trauma Team members should be available at the funeral home as appropriate for the purpose of:
 - a. Monitoring student behavior.
 - b. Providing support to grieving students.
 - c. Encouraging appropriate behavior.
2. A school representative should attend the funeral.

Follow-Up

1. Trauma Team members should use information for Professional Volunteer Contact forms and follow-up with affected students. (Appendix E)
2. Trauma Team members should contact affected students who did not present themselves.
3. Counselors may offer evening support groups for parents, if needed.
4. The Trauma Team procedure should be reviewed following each incident.

Appendix A-2

Trauma Team Checklist

Date _____

Trauma Team meeting called:

- Pass out Trauma Team Checklist
- Read ground rules

I'd like to thank all of you for coming today to help coordinate our response to the _____ (trauma situation). Team members are here to provide support to the administrators by helping organize the response process. A specific checklist will be covered to ensure all important responses are covered. In order for this meeting to proceed efficiently I'd like to ask that we all respect the process by:

1. Listening to others. All should focus on the one item on the table. Side conversations only impede the process.
2. All members remain at the table unless given a specific duty by the Lead Contact. The process is designed to cover general responses first and all present should contribute at this point. Individual schools will be given the opportunity to work on specific responses later.
3. Gatekeeper: _____ He/she will oversee the grieving room
4. Lead Contact: _____

Verification of Incidence:

- What is the Trauma? _____
- Where/When did it occur? _____
- Who else was involved? _____
- Why? _____

Last Updated August 2019

Identify Students and/or Staff Involved:

- Name _____
- Age/grade _____
- Involved in which classes or organizations _____
- Print schedule
- Print picture of student
- Create Student Profile (Personalized Student Information) – Goes in script for class announcement
- Identify most affected staff and designate a Trauma Response Team member to intervene with each person individually or in a group prior to Fan Out Meeting.
- _____
- Determine need for substitute teachers and notify them of impending staff meeting. Could possibly use as “rovers” if needed

Appendix A-2

Family Contact: (Use Family Interview Form, Appendix F)

- Which family member(s) have we had contact with? _____
- Who is the staff member in contact with the family? _____
- Do we have permission to release information? _____
 - How much detail? _____
 - _____
 - _____
 - Permission to share more information with relatives/close friends of victim _____
_____. Names: _____
 - _____
 - _____
- Do we have permission to release picture to the media? _____

Funeral Plans:

- Where? _____
- What time? _____
- Who will represent the school at the funeral? _____
- Who will order flowers? _____

*

For Current Student

- Clear with building principal of funds to charge flowers to.
- Contact Haentze Floral (921.0970) or Woods Floral (920 922 6780)

For Past Student

- Prices range - \$30- \$50, Bill to: (Ex:Pops Fund or current class)

For Current Staff/Students

- Prices range - \$50 - \$70, Bill to: (Ex: Class of 2017)

Last Updated August 2019

Staff Announcements:

- E-mail sent to staff? _____
- Phone calls made to staff? _____
- Printed Class Announcement Script, Appendix B1-3 & Age Appropriate Talking Points, Appendix G – hand delivered or in mailboxes? _____
- Staff Meeting? (before, after school, or 10 minute Stand up mtg during each building identified lunch time) _____
- Agenda needed? _____

- Announce location and procedures for grieving room _____
- Briefing of all support staff (i.e., maintenance, secretaries, food services, aides, district office staff), Review Appendix D-3

Statement made by facilitator, “At this time we will break and complete the tasks we have been assigned. All of us will gather back here for a debriefing meeting at the following time”: _____

Appendix A-2

Communication to Community:

- Post Family letter on District Website and School Website, Appendix C _____
 - Optional – mail/send home with resources, Appendix J-1 to J-3
- Temporarily remove family from Alert Now program to prevent them from getting message _____
- Send Alert Now message/email to parents of current students after students have been notified through Trauma plan, Appendix D1-2 _____
- Identify press contact _____
- Script for speaking to the press, review Appendix D-4 _____
- How should secretaries (including district office staff communicate the Trauma, Appendix D-3 _____

Student Announcements:

- Teacher script for each classroom? _____
- Counselor “talking points” for student’s classroom? _____
- Which counselor(s) will go to the student’s classes? _____
- If teacher is uncomfortable reading, who will go to the classroom? _____
- School map division (Identify where staff & volunteers will be stationed) _____

- Has information been in the press? (included in classroom script) _____

Notification of Others:

- Staff and students at former school(s)? _____
- Siblings in the NFDL School District? _____
- Relatives of victim? _____
- Close friends of victim? – Refer to Family Interview Form, Appendix F _____

- Student Support Plan:** Determine degree of trauma (Expected Degree of Trauma form) Copy in plan, page 6.
 - Staff member at entrance to counseling office/grieving room? _____
 - Bring in District Pupil Service Staff?
 - If yes, who is contacting them? _____
 - Bring in Professional Volunteers from other districts/community?
 - If yes, who is contacting them? _____
 - Provide Professional Staff or Volunteer contact forms, Appendix E

Miscellaneous:

- Determine how the student body should be informed if school is on break _____
- Inform non-district coaches and advisors _____
- Determine status of upcoming school wide events. _____
- Designate a "relief" person who is responsible for ensuring facilitators take breaks, etc.
 Person responsible: _____ Location: _____
- Determine if parent meeting is needed _____

Appendix A-2

Debriefing Meeting:

- Date and time of Recap Meeting _____
- Is outside facilitator needed? _____

Follow-up list:

- EAP needed for staff?
 - National Insurance Services EAP: 866-451-5465 or
 - Online: www.niseap.com Password: NISenhanced
- School Board Briefing _____
- Neighboring Districts Briefing (See Folder) _____
- After funeral, remove Family letter from both website locations _____
- How will this be handled in the yearbook? _____
- Student Items:**
 - Empty hall locker (or Desk) and Phy. Ed. Locker _____
 - Return school books, library books (any fines?) _____
 - Any classroom projects, papers to be collected? _____
- Registrar/IT Staff:**
 - Inactivate courses from Skyward, update NFDL records _____
 - If Student is in Special Education, update SEEDS _____
 - Pull CUM file _____
 - Complete Google Takeout _____

SAMPLE CLASSROOM ANNOUNCEMENT (death in school community)

Elementary

DATE:

TO: All Staff

FROM: (Trauma Team Leader)

RE: (Name of Victim)

*****Space for picture of student*****

Please read the following announcement to all your students following general announcements today:

(If, for any reason, this is uncomfortable to you, let someone on the Trauma Team know and you will have help.)

On (date/time), we were given some sad news. _____ a (student parent, teacher) in our _____ school community, was (murdered, killed in a car accident, committed suicide, died suddenly). We do not have all the information at this time, but will inform you as we learn more. _____, was a student involved in...(list school and community activities) and had a particular interest in ... (Use this sentence to personalize the message.)

(Wait for a moment to let children absorb the information.)

_____’s (death, accident, injury) will upset some of you more than others and will upset you in different ways, just as it has the staff when we were informed. When someone (dies, is injured) you may have many different feelings. You might feel sad, confused, worried, guilty or even angry. You may feel numb. It is also okay to have no special feelings about this.

(Allow a moment here for reflection)

Sometimes we think about other losses in our lives. It can help you to talk about these feelings with an adult who you trust. Should you want to talk with someone about _____, and your reaction to his/her (death, accident, injury), please tell your teacher or stop in Counseling Office and arrangements will be made. We will send a letter home with additional information for your parents. It is OK to talk with your parents or other adult you trust about how you may be feeling. (Add a sentence here to give direction regarding how students may access help.)

(Allow a couple of minutes here for reflection and to show respect. If a student requests to see a counselor, please secure an adult volunteer to escort him/her to the counseling office.)

Last Updated August 2019

SAMPLE CLASSROOM ANNOUNCEMENT (death in community)

Middle School

DATE:

TO: ALL STAFF

FROM: (TRAUMA TEAM LEADER)

RE: (NAME OF Victim)

****SPACE FOR PICTURE OF STUDENT****

Please read the following announcement to all your students in 1st hour this morning.

(If, for any reason, this is uncomfortable to you, let someone on the Trauma Team know and you will have help.)

I have some sad news for you today. _____, a (student, teacher, parent) from our school, died yesterday as a result of a (car accident, illness, suicide, etc.). We do not have all of the information yet, but you will be informed when we learn anything. _____ was in the (sixth, seventh or eighth) grade class and was involved in some activities like (basketball, student council, etc.). Many of you know (him/her) and got along well.

WAIT FOR A MOMENT TO LET STUDENTS ABSORB THE INFORMATION.

I knew (student's name) because (he/she was in my class, on volleyball, helped me in the hall one day, etc.). (PERSONALIZE THE MESSAGE IN THIS PARAGRAPH - If appropriate.)

Death affects us all in different ways. Some of us might feel sad, confused, worried, or even angry. It is okay to have no special feelings about this, too. Whatever you are feeling, it is perfectly normal and okay.

Sometimes we think about other losses in our lives. It is good to talk about these feelings with an adult with whom you trust and feel comfortable. If you want to talk to someone today about your feelings concerning (student's name) (death, accident, etc.), please tell your teacher or stop in by the counselor, and arrangements will be made. It is okay if you need to talk with someone.

ALLOW A COUPLE MINUTES HERE FOR REFLECTION.

If a student requests to see the counselor, please secure an adult volunteer to escort him/her to the office.

SAMPLE CLASSROOM ANNOUNCEMENT (death in school community)

High School

DATE:

TO: All Staff

FROM: (Trauma Team Leader)

RE: (Name of Victim)

******Space for picture of student******

Please read the following announcement to all your students following general announcements today:

(If, for any reason, this is uncomfortable to you, let someone on the Trauma Team know and you will have help.)

On (Date/Time), we were given some sad news. _____, a (student, parent, teacher) (freshman/sophomore/junior/senior) in our school, was (murdered, killed in a car accident, committed suicide, died suddenly). We do not have all the information at this time, but will inform you as we learn more. _____, was a student involved in (list school and community activities) and had a particular interest in (Use this sentence to personalize the message, if appropriate.)

(Wait for a moment to let children absorb the information.)

_____’s (death, accident, or injury) will upset some of you more than others and will upset you in different ways, just as it has the staff when we were informed. When someone (dies, is injured) you may have many different feelings. You might feel sad, confused, worried, guilty or even angry. You may feel numb. It is also okay to have no special feelings about this.

(Allow a moment here for reflection.)

Sometimes we think about other losses in our lives. It can help you to talk about these feelings with an adult who you trust. Should you want to talk with someone about _____, and your reaction to his/her (death, accident, injury), please tell your teacher or stop in Counseling Office and arrangements will be made. (Add a sentence here to give direction regarding how students may access help.)

(Allow a couple of minutes here for reflection. If a student requests to see a counselor, please secure an adult volunteer to escort him/her to the counseling office.)

Last Updated August 2019

Letter to Families Example 1 - Elementary

Date/Name of School

Dear (School) Families:

It is with great sadness that we are writing to inform you that _____, child of _____, was injured (in a car accident on Saturday evening. She died at the hospital with her family around her. *(Use this paragraph to personalize message.)*

Today, all _____ (school) students were informed of _____'s death. Counseling staff have been available throughout the day for children to talk to. Counseling staff will continue to be available for your child's and your support. Watching your child go through the grief process can be very hard for a parent, please feel free to contact the school counselor at 920-929-3757.

Death, especially when unexpected, can be hard for adults to cope with and understand. For children, it can seem impossible. Children may have varying reactions to death. They may exhibit sleep disturbances, fears, repeated questions, regressive behavior (clinging to home and family), sadness or anger. They may need to talk about past losses in their lives. It is also normal for your child to show no particular response. The best way to support your child is to acknowledge their feelings and let them talk to you. Answer their questions honestly. It's okay for your child to see your grief.

In order to be respectful of the victim and his/her family, please be mindful how you or your child use social media as it is related to this event. Misinformation, even with the best intentions, may be hurtful to the family and others.

The following visitation and funeral arrangements have been made (if known)

Visitation:

Funeral:

Please feel free to contact us if you have any questions or concerns about your child's reaction to this sad event.

Sincerely,

Principal

Counselor

Last Updated August 2019

Letter to Families Example 2- Middle/High School

(Date/ Name of School)

Dear _____ (School) _____ Families:

It is with great sadness that we are writing to inform you that _____, mother of _____, lost her battle with cancer on Sunday morning. She died at home with her family around her. *(Use this paragraph to personalize message.)*

Today, all _____ (School) _____ students were informed of _____'s death. Counseling staff have been available throughout the day for children to talk to. Counseling staff will continue to be available for your child's and your support. Watching your child go through the grief process can be very hard for a parent, please feel free to contact either of the (high school counselors at 920 929 3740 X5126 or X5127) or the middle school counselor at 920-929-3754.

Death, especially when unexpected, can be hard for adults to cope with and understand. For children, it can seem impossible. Children may have varying reactions to death. They may exhibit sleep disturbances, fears, repeated questions, regressive behavior (clinging to home and family), sadness or anger. They may need to talk about past losses in their lives. It is also normal for your child to show no particular response. The best way to support your child is to acknowledge their feelings and let them talk to you. Answer their questions honestly. It's okay for your child to see your grief.

In order to be respectful of the victim and his/her family, please be mindful how you or your child use social media as it is related to this event. Misinformation, even with the best intentions, may be hurtful to the family and others.

The following visitation and funeral arrangements have been made:

Visitation:

Funeral:

Please feel free to contact us if you have any questions or concerns about your child's reaction to this sad event.

Sincerely,

Principal
Counselor

Last Updated August 2019

Mass Messaging Script:

Used When School is not in Session (i.e., Summer, Christmas Break, etc...)

Date:

Good Morning:

A notice that has affected our _____ Family has been sent to you via e-mail and placed on our _____ and district website. Please access this important information and spend some time with your child(ren) to discuss the information.

If you do not have access to the internet, please call the _____ office at (xxx-xxx-xxxx) for the accurate information. Counselors will be available for the _____ community. Please contact us with any concerns at _____. Thank you.

Mass Messaging Script:
Used When School is in Session

Date:

Good Evening:

During the school day today, your child and the rest of the student body were informed of sad news that has affected our school community. Please check our website for the accurate information. Counselors were available to students today and our counseling office will continue to be available to your family.

We encourage you to spend additional time this evening with your child(ren) to gain an understanding of how this event is affecting them. Sharing difficult information with a child is hard. Allowing your child to see your emotions and being completely honest with them can make the discussion with your child(ren) a positive experience. It is ok to not have all of the answers. Please utilize the counseling department for your family's needs. Thank you.

Secretary Phone Response - Sample

“Hello, _____ School. What can I do for you”? (If the call is about this situation, ask the following additional questions.)

“Please give me your name and phone number in case we are disconnected. What is your question? (i.e., parent concerns, media, law enforcement, surviving family members, etc.)

Let me direct you to the person who can best help you. I will transfer you to Mr./Mrs. _____. (If this is in regard to the victim, verify the caller’s relationship to the victim and direct the call accordingly.)

Media Protocol Plan

Dealing with the media

1. The media spokesperson will be the superintendent/designee
2. Calls from the media should be routed to the District Office.
3. A PRESS ROOM will be established in the District Office at the discretion of the superintendent/designee.
4. Arrangements will be made with faculty for interviews only at the discretion of the District Administrator or designee.

Press Release

Refer to Press Release Rule - School Board Policy 821.2 (Section 3)

The components of a media statement or communication to parents and the community should include:

1. Brief details of the event itself.
2. The statement that the school is prepared for such events in advance and has specific policies and procedures for such occurrences.
3. The action taken to date.
4. A telephone number for concerned parents to call for additional information, if needed.
5. Notice of assembly for parents, community, etc., if needed.

Professional Staff Volunteer Contact Form

NAME(S) OF STUDENT(S)	GRADE/TEACHER
-----------------------	---------------

TIME STUDENT(S) REPORTED _____ TIME STUDENT(S) LEFT _____

CONCERN(S) EXPRESSED BY STUDENT(S)

IS FOLLOW-UP NEEDED? EXPLAIN. (Indicate counselor assigned to this student.)
--

PARENT CONTACTED:

TIME _____ BY (staff person) _____

PROFESSIONAL STAFF VOLUNTEER'S NAME _____

DATE _____

Family Interview Form

Name of Informant: _____ Phone Number _____

Person Completing Form: _____ Date/Time of Call _____

1. Express Concern: We heard about what happened and wanted you to know how concerned we are. We can't even imagine how hard this must be for you.

2. Ask how the school can be of assistance: We want to help you however we can. Is there anything that we can do at this time? Do you have family and/or friends close by to support you?

3. Clarify facts: Here is what we have heard (very briefly share available details). Is this accurate? Is there anything else that we should know?

4. Share school response: Our Trauma Response Team has met (or will be meeting) to develop a plan for our school. Of course, we will carefully secure any personal items. (this would be a good time to share the protocol that our district has to handle traumatic events in our district).

5. Are you aware of any students/friends/relatives within the district who might be impacted by the crisis?
 - a. Are you comfortable with us sharing some information with their parents? What would you like shared?

6. Obtain funeral and/or memorial services details (if possible): Please let us know about the funeral arrangements. Is there anything that we should know at this time?

7. Reiterate concern and availability to be of assistance: Again, we are so sad about what has happened. Please let us know if there is anything that we can do to help you.

Talking Points

“Handout for Staff During Trauma”

After reading the Classroom Announcement:

1. Ask students what they have heard about the Trauma event. Restate factual information provided in the announcement, if needed. Report rumors to administrator or designee.
2. In order to be respectful of the victim and his/her family, please be mindful how you use social media as it is related to this event. Misinformation, even with the best intentions, may be hurtful to the family and others. This includes things you might post or responses you may have towards things others have posted.
3. Ask students if they have any questions. Answer honestly. If you don't have an answer for a question, it's okay to say "I don't know but I will try to get an answer for you." Write the question down and ask for assistance from the Trauma Team. Let the student know you will have an answer that day or the next.
4. Talking Points for all:
 - a. This is a time when it is not unusual for us to look for reasons why this happened. A lot of rumors can get started that are not at all helpful to the family or to close friends. If you hear stories that are different from the information we give, please let us know so we can check them out, correct them, or confirm them.
 - b. Sometimes we want to blame others. This is normal, but not something we want to do. It simply doesn't help and can, in fact, cause the person or persons being blamed to retaliate (want to fight back) and that doesn't help anyone.
 - c. Although it is very normal to be angry, it is not acceptable to seek revenge on those we think may be the cause of _____'s death. We simply will not accept anyone going after anyone else.
 - d. Sometimes situations like this cause us to ask many questions we never thought of before. It is important that you ask the questions. Some of your questions may be personal. You can certainly feel free to ask any one of us or your teacher. You can reach us by letting your teacher know or stopping in the Counseling Office.
 - e. Grades (4-12): In order to be respectful of the victim and his/her family, please be mindful how you or your child use social media as it is related to this event. Misinformation, even with the best intentions, may be hurtful to the family and others.

5. Express your grief, shock, or difficulty knowing what to say or feel right now. It's okay to show tears and emotions. This is a difficult time.
6. Ask students if they would like you to have someone come into class to talk with them. You may also make a decision to ask for this based on your observations. You know your students fairly well. If in doubt, error on the side of providing additional assistance. Contact the Trauma Team for this assistance.
7. Let students know that counselors have been trained to handle this situation and can help if they would like to talk to someone. Direct them to inform you and you will arrange for this as quickly as possible.

Note to teachers: Understand that students may have difficulty focusing and attending. Homework is probably not a good idea for a day or two. If there are any scheduled tests, check with administration about delaying these tests. Inform students of changes in deadlines, assessment dates, or any other upcoming events.

There is no way to predict how your students will respond. Call for help from your Trauma Team if you are worried about what to do or say. They are available to help you. If you have any questions/concerns, please consult the Trauma Team.

Referral Behaviors

If a student exhibits any of the following reactions immediately or in the days following the Traumatic event, contact the Trauma Team immediately. Someone from the Team, or assigned by the Team, will come to you and escort the student to the appropriate location.

- Witnessed event or close friend of victim
- Any disruptive behavior
- Student making threats to harm others (most often happens, following a suicide, accident or violent incident)
- Any verbalization of suicidal thoughts/intent
- Uncontrollable crying
- Any behavior that appears unusual/inappropriate at the time
- Student persists in asking questions you cannot answer
- Student who is inordinately preoccupied with knowing all the details
- Student indicates (s)he wants to talk to a counselor or wants to be with friends who are talking to a counselor
- Student is in the same grade, knows the victim but appears detached, numb or indifferent
- Student talks about having nightmares, not being able to sleep, feeling jittery, confused, unable to concentrate
- History of emotional disturbance
- Confusion or disorientation
- Ritualistic behavior
- Extreme pressured speech
- Expresses concern for safety of self or others

Classroom Presentation Outline (Optional)

(Completed by Student Service Staff)

The following outline can be used regardless of the type of incident. Immediate presentations help diffuse unwanted student responses.

This outline does not include the different reactions survivors may have following different types of incidents such as: suicide, murder, non-violent trauma, grief, etc. Each situation will dictate a change in content presented.

1. INTRODUCTION

This is a very difficult time for us all. It is not easy to know what to say or how to act. Sometimes our own reactions frighten us because they are so new to us or seem so strong.

We are here with your teacher to talk about _____, to answer your questions if we can, and to tell you of some of the reactions you may have that are very normal.

2. BEGINNING

This is what we know so far _____

Have any of you heard anything different about (the way he/she died, was killed, injured, kidnapped, etc.)?

Did any of you play/spend time with or have conversations with _____ in the past couple of weeks? Tell us about that. What do you remember?

Have any of you had a similar incident happen to a family member or friend?

What upsets you most about _____'s (death, murder, injury, etc.)?

What questions do you have about what happened or even about what will be happening over the next few days?

3. NORMALIZE

Let us describe the kinds of reactions that most people have following this kind of situation. (Use appropriate survivor reactions, i.e. suicide, homicide, trauma. Briefly identify and explain the possible reactions and then relate the following.)

You may already have experienced some of these reactions or you may experience them weeks, even months, from now. All of these feelings are very normal reactions so do not be alarmed. It will help, however, if you can talk to someone about them.

4. IDENTIFYING APPROPRIATE BEHAVIOR

This will vary somewhat depending upon the incident. If the incident is suicide, the students need to clearly hear what they are to do if a friend talks about ending his/her life. (For specific content the publication, [A Handbook of Interventions Following Suicide or Trauma in Schools](#) is recommended.) If the incident is murder, then messages about revenge are critical, and so on.

When you have felt upset in the past, what kinds of things have you done to help you feel better? What have you seen other people do to help them? Here are some things that I have seen other people do: _____. Sometimes people begin to spread rumors. This is not helpful to the family or close friends. If you hear anything different from what we have talked about, please let us know and we will check it out.

5. BASIC EXPECTATIONS STUDENTS NEED TO HEAR

This is a time when it is not unusual for us to look for reasons why this happened. A lot of rumors can get started that are not at all helpful to the family or to close friends. If you hear stories that are different from the information we give, please let us know so we can check them out, correct them, or confirm them.

Sometimes we want to blame others. This is normal, but not something we want to do. It simply doesn't help and can, in fact, cause the person or persons being blamed to retaliate (want to fight back) and that doesn't help anyone.

Although it is very normal to be angry, it is not acceptable to seek revenge on those we think may be the cause of _____'s death. We simply will not accept anyone going after anyone else.

Sometimes situations like this cause us to ask many questions we never thought of before. It is important that you ask the questions. Some of your questions may be personal. You can

certainly feel free to ask any one of us or your teacher. You can reach us by letting your teacher know or stopping in the Counseling Office.

6. CONCLUSION

Are there any other questions before we end? If at any time over the next several days you want to talk with someone, let your teachers know and we'll be contacted-or come and see us directly.

NOTE: Be prepared for silence. Students may not always know what to say or ask. They may not initially give you credibility or simply be so overwhelmed they can only listen. If students do not respond to your initial questions, ask and then answer the questions you anticipated students might have asked.

You may wish to express some of your own personal reactions initially. This sometimes gives students "permission" to open up.

Inform students of the related activities which are planned over the next several days and that they will be kept informed of new information and upcoming activities.

The classroom presentation may be as short as 25 minutes or last the entire class period with very vocal students. The important fact is that you are there trying to help. That makes you human and can help diffuse student anger and acting out that can occur when staffs do not sit down with students face-to-face. (The assembly method simply is not as effective as smaller classroom presentations.)

NOTE: If you are responding to a suicide, it will be critical to be very direct with students about suicide being an unacceptable choice, what they might do if they have friends who are talking about it, etc. ([A Handbook of Interventions Following Suicide or Trauma in Schools](#) text is highly recommended for its detailed descriptions of what students need to hear.)

Typical Grieving Behavior of Children and Adolescents

At the first staff meeting, the Trauma Team should inform the staff about the way students are expected to respond to the Trauma situation. Following is typical grieving behavior at various developmental stages.

Children (5 to 11 years)

Shock/denial
 Anger/aggressive behavior
 Guilt
 Idealization of dead student/adult
 Sleeping/eating problems
 Headaches/stomach aches
 Withdrawal
 Sadness
 Poor concentration
 Unwarranted fears/worries
 Acting younger than their age (whining, clinging)
 School phobia or avoidance

Adolescents (12 to 18 years)

Shock/denial
 Anger/aggressive behavior
 Rebellion at school/home
 Feelings of guilt
 Fighting, withdrawal, attention seeking
 Poor concentration
 Loss of interest in peer/social activities
 Lack of feelings
 Decline of interest in opposite sex
 Completely consumed by the situation
 Sadness
 Idealization of the dead person
 Restlessness
 Giddiness/laughing/joking

Children's Understanding of Death

Death is difficult for all of us to understand. For children it is particularly hard to grasp. Young children have a hard time accepting the finality of death and may expect the deceased to be alive again soon. Their thinking is literal and need death explained in physical terms. As children develop, they begin to realize that death is final and that it is a part of every person's life cycle.

Children's reactions to death vary greatly. Their grief may be expressed as sadness, fear, anger and even silliness. They may fear the loss of another loved one and may want to remain closer to parents and/or other family members for awhile.

Although understanding of death may be limited, no child is too young to feel and respond to loss and sadness. Children need the support of warm, caring adults who allow them to experience their grief. The following suggestions may be helpful:

1. Accept the child's feelings. Respond to them by acknowledging the feelings and allowing the child to talk with you.
2. Don't be afraid of tears: allow your child to cry. It's a natural way to deal with grief.
3. Allow the child to see your appropriate, calm expression of feelings. It's o.k. for you to cry and to tell the child that you feel sad.
4. Children don't need all the answers: but they need to ask the questions. It's o.k. for you to tell the child that it's hard for you to understand, or that you are not sure of the answer.
5. Be honest in answering questions that you can answer. Answers should be appropriate for the child's developmental level.
6. Reassure a child that misbehaving, wishing things, or being angry cannot cause anyone to die.
7. Help a child to understand that death, in itself, is not painful. The deceased person feels no pain. Family and friends cry because they are sad about the loss of someone who will be missed.
8. Discuss death in exact terms. Use "die" and "death". If you say "sleeping" or "passing" the child may associate that with sleeping or passing on to another grade, and may experience unnecessary fear.
9. Reassure the child. "It is very rare for a child to die. Usually people live to an old age. It is rare to know two people who die at or near the same time."

Last Updated August 2019

10. Share your religious beliefs regarding death. Often this is reassuring to a child.

Additional Resources

Special notes regarding childhood cancer

1. It's important for the child to be told that childhood cancer is very rare.
2. Children need to know that cancer cannot be "caught" as cold, for example, from spreading of germs.

Articles related to feelings of revenge.

[Revenge](#): What is the deal

Revenge: [Will you feel better](#)

Ten Things Grieving Children and Adolescents Should Know

Children and adolescents experience grief. Although their grief may look, sound, and feel different than adult grief, parents and other concerned adults are in the position to support the grieving child or adolescent by listening to his/her concerns, validating feelings, and answering questions about death and loss. Below are some things that children and adolescents want you to know about the grief they are experiencing:

1. **I want to be told the truth.** Provide facts and answers to questions as best you can, taking into consideration their age and maturity level.
2. **I need to know that there will always be someone in my life that will take care of me.** Dealing with the death of someone significant can lead to worrying about others in their lives that might die. Reassure them by letting them know what that plan is if their parents or guardians die.
3. **My grief is long lasting.** Just like adults, children and adolescents do not “Just get over it.” Allow them to move through grief at their own pace; remember, the process may change over time, but they may always feel the impact of the loss.
4. **I might try to mask my grief by keeping myself busy.** Children often cope with grief and loss through play while adolescents will find activities that take their mind off of their grief. Realize that this is normal: their brains need the break to be able to process the loss!
5. **I will always miss the person that has died.** Help them to understand that although people may die, the memories and love for that person can live on by acknowledging anniversaries, holidays or birthdays.
6. **I want to talk about the person that died, without having to worry that someone will get upset.** Give them opportunities to share their stories and talk about the person who has died. Or, make a memory album or show videos with friends and family as a way to help them remember.
7. **Sometimes I feel guilty because I’m not sad all the time.** Telling the child or adolescent that they shouldn’t feel guilty may not help; instead, make sure they have a safe person to talk to about these feelings.
8. **My feelings of anger, sadness, confusion, or fear may appear as temper tantrums, defiance, yelling, fighting, or other acting out behaviors.** Help them understand their feelings, and offer suggestions of words for intense emotions.
9. **I grieve differently than other children and adults, and that’s okay.** Honor their right to grieve, even if it is different than siblings, friends, or their peers.
10. **I want you to ask me how you can help.** Check in with them to see if they want to talk about the person that died. If you have a concern that your child or adolescent may need additional support, use the resources that

Last Updated August 2019

are available in the community, such as primary health care provider, counselor, or someone at your child's school, or Grief Relief (a free program that supports grief in people ages 4-17) at (920)907-3940.

Written by Michelle Honsa, Former School Psychologist in the Fond du Lac School District, in partnership with the Comprehensive Service Integration (CSI) Mental Health Services Committee, using adapted materials from Pamela Gabbay, M.A., FT (Program Director of the Mourning Star Center for Grieving Children and Teens).

With the support of Fond du Lac and North Fond du Lac School Districts and community partners, CSI is families, schools, and community working together to support children as they grow. Meeting their physical, social, and emotional needs now will result in healthy adults and a safe community for everyone. For more information or to get involved in the CSI project, please visit www.csifdl.org. The CSI Project is funded by the US Departments of Education (OSDFS), Health & Human Services (SAMHSA), and Justice (OJJDP).



Trauma Response Plan Grieving Room Box Content Checklist

Grieving Room sign-in/sign-out	Large stuffed toy
Boxes of crayons	Slinky
Boxes of markers	Sensory items (squishy animal, handprint board)
Scissors	Bubbles
Water colors	Clay
Paint brushes	Playdough
Colored pens	Candy (suckers, jolly ranchers)
Stress balls	

Items that we need to add to bins:

- Pads/sheets of plain paper
- Various colors of construction paper
- Boxes of tissues
- Envelopes
- Blank cards
- Age appropriate magazines for collages
- Copies of 1 minute interventions
- Granola bars
- Books on ways to handle death or other personal crisis