

CRISIS-SAFETY INTERVENTION PLAN

2023-2024



USD 405
800 S. Workman
Lyons, KS

Board of Education Approved: April 10, 2023

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GAAF Emergency Safety Interventions (See GAO, JRB, JQ, and KN)GAAF

The board of education is committed to limiting the use of Emergency Safety Intervention (“ESI”), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72–8222, and amendments thereto.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

“Incident” means each occurrence of the use of an emergency safety intervention.

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the

prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

“Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

“Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and

local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

“Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;

- Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a

student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on ESI. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and

(4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. The documentation shall include all of the following:

- Date and time of the ESI,

- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and whether the student had a behavior intervention plan at the time of the incident.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings of fact and recommended corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the

30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

KASB Recommendation – 6/19; 12/13; 6/15; 6/16; 7/17; 12/18

Board Of Education Approved: February 11, 2019

EMERGENCY SAFETY INTERVENTION DOCUMENTATION

Date: _____

Dear: _____

The purpose of this letter is to inform you that on _____, at _____ (a.m./p.m.)
(date) (time)
the need for the use of an Emergency Safety Intervention was required for _____.
(name of student)

K.A.R. 91-42-1(c) defines Emergency Safety Interventions (ESI) as “the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an ESI.” Whenever an ESI is used, the parent(s)/guardian(s) must be informed in writing no later than the following day in which the emergency safety intervention was used.

Type of Emergency Safety Intervention Used: Seclusion _____ Restraint _____

Duration of Seclusion/Restraint: _____ (minutes) Location: _____

Name of Staff Member: _____ Witnesses: _____

Description of Incident:

Please contact the building principal if you have any questions regarding this use of ESI.

(Signature of person completing report) (Date)

*Parent(s)/guardian(s) notified of this incident on _____ by _____.
(Date) (Name of staff member)

*Original provided to Building Principal
*Copy provided to (Parents/Guardians, Administrative Office)

SCHOOL CRISIS INTERVENTION PLAN

Certain events can have a major influence on a school and the school community. The purpose of this document is to assist the school building administrator and staff:

1. In outlining a crisis intervention plan to be employed at the building level during times of crisis.
2. In reaching district level crisis team personnel to assist with crisis management.
3. In utilizing appropriate resources available in the community.

The value of this crisis intervention plan is such that this document must be maintained in a location that is readily accessible to all team members. The information outlined in the plan must be updated annually or at any time there is a change in the Crisis Intervention Team membership. The entire staff should be made aware of the Crisis Intervention Plan, copies of the Crisis Intervention Team membership should be provided to each staff member.

MISSION STATEMENT

The board of education and administration of USD 405 acknowledges the necessity to prepare a Crisis Management Plan if a crisis should occur. Our children have a basic need for security and safety. Any event which threatens that feeling of safety and security shall be considered a crisis. There are unlimited possibilities for crisis situations that could impact the district. Those include, but may not be limited to, the following situations:

suicide	acts of violence	natural disaster
death	trauma	accident
	national crisis	

DEFINITION OF A CRISIS

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

Crisis intervention has several purposes. It aims to reduce the intensity of an individual's emotional, mental, physical and behavioral reactions to a crisis. Another purpose is to help individuals return to their level of functioning before the crisis. Functioning may be improved above and beyond this by developing new coping skills and eliminating ineffective ways of coping, such as withdrawal, isolation, and substance abuse. In this way, the individual is better equipped to cope with future difficulties. Through talking about what happened, and the feelings about what happened, while developing ways to cope and solve problems, crisis intervention aims to assist the individual in recovering from the crisis and to prevent serious long-term problems from developing.

Individual schools and the district, as a whole, need to be prepared to respond to students, staff, and patrons. A crisis may occur on school property and involve the physical plant; it may center around human needs; a crisis can affect the school even though it occurred off school property and outside of school hours. A crisis may be a natural event such as a tornado or a human event such as the death of a student. The loss of a loved one by death needs to be addressed. A student suicide presents a serious and sensitive issue to the whole school community. Episodes at the school demand rapid and skilled responses, including those with a severely disruptive student who is emotionally out of control, or an angry and volatile parent or other community member.

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

PLAN COMPONENTS

It is the intent of the Crisis Management Plan to development and implement: 1.) primary prevention to prevent a crisis situation from occurring, 2.) secondary prevention to deal with the immediate aftermath, and 3.) tertiary prevention which provides long term follow-up for those affected by the crisis.

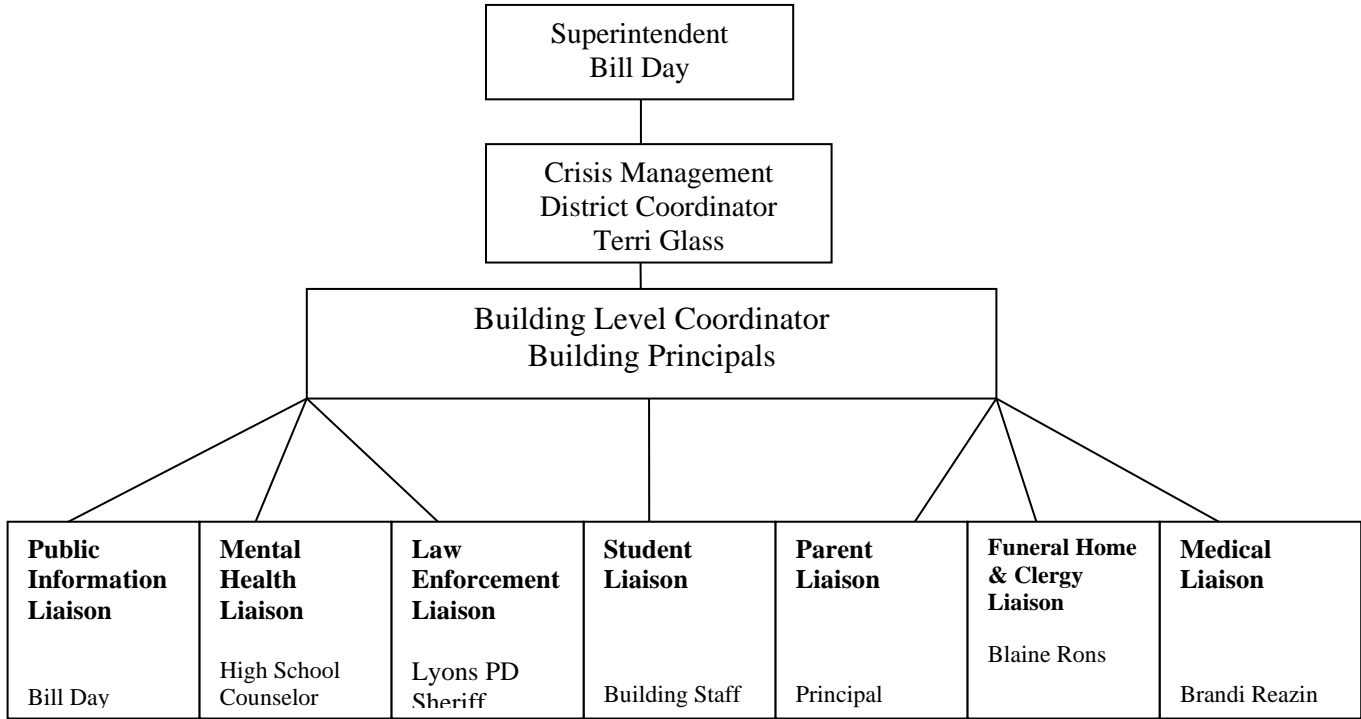
Components of the plan:

1. Administrative commitment to support the effort by allocating staff, time, resources, and leadership.
2. Designation of responsible parties. Appropriate staff must be given the directive and resources to act. Clear responsibilities and reporting lines will be spelled out.
3. Plan for all staff in-service education. It is imperative that all staff, including clerical, food service and maintenance staff understand the goal of the plan and learn prevention strategies.
4. Procedures to be implemented at the time of a crisis:
 - a) Building will be secured should crisis occur at school building site.
 - b) Parent/media information centers will be established for release of information through team leaders and/or superintendent. The district reserves the right to limit media access to any and all other 405 buildings in the event of a crisis.
 - c) Media will be referred to superintendent or media liaison.
 - d) School will be held as scheduled if crisis occurs within 405 area.
 - e) All activities will be held as scheduled if a crisis occurs, if prudent and practical.
 - f) No funerals/memorial services will be held in school buildings in USD 405.
 - g) School will remain in session during the funeral service.
 - h) Students who wish to attend funeral/memorial services will be released with parental permission.
 - i) Memorialization will not be sponsored or permitted by USD 405 except as follows.
 - A picture of the deceased student may be included, if parents request, in the class section of the current yearbook only. Should the death occur after the last day of the school year and the deceased was pre-enrolled as a student; then, upon parent request, the picture could be included in only the next year's yearbook. The picture would appear as it would under normal circumstances with only the name of the student included with the picture.
 - Memory ads in the yearbook for members of the senior class would be allowed as long as the practice continues. The memory ads would be limited to no larger than one-half page, as for all other senior class members. The memory ad must be submitted by the parents or guardians of the deceased student. The editor of the yearbook shall review all memory ads to determine if they are done in a tasteful and respectful manner and do not violate law or school policy.
 - School publications will not be dedicated to anyone.
 - Seating at graduation will be reserved for only those seniors meeting the requirements for graduation and walking across the stage during the ceremony.
 - j) Student's name will be immediately removed from demographic lists, mailing lists, athletic lists, programs, etc.

**USD 405 CRISIS INTERVENTION TEAM MEMBERS
SUMMERTIME EMERGENCY RESPONSE DIRECTORY**

Crisis Team Member	Work Number	Cell Number
Bill Day, Superintendent	257-5196 Ext. 124	680-1498
Darrin Ashmore, Principal, LHS	257-5114	680-1526
Terri Glass, Principal, Central	257-5612	509-7680
Kristin Borrowman, Principal, Park	257-5624	509-7632
Derek Carlson, Principal, LMS	257-3961	509-7633
Katherine Herrman, Director, RCSSC	257-5196 Ext. 159	680-2552
Courtney Farmer, LHS Counselor	257-5114	
Brandi Reazin, School Nurse	257-5612	680-1527
Amie Kreis, Behavior Disorders Consultant	257-5196 Ext. 134	894-0085
Josh Michaelis, BOE Representative	257-2363	257-8353
Justin Holliday, Law Enforcement Liaison	257-2355	680-0503
Jody Grover, ESSDACK CIT Coordinator	663-9566	474-0932 200-2146
Dustin Schultz, Mayor of Lyons	257-2320	
Joel Grizzle, Clergy Liaison	257-5622	680-9036
DCF Representative	241-3802	

CRISIS MANAGEMENT FLOW CHART



Liaison's Responsibility: To develop and implement specific steps for management/intervention in potential crisis, and to communicate with coordinator for approval.

We have had informal discussions about the possibility of adding an Emergency Preparedness Liaison to the Flow Chart. (TBD would be likely choice)

ACTION PLAN CHECKLIST

PLAN A (DURING THE SCHOOL DAY)

1. Notify **Terri Glass** (team leader) / **Bill Day** (Superintendent)
2. Gather Data
 - a. Type of happening
 - b. Location
 - c. Date of Incident
 - d. Cause
 - e. Persons involved
3. Mobilize ESSDACK and local CIT members. Core team will determine appropriate means of informing faculty and student body (and families, if appropriate).
4. Secure the school. Bells should be turned off if students will be required to stay in classes beyond the regular day.
5. Notify staff (distribute prepared announcement)
6. Notify students (prepared announcement)
7. Staff meeting
 - a. review district CIT policy
 - b. inform staff of available support and assigned areas for students to meet with counselors
 - c. identify needs that staff may be aware of.
8. Announce after school staff meeting.
 - a. discusses feelings
 - b. identifies students of concern
 - c. observes faculty reactions

Proceed to Plan B (Day 2)

PLAN B (AFTER SCHOOL HOURS)

1. Member of CIT will notify team leader/Superintendent
2. Leader will convene CIT .
 - a. If telephone notification is not possible, CIT members will automatically meet at the most appropriate school.
3. Leader will gather Data
 - a. Type of happening
 - b. Location
 - c. Date of Incident
 - d. Cause
 - e. Persons involved
4. Leader will prepare a statement for staff using School Reach (Appendix A Sample Announcements).
5. Leader implements School Reach.
6. Leader will determine responsibilities of the team.
7. CIT prepares memorandum for staff and prepares appropriate resource materials. Hand-deliver to classrooms and to areas where employees are not in the classrooms (maintenance, food service, etc.).
MUST INCLUDE STAFF/EMPLOYEE MEETING TIME AND PLACE.
 - a. Brief factual description of the crisis. (Must be adequate to dispel rumors.)
 - b. Staff availability and assigned areas for staff and students to grieve.
8. Prepare Media Response Format (Appendix A Sample Announcements).

9. Talk to family and people close to the family.
10. CIT meeting.
 - a. Designate recorder
 - b. Share feelings
 - c. Designate people to answer telephones and prepare a response statement. (Appendix A Sample Announcements).
11. All communication with media goes through Superintendent or designee (Appendix A Sample Announcements).
12. Schedule next day CIT meeting time and place.

DAY TWO - TASKS TO BE PERFORMED (IF NEEDED)

1. CIT Leader will convene staff/employee meeting
 - a. Review the facts in order to dispel rumors.
 - b. Discuss feelings
 - c. Answer questions
 - d. Discuss the memo to students and accompanying resource material. (State a uniform time to present memo.) [Plan B only]
 - e. Emphasize media policy. The superintendent will deal with the media.
 - f. CIT members and staff describe feelings which students may be experiencing.
 - g. Encourage teachers to handle any expression of grief or loss in their area to the extent they are comfortable.
 - h. Encourage teachers to refer distraught and grieving students to CIT locations identified on the memo.
 - i. A CIT member will be available to watch for withdrawn and isolated students experiencing adverse reactions.
 - k. Identify high risk students to be observed/counseled.
2. Date/Time for a staff/employee follow-up meeting will be announced.
3. Counsel with referred students in designated areas.
4. A list of students seen, and by whom, will be maintained for follow-up.
5. Establish a sign-in and message center for support service personnel visiting campus.
6. Announce staff meeting scheduled at the end of the day.
 - a. Discuss feelings
 - b. Identify students of concern
 - c. Observe faculty reactions

DAY THREE - TASKS TO BE PERFORMED (IF NEEDED)

1. CIT Leader to update CIT core team.
 - a. What is going well?
 - b. Current concerns and needs
 - c. Procedures for follow-up
2. If community awareness warrants, schedule an evening meeting to answer questions and provide support and resources. Discuss issues of depression and ways to meet the needs of survivors after death.
3. Designated person to organize community resource professionals identified as potential participants in an evening meeting or day small group discussions.
4. Optional invitation may be sent to attend smaller sessions in the building for those concerned or interested families.
5. Continue to monitor "at risk" population and determine appropriate follow-up counseling needs.

6. Make copies of the "Evaluation of Crisis Intervention Team" form for each employee attending the meeting in one week.
7. Meet with community resource professional(s) as needed.

(WITHIN 2 WEEKS) FOLLOWING - TASKS TO BE PERFORMED

1. CIT Leader will schedule a staff meeting to:
 - a. Provide employees with a time for reflection and support. Thank everyone.
 - b. Review the intervention which took place.
 - c. Remind those employees to continue to monitor the behavior of all students, especially those identified as "high risk." (See Appendix D.)
 - d. Inform employees that notes of appreciation will be sent to those outside the building for their help in handling the crisis.
 - e. Staff complete evaluation form.
2. CIT Leader to schedule CIT core meeting to:
 - a. Discuss outcome of the staff meeting(s). Implement further action plan if needed.
 - b. Recruit team members who will compile the evaluation input.
 - c. Identify persons outside the building who are to receive notes of appreciation for their help in handling the crisis. Write and mail them.
 - d. Establish a meeting date and time to review the employee evaluation input and update the CIT plan.

SUMMERTIME ACTION PLAN

1. Any member of the team who learns of an incident will alert the team leader, who will then activate the telephone tree.
2. The leader will, at that time, call a meeting of the team at the Superintendent's office, using the telephone tree to communicate the time and other data.
3. Factual data about the incident will be presented at the meeting.
4. The CIT Leader will designate a CIT member to serve as coordinator (co-coordinator will be a team member with some previous contact with the situation).
5. The CIT will identify "potentially at risk" persons (consists of friends, family, teachers, and other key people), and begin making contacts with individuals. (Contacts will be handled by each CIT member as they perceive to be the best mode at that time.) The school building may be opened for a few hours in the morning or an afternoon to allow those contacted to meet with CIT members assigned to be available at the school during that time.
6. At a designated time, the CIT will reassemble to share information, identify additional contacts, and make decisions for follow-up.
7. One week later a meeting of the CIT will be held for referrals and wrap-ups. An evaluation of the response system will be conducted to identify weaknesses and strengths and make changes as needed.
8. Refer to school year crisis intervention plan. Use appropriate steps.

MOBILIZING ESSDACK CRISIS INTERVENTION TEAM

Below are general steps for mobilizing the ESSDACK Crisis Intervention Team after a crisis occurs:

1. Inform the Crisis Intervention Coordinator.
 - District will contact ESSDACK:
Jody Grover 620-663-9566, M-F 8:00 a.m. - 4:30 p.m.
 - District will define the crisis.
 - District will request the type of support needed (number of team members, specific requests).
2. ESSDACK Responsibilities:
 - Crisis Team Members, in the vicinity of the crisis if possible, will be contacted, apprised of the situation, and requested to become team members.
 - An experienced team member may be asked to coordinate on site
 - Team member's district superintendent will be contacted as soon as possible to advise them of the crisis and that a team member from the district has been asked to serve on the team. (Depending on the nature of the crisis, this may not be done until after team members have been dispatched.)
3. Crisis Team Member Responsibilities:
 - Team member will contact his/her building principal, immediate supervisor, or employer to request leave.
 - Team member will contact ESSDACK Coordinator to accept appointment to the team, receive additional information and directions, or to decline the request to serve.
 - An experienced team member will be asked to serve on every team and may be in a coordinator's role during the crisis.
4. Host District's Responsibilities:
 - Notify the ESSDACK Coordinator as soon as possible after the crisis occurs.
 - Prepare the statement which is to be read to students and staff and give a copy to the team members.
 - Meet with the team members to discuss details of the crisis, procedures for dismissal of students, student use of the phone, students who are particularly close to the victim, etc.
 - Identify space within the school building where team members can meet privately with students.
 - Provide snacks for the team members if possible.
 - Provide daily bell schedules, lunch schedules, and the class schedule of student involved in the crisis.
 - Meet with the team members at the end of the day to evaluate, discuss future needs, and identify students needing follow-up.

BUILDING LEVEL TEAM MEMBER AND LIAISON RESPONSIBILITIES

RESPONSIBILITY OF THE BUILDING PRINCIPAL:

1. Assess the extent of the crisis with the Crisis Intervention Team leader.
2. Initially orient the Crisis Intervention Team Leader and team members by reviewing this document and setting in place the team effort.
3. Assist community agencies/resources responding to the crisis (both immediate and long term).
4. Assess the need for immediate and long-term services.
5. Monitor activities and services provided by the Crisis Intervention Team and community agencies.

ADDITIONAL ANNUAL RESPONSIBILITIES OF THE BUILDING PRINCIPAL:

1. Review the role of the Crisis Intervention Team with the total staff during August in-service, and periodically as needed during the school year.
2. Maintain this document with an up to date roster of the members of the Crisis Intervention Team.
3. File this document where it is immediately accessible.
4. Review alternate communicative methods with the district office if phone lines become tied up. Example: Handheld communication devices.

BUILDING LEVEL COORDINATOR:

General:

1. Plan and support teacher inservice reviewing crisis management.
2. Plan annual presentation on identifying potential crisis situations.
3. Promote close respectful, warm communication between students and staff.
4. Identify and discuss confidentiality issues.
5. Explore ways that a signal or code could alert staff to a crisis.
6. Discuss and plan for effective and immediate ways to let the staff know what has happened, so that they can make a clear, honest and direct statement to students to help dispel rumors and assure students that they are safe.
7. Educate the staff on the principles of psychological first aid and helping students to cope with the initial shock of a crisis.

Crisis Reaction:

1. Follow crisis procedure.
2. Identify those students affected by the crisis and direct or have them a designated area as soon as the school is secured and safe.
3. Conduct an after-school faculty meeting to debrief and tend to emotional needs and clarify events.
4. Follow-up faculty meeting to continue to debrief and review and learn from past events.
5. Coordinate appropriate memorial and remembrance or compassionate assistance to the injured student and staff or surviving family.

LAW ENFORCEMENT LIAISON:

General:

1. Evaluate building security and review district policy.
2. Develop relationship with local law enforcement agencies and guidelines for how and when to contact them and what support they need on arrival.
3. Educate personnel on district policies on security and what they can look for and who to contact for assistance.
4. Discuss ways to isolate a dangerous individual and cordon off parts of the building if necessary.

Crisis Response:

1. Contact significant others (district security, local law enforcement) in accordance with district policy and the severity of the situation.
2. Isolate dangers or threatening individual.
3. Review past events and analyze ways that improvement can be made.

SCHOOL COUNSELOR LIAISON:

General

1. Insure the emotional well-being of students and staff.
2. Be able to detect seriously disturbed and suicidal students.
3. Learn crisis counseling techniques.
4. Assist in the development of a plan to deal with large groups of students who have experienced a crisis.
5. Read and discuss materials on sharing after a death.

Crisis Response

1. Assist with management of students during and after a crisis.
2. Provide supportive counseling and psychological aid to students and staff.
3. Parental contact to recommend outside counseling for students seriously affected.
4. Contact the injured or deceased student's family to offer assistance.
5. Monitor student adjustment and follow-up to those that need it.
6. Be aware of "anniversary dates" of the crisis event.

SCHOOL NURSE LIAISON:

General

1. Identify personnel who have CPR and emergency first aid.
2. Identify which entrance to the school where an ambulance will be directed.
3. Discuss circumstances under which parents of an injured student will be contacted.
4. Discuss how students under the influence of drugs will be handled and contained. Be alert to possible suicide attempt.

Crisis Response

1. Assess severity of the situation and apply medical skills
2. Serve as on-site resource for medical personnel.
3. Review and analyze crisis event.
4. Follow-up communication with hospital to monitor the medical condition of the injured. Provide accurate information of their condition to the crisis coordinator for dissemination.

PARENT LIAISON:

General:

1. Enlist support personnel to answer phone calls and brief them on approach to utilize.
2. Discuss how phone calls will be referred to you and your support personnel.
3. Discuss under what circumstances students will leave school grounds and how parents will be notified.
4. Be prepared to discourage parents from coming to school to pick up their children, and if they insist, how this can best be accomplished in a controlled, low profile method.
5. Be prepared to directly and honestly tell parents the facts as you know them and assure them that the school is doing all that it can to assure the safety and well-being of students.
6. Discuss under what circumstances a written communication might be sent to parents and how this could be accomplished.
7. Discuss with the transportation director how parents and you personally will be notified in the event of a bus accident involving students from your school.
 - A) Communication between the bus and school and between the bus and law enforcement each bus driver should be equipped with a means of communication from the bus to law enforcement and the district.
 - B) Transportation director should have an up-to-date listing of students riding bus (addresses and parent's phone number (cell, work, home)
 - C) Parents as they arrive on the scene—have in place a record of whom you released students and who left the scene.
 - D) After law enforcement releases students, have a plan for where the non-injured students will be taken.
 - E) Crisis Team should meet students at the designated building for counseling.

Crisis Response:

1. Follow crisis procedures.
2. Provide meeting for parents.
3. Review and analyze events with emphasis on improving building response.
4. Follow-up meeting for parents if determined necessary.

MEDIA LIAISON:

General:

1. Clarify building and district policy concerning the media.
2. Establish a rapport with media people before the crisis and provide them with a copy of the plan.
3. Educate faculty and students on how to handle the media.
4. Investigate ways to contain the media and discuss whether they will be allowed on school grounds, and if so, in what portions of the building.
5. Identify yourself as the building liaison in this area and have all media contact.
6. Decide under what circumstances media will be allowed to talk with students.

Crisis Response:

1. Determine what is appropriate to say. (Use the exact formal statement used before. Material cannot be taken out of context.)
2. Identify those people to be interviewed and set the location and time if possible. Make sure that the interviewee has a few minutes to anticipate questions and rehearse answers. Try to ascertain questions in advance.
3. Emphasis on honest, clear, direct, and cooperative interview.
4. Follow-up meeting with superintendent and other media liaisons.
5. Follow-up discussions with faculty and students who were approached by the media.

MEDIA GUIDELINES

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

1. When a crisis erupts, the first person to be notified by the principal should be the superintendent of schools, then the team leader. In collaboration with the superintendent and team leader, a decision will be made to call in the crisis team members as deemed necessary.
2. During periods of crisis, it is desirable to cooperate with the media in order to keep accurate information flowing to the public. In all crisis events, the media must report to the superintendent's office. The media will be directed to a contact center where school officials will relay pertinent communications.
3. Communication with all media by USD 405 staff is discouraged. All communication with the media will be directed to the district media liaison.
4. Staff members should be advised to let the principal know of the arrival on campus of any member of the media.
5. Principals at staff meetings may wish to discuss methods of dealing with the press.
6. When a crisis occurs, all buildings will be informed. When all facts have been ascertained and verified, all buildings will again be informed. This is done in order to be sensitive to siblings, to dispel rumors, to control information, and to avoid possible problems for itinerant staff.

STUDENT LIAISON:

General:

1. Educate students about the seriousness of bringing weapons to school and the importance of telling a staff member when they are aware of dangerous behavior on the part of other students. Take threatening statements seriously whether they involve discussions of harming another person or if they are suicidal in nature.
2. Foster high morale, school spirit, improving self-concept and close, respectful and warm communication between faculty and students. Emphasize that the faculty cares and is there to help students.
3. Promote safe and responsible behavior both at home, at school, and in the community (Booster Club, after game activities, etc.) for students.
4. Plan and practice evacuation of all or part of the school building under a variety of circumstances.
5. Utilize personnel to control crowds of students in various parts of the building.
6. Clarify procedures to release students to parents and guardians and under what circumstances.
7. Present possible crisis situations and let building crisis team respond to it hypothetically.

Crisis Response:

1. Maintain a sense of routine. It is important to keep school activities as normal as possible. Kids are resilient and want and need structure.
2. Utilize activities above to ensure student safety and contain or evacuate students.
3. Present a honest, clear, concise message to the students concerning the nature of the crisis in age appropriate terms.
4. Guide students toward productive, reasonable, and meaningful memorials to assist the injured student or the surviving family.
5. Follow-up to analyze crisis events and ways to improve communication between faculty and students.
6. Removal of belongings of deceased student and rearrangement of classrooms in a timely manner.

MEDICAL LIAISON:

General:

1. Identify campus personnel who have training in C.P.R. and emergency first aid.
2. Familiarize self with local hospitals and ambulance services.
3. Identify which entrance to the school that an ambulance will be directed to stop at.
4. Discuss circumstances under which parents of an injured student will be contacted.
5. Discuss how students under the influence of drugs will be handled and contained. Be alert to possible suicide attempt.
6. Be familiar with suicide detection program and alert to self-inflicted wounds and contact appropriate counselor.
7. Review emergency plan at least twice annually (October and April). Locate student emergency information at each school.
8. Check emergency supplies at least twice annually to maintain familiarity with location and specific items that are available.
9. Participate in mock crisis/disaster practice as scheduled.

Crisis Response:

1. Report to location of crisis immediately when contacted.
2. Assess severity of the situation and apply medical skills.
3. Contact hospital and family if necessary, working in conjunction with law enforcement.
4. Coordinate first aid and assist with care as situations permit.
 - a. Assist ambulance personnel in assessing the needs of victims and providing care according to the triage plan as outlined on the following pages.
 - b. Attach or have assistant attach color coded tape to the upper right arm of each victim to indicate severity of injuries and immediacy of care needs.
 - c. Have designated person record emergency information on proper forms. Be sure all necessary information is included. In the case of a large-scale crisis, this step may be abbreviated to accommodate the needs of many victims.
 - d. If possible, designate an individual to record names and condition of all persons reporting or brought to the first aid center. In a large-scale crisis, this step may need to be delayed until a later time.
5. Review and analyze crisis event.
6. Follow-up communication with hospital to monitor the medical condition of the ill or injured student or staff member. Provide correct and accurate information as to their condition to crisis coordinator for dissemination to students and faculty.
7. Coordinate cards and letters sent to the hospital.
8. After crisis is resolved, evaluate the effectiveness of intervention and of response in general.
9. Restock supplies and emergency kits at earliest convenience.

MEDICAL FIRST AID PLAN

INTRODUCTION

In school crisis situations involving medical emergencies, the following plan is suggested. A structured- plan identifying staff members and assigning responsibilities should be very helpful and lifesaving in the event of a school crisis. Please review the following suggestions and modify it to meet the specific needs of the building to be served. Select staff members, identify locations and collect appropriate supplies. Each person assigned a responsibility should have a copy of the plan. A meeting of all staff members involved should be held to review the final plan and give an opportunity for questions and answers. A mock crisis situation and a practical trial might be appropriate to test the plan. Scheduled reviews and periodic test runs would be helpful to keep the plan functional.

USEFUL INFORMATION TO HAVE ON HAND

A current set of public health office information and staff emergency forms should be maintained in the health room, thus providing telephone numbers and emergency health information as to individual needs and parent preferences accessible for immediate use. These forms should be part of the regular health service program and should be readily available.

1. A designated area should be listed with an alternate area and identified as a first aid center(s).
2. The first aid personnel will need to have access to telephone lines for medical emergency personnel. Personnel should be specified in terms of the nurse who will oversee and render first aid, staff members who will assist the nurse when needed and in cases of the nurses' absence who will then be responsible for management of medical emergencies. Any additional staff who will report to the first aid center to manage first aid traffic will also need to be listed.
3. Other staff or assigned people will also need to be listed who will report to the first aid center and be responsible for registering persons who come into the first aid center for care, may use any form or daily health room report form. They will need to pull from the file, the individual's health office information or staff emergency forms and give it to first aid personnel. These people will have to be designated and listed.
5. Dismissal forms should also be in the first aid center and indicate whether the student was dismissed to an ambulance and the instructions given at the time, whether the student was dismissed to the parent and instructions given, and whether the student was given first aid and then returned to class. In schools where the designated first aid center is too small to handle the activities outlined above, an alternate room will need to be used in addition for overflow facilities where students may wait for care or wait after care until dismissal.

GENERAL CONSIDERATIONS

The following areas of concern must be considered, and responsibilities assumed:

1. A record of all students who come to the first aid center must be made. Register and complete information for each student.
2. Emotional problems without apparent physical problems will probably occur. These cases will demand attention and a record should be made and referral to the appropriate counselor/school psychologist.
3. There is a possibility that the first aid center traffic may be quite heavy and special considerations for its management may need to be considered so that the staff member assigned a responsibility of first aid can perform his/her assigned task.

4. Individual report forms such as accident and workmen's compensation forms must be completed in detail. Be sure you are familiar with these forms and have a supply on hand so that the needed information is gathered.

EQUIPMENT

In schools without stretchers, you might talk to your custodian about the possible use of their 4-wheel platform trucks or other devices. This piece of equipment is close to the floor and the injured person, when appropriate to move, could be placed on a platform and moved easily to the first aid center in many buildings. A secretary or executive chair on wheels also is handy in such cases. Multi-floor buildings may be an exception.

BACKUP EMERGENCY AID STATION

In larger schools where space and trained personnel are available, the building administration may choose to set up an additional and/or alternative center for emergency aid. If this is feasible for your building, personnel and procedures should be outlined in approximately the same way as for the preferred first aid center. The nurse should order supplies and stock the assigned area with the necessary materials.

INSTRUCTIONS FOR TEACHERS IN DEALING WITH A CRISIS

There have been many varied crisis situations which have impacted the school. There will be occasions when administrators, counselors and psychologists cannot provide immediate assistance to all who need it during a crisis. Teachers can provide very valuable assistance. The goal of crisis intervention is to provide immediate assistance to restore normalcy and minimize debilitating lasting effects.

VERIFICATION

Your principal will verify the extent of the crisis and notify you as soon as possible. Please be very cautious about commenting to students until you are notified of the facts. Tell students that it is important to stay calm and that rumors can get out of hand and that you will give them the facts as soon as possible.

OUR CRISIS REACTION

Reaction to a crisis can fall into the categories of panic or defeat. It is normal to have lots of anxiety and to want to flee the scene or to feel that the world is not a very secure place. Unresolved issues based on our life history may surface and may add to our emotional state. Waves of emotions may flood our thoughts.

WHAT CAN A TEACHER DO?

In case of a crisis, move your students to the safest environment possible and make sure you have your class roster with you.

1. After receiving verification from the principal, you should openly and honestly acknowledge what has happened. Students need to be told the facts in age appropriate terms. This will help de-escalate the situation.
2. Model expressions of your feelings and give the students permission to express their feelings. By giving permission to express feelings, they become validated, leading to return to normalcy more quickly.
3. It is important that students understand that they may be flooded with waves of emotion and there is no one correct way to feel. Our emotions range through stages and we can go back and forth through them. Anger and denial are very common feelings. Students may also experience feelings of guilt that are very irrational. This may range from confusion about causality in a young child (i.e., dreams or bad thoughts that I've caused this), to should have stopped or prevented this crisis (i.e., if I had been there or I should have taken more action). Some students may have valid reasons to feel guilty if they had some knowledge or clues about another person's behavior (these students need to be referred to the counselor and/or school psychologist).
4. Following the crisis, be alert for those students who are experiencing more extreme reactions in comparison to the norm and refer them to the appropriate counselor school psychologist.
5. Once students are physically safe, they need the opportunity to talk out their feelings concerning having their safety and security threatened.
6. We tend to expect all students to react to bad news with feelings of remorse. Give permission for a range of emotions and recognize the student who says today "I don't care, or it doesn't bother me" may be crying tomorrow or next week. Students may show their feelings through "acting out" behaviors.
7. Provide opportunities for students who wish to do so to express thoughts through their writing.
8. Be prepared to provide follow up discussions as needed in the future or as more information about the crisis is verified. Reactions to the crisis may last a long time.

INSTRUCTIONS FOR PRINCIPALS FOLLOWING A SUICIDE

Principal's Checklist (Suicide)

1. Protect privacy of family.
2. Verify the death.
3. Notify and consult with Superintendent/Team Leader.
4. Convene Crisis Team.
5. Announce the death to staff and students.
6. Notify teachers of faculty meeting to implement Crisis Plan.
7. Control and direct media (consult with Superintendent or designee).
8. Make counseling available to students and provide rooms for students to meet in small groups.
9. Consult with Crisis Team leader to contact community resources if needed.
10. Hold faculty meeting to initiate Crisis Plan.
11. Identify students about whom faculty are concerned.
12. Hold small group meetings with students as needed.
13. Announce funeral arrangements.
14. Remove student's name from lists.

REFERRAL SOURCES AND EMERGENCY NUMBERS

The Center for Counseling	620-792-2544
	800-875-2544
ESSDACK	620-663-9566
Lyons Hospital District #1	620-257-5173
Lyons Medical Center	620-257-5124
Lyons Ambulance	911
Lyons Fire Department	620-257-3801
Emergency	911
Lyons Police Department	620-257-2355
Emergency	911
Poison Control	800-222-1222
Prairie View (24 hour)	800-992-6292
Rice County Sheriff	620-257-2363
Emergency	911
Rice County Special Services	620-257-7002
Rice County Health Department	620-257-2171
Youth Crisis Counseling	?
School Violence Hotline	877-626-8203
Area School Counselors:	
Chase/Raymond USD 401	620-938-2923
Little River/Windom USD 444	620-897-6201
Sterling USD 376	620-278-2171

AREA CLERGY AVAILABLE AS RESOURCE COUNSELORS

Larry Schumacher Home	Assembly of God Office 620-257-2246
Robert Taverner Home	Church of Christ Office 620-257-3612
Donald Strohmeyer Home 620-257-2222	Church of the Nazarene Office 620-894-4006
Rob Bolton	Ebenezer Methodist Church Office 620-257-2795
Joel Grizzle Home	First Baptist Church Office 620-257-5622
Bob Friesen Home	First Christian Church Office 620-257-2071
Lara MacGregor Home	First Presbyterian Church Office 620-257-3064
Chris Lehew	First United Methodist Church Office 620-257-5161
Kenton Abbott Home	Grace Lutheran Church Office 620-257-2204
Fr. Brian Viel	St. Mark's Episcopal Church Office 620-257-5955
Fr. Michael Brungardt Home	St. Paul Roman Catholic Church Office 620-257-3503
Oscar Gomez Home 257-5014	La Mision el Camino Office 620-257-2482
Phil Green	Faith Bible Church Office 620-257-2466
Caleb Barrows	King's Cross Church Office 937-597-1880
Scott Pulley	Praise Chapel Revival Office 805-330-7816

*Trained through ESSDACK Crisis Intervention Team workshop.

SAMPLE ANNOUNCEMENTS

FOR CALLING TREE:

Information to be included in brief explanation:

- a. Type of happening
- b. Location
- c. Date of incident
- d. Cause
- e. Persons involved
- f. Include employee meeting time and place
- g. Proceed with calling tree

IN CLASSROOM:

Lyons Public School is saddened by the death of _____ last night [as a result of _____]. Notification of funeral arrangements, etc. will be announced when available. Out of respect for the family, details of the death will not be discussed at this time. Counselors are available in _____ if students want to talk about it.

FOR SECRETARY OR PERSON DESIGNATED TO ADDRESS INCOMING CALLS:

- a. Want callers to be aware the school officials are on top of the situation.
- b. Present a uniform, prepared statement:
i.e.: above classroom statement; or “The crisis is being attended to, and as soon as possible, we will be bringing students to _____ and you can pick them up there. Further information will be released at that location.”
- c. Refer additional questions to the CIT Leader.
- d. Log all incoming and outgoing calls and personal contacts.

TO THE MEDIA:

It is the policy of this district that all media inquiries be directed to our district office. That number is 257-5196 Ext. 124, and the address is 800 South Workman.

LIAISON PERSONNEL

Crisis Team Coordinator—Terri Glass

Law Enforcement—Lyons Police Department

Mental Health—High School Counselor

Medical—Brandi Reazin

Media—Bill Day

Student—Building Principal/Teachers

Parent—Building Principal

Ministerial/Mortuary—Blayne Rons

Neighboring communities—Amie Kreis

PRINCIPAL'S CRISIS REPORT

State the nature of the crisis:

Give the date and time of crisis:

State where the crisis occurred:

What facility damage was incurred due to the crisis?

What death/injuries were incurred during the crisis?

What was the response of the staff during and after the crisis?

What was the response of the student body during and after the crisis?

Note any item of importance that may have taken place during or after the crisis that you haven't already written about:

What follow up activities were prescribed for the faculty, student body and the school facility itself:

Date

Principal's Signature

STUDENT REFERRAL FORM

Student Name: _____

Home Room Teacher: _____

School: _____

Grade: _____

Date: _____

Concern:

Follow-up Dates:
