

SWEET HOME SCHOOL DISTRICT NO. 55
Sweet Home, Oregon

EMERGENCY/TRAGEDY MANAGEMENT PLAN

Principal/Administrator/Supervisor

Home phone: _____

Work phone: _____



Sweet Home School District does not discriminate on the basis of race, religion, color, national origin, disability, marital or parental status or sex in providing education or access to benefits of education services, activities and programs in accordance with Title VI or the Civil Rights Act of 1964 as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Superintendent Don Schrader has been designated to coordinate compliance with these legal requirements and may be contacted at 1920 Long Street, Sweet Home, OR 97386.

Table of Contents

	PAGE
EMERGENCY MANAGEMENT HANDBOOK	3-18
Additional Information for Police Responders.....	10
All Staff Alert.....	5
Bomb Threat Checklist	18
Checklists.....	7
Creating a Secure School.....	4
Emergency Equipment List.....	13
Emergency Management Plan Overview.....	4
Emergency Procedures.....	3
Law Enforcement Response and Command Post Structure	7
Long Term Recovery Activities Checklist.....	15
Plan Implementation Checklist	6
Planning and Prevention	5
Principal's Emergency Checklist	8-9
Recovery and Follow-up Checklist	14-15
Staff's Role	7
Subject Description Checklist.....	17
Teacher's Emergency Checklist.....	11-12
Telephone Threat Checklist	16
TRAGEDY RESPONSE PLAN	19-38
Before School Staff Meeting.....	32-33
Building Roles/Information Sheet.....	27
Checklist for Tragedy with NO Prior Planning Time/Information Sheet.....	23
Checklist for Tragedy WITH Prior Planning Time/Information Sheet.....	24
District Roles/Information Sheet.....	26
First Day of Tragedy/Information Sheet	21-22
Guidelines for Teachers	34
Media Guidelines.....	33
Memorial/Memory Activity	34
Parent Announcement.....	31
Planning for Follow Up.....	38
Second Day and Follow Up Activities	25
Staff Announcement/NO Planning Time	29
Staff Announcement/WITH Planning Time	29
Student Announcement.....	30
Tragedy Day Checklist.....	35
Tragedy Response Calling Tree.....	37
Tragedy Response Flowchart.....	20
Tragedy Response Plan Cover Sheet	19
Tragedy Response Team Roles.....	28
Tragedy Team Job Listings.....	36
When Professional Help is Needed – Warning Signs	38
BEHAVIORS REQUIRING SPECIFIC REACTIONS	39-46
Assault.....	41
Bomb or Suspicious Device	41
Bomb Threat Plan	42
Bomb Threat	42
Civil Disturbance	43
Dangerous Person on Campus.....	43
Handling a Weapon Wielding Student.....	46
Kidnapping.....	44
Physical Violence in the Building	39-40
Sexual Assault/Sexual Assault Checklist.....	45
Threatening Behaviors Outside the Building	39
Weapons.....	46
ACTION PLANS FOR POSSIBLE SITUATIONS IN THE SCHOOL	47-49
Building Counselor/Child Development Specialist.....	48
Central Communications.....	49
External Communications/Press Liaison.....	49
In District Tragedy Response Team Members	48
Other Outside Resource Persons	49
Out of Control Person	47
Parent Coordinator	49
Safe Room Coordinator.....	48
Teacher or student dies in a classroom with students present	47
Teacher or student dies on playground or location other than classroom	47
Tragedy Response Team Coordinator – Switchboard.....	47
Tragedy Response Team Members	48

EMERGENCY ?

CALL 911

POLICE/ FIRE/ AMBULANCE

Police non-emergency: 541-367-5181

Fire non-emergency: 541-367-5882

SHERIFF

Non-emergency: 541-967-3911

HOSPITALS

Lebanon: 541-258-2101

Lebanon Emergency Room: 541-451-7115

Corvallis: (541) 768-5111

Albany: (541) 812-4000

WHEN YOU CALL:

- 1. STATE CLEARLY WHAT YOU NEED . . . FIRE, POLICE, MEDICAL**
- 2. STATE ADDRESS**
- 3. STAY ON THE LINE TO ANSWER QUESTIONS**
- 4. STAY CALM AND SPEAK CLEARLY!**

Your address is:

Current First Aid Card holders

- 1) First aid is given immediately by a qualified person to prevent any further injury or to reduce discomfort. **IF LIFE THREATENING EMERGENCY, CALL AMBULANCE IMMEDIATELY!****
- 2) The teacher and/or administrator takes the student to the health room unless moving the victim would risk further injury.**
- 3) If more skilled treatment is needed, the student's information form is pulled and:**
 - a) The parent/guardian is notified.**
 - b) If parent is unable to act, get permission to:**
 - 1) Contact the family physician or dentist.
 - 2) If the family physician is not available, have an understanding that the student will be sent to Lebanon Community Hospital Emergency Room if medical care is indicated.
 - 3) Arrange appropriate transportation.
 - c) If parent cannot be found and/or notified:**
 - 1) Contact family physician or dentist.
 - 2) If this cannot be done, transport student to Lebanon Hospital Emergency Room.
 - 3) Arrange for appropriate transportation.
 - 4) As soon as possible, notify school administrator of action taken.
 - 5) Continue attempts to contact parents/guardian.

EMERGENCY MANAGEMENT PLAN OVERVIEW

In the society in which we live, schools face an increasing number of safety concerns which could be classified as emergency situations. These situations vary in nature, but increasingly, concerns have focused on hostile intruders, including armed persons. The following information is intended to help teachers and principals act safely in order to maximize the safety of children, staff and others who may be a part of an emergency situation, especially involving an armed intruder or shooting incident.

The objectives for managing emergency situations of this nature are:

- To respond safely and effectively.
- To protect the physical and emotional well-being of students and staff.
- To prevent or minimize injury, damage and/or disruption.
- To return the school to normal as soon as possible.

In order to meet these objectives, schools should have the following:

- A basic understanding of the key elements, background factors and special conditions that may comprise this type of emergency.
- A written school Emergency Management Plan that is tested, updated and coordinated with District Office and outside agencies.
- Equipment and supplies ready for use.
- Staff trained, alert and mentally prepared to act effectively and safely during an emergency.

Incidents involving armed intruders can be volatile and fast moving. The incident may occur in seconds and be extremely devastating to victims as well as others in the area of the incident. Responses to incidents must be based on the nature of the incident; actions will vary with the seriousness of the situation. There may be situations where individual staff may have to assess conditions independently, make decisions and take immediate action to protect lives.

It is important that all school staff have a basic understanding of the elements that could constitute these types of emergencies and understand how to respond safely and effectively in various emergency situations.

The following outline and checklists are designed to assist principals in developing a comprehensive plan to deal with these special emergency situations.

CREATING A SECURE SCHOOL

- **Establish and share the Emergency Management Plan with all staff and volunteers.**
- **Set up a staff supervision assignment map of the school.** Focus attention especially on entrances, exits, the school grounds and problem areas.
- **Enlist formal and informal student leaders, staff and parents to communicate student behavior and dress code expectations.**
- **Post signs requiring all visitors to sign in and out at the office and to obtain a visitor/volunteer button or identification card.**
- **Train and encourage all staff to personally contact visitors and refer them to the office.**
- **Minimize the number of unlocked entrances; post signs referring people to main unlocked entrances.**
- **Require students to have a hall pass when moving about the school during class sessions.** Limit hall passes to an absolute minimum.
- **Conduct a building safety audit in consultation with law enforcement experts.**
- **Arrange supervision at critical times (for example, in hallways between classes).** Having a plan to deploy supervisory staff to areas where incidents are likely to occur is a prudent prevention strategy.
- **Prohibit students from congregating in areas where they are likely to engage in rule breaking or intimidating behaviors.**
- **Have adults visibly present throughout the school building.**
- **Maintain the physical condition of the school building and grounds to help reduce incidents of property destruction and violence.**

PLANNING AND PREVENTION

Each principal will have an updated school specific plan in place that includes in-service training for all staff.

Prevention efforts will focus on reducing the vulnerability of the school. To improve prevention efforts, overall school security should include:

- Adequate physical building security. Make sure that all doors, locks, windows, etc. function properly.
- Communication systems, such as alarms and intercoms must work properly.
- Control access to the school. There needs to be specific guidelines for visitors, supervision of students on playgrounds, in hallways, during activities, etc.
- Staff must be alert to their surroundings at all times. They must know regular procedures and daily schedule changes.
- All emergency plans are to be updated, communicated to staff and tested to operate smoothly.

ALL STAFF ALERT

An **ALL STAFF ALERT** is a signal to building staff that sets in motion a predetermined set of behaviors for staff. This signal – sent out through the building communications system – mobilizes the entire faculty and staff to undertake the agreed upon actions.

Examples: **A bell system notifies staff that an emergency procedure is called for in response to a natural disaster.**
Either a “lockdown” announcement or ALL STAFF ALERT notifies staff that an armed intruder is on the school grounds.

Staff Alert is a predetermined announcement that signals a prescribed set of behaviors for staff. This signal is sent out along the communication system of the building to mobilize the entire faculty and staff into the agreed upon action.

Staff Alert is used when it is necessary to command the response of all the adults in the building and to set in motion a particular response set for the Emergency Plan.

ADMINISTRATOR’S RESPONSE

- Call an All Staff Alert
- Implement Emergency Plan

TEACHER OR SUPERVISING ADULT RESPONSE

- Responds immediately to the predetermined announcement.
- Maintain a calm environment by remaining calm yourself.
- Contact administration immediately in the event of an emergency.
- Reassure everyone involved that everything possible is being done to return the situation to normal.

PLAN IMPLEMENTATION CHECKLIST

1. Review school needs and current capabilities:
 - a. Physical layout and access controls.
 - b. Existing access and visitor control procedures.
 - c. Personnel resources, school emergency team, etc.
 - d. Communications systems and capabilities:
 - Test communication devices and specify improvements needed.
 - e. Make recommendations as needed to physical plant or communications system improvements and other equipment needs.
2. Develop school emergency plan:
 - a. Utilize attached checklists to fit school needs (pages 5-16).
 - b. Prepare communications plan utilizing existing equipment.
 - c. Assign staff roles for school emergency team.
 - d. Prepare emergency kit, assemble equipment.
 - e. Plan for alternate command post areas, staging areas for emergency responders, parents, transportation, media, etc. (page 16).
3. Coordinate with District and public safety agencies plans:
 - a. Review plan with District Superintendent.
 - b. Seek input from local public safety personnel.
 - c. Make response plan arrangements with District Superintendent and other specialists.
 - d. Finalize plan, obtain approval from Superintendent, update as necessary.
 - e. Share copy of plan with appropriate groups and individuals.
4. Train Staff:
 - a. Train all staff
 - b. Test plan (incorporate with training):
 - Full simulation exercise
 - Follow-up and critique effectiveness
5. Maintain and update plan:
 - a. Set annual date for review and revision, as necessary.
 - b. Have regular staff critiques of Plan.

LAW ENFORCEMENT RESPONSE AND COMMAND POST STRUCTURE

The first response to an armed intruder or shooting incident in a Sweet Home School District facility will be patrol units of the Sweet Home Police Department or the Linn County Sheriff Department. In a serious emergency, other agencies will probably be involved.

The school principal will be the focal point of the school response to the emergency and recovery activities before law enforcement arrives and after they leave the premises. While law enforcement is on the scene, they are in charge. The principal and staff should facilitate police efforts and follow their explicit instructions. Law enforcement responders will need certain information and support. The Incident Information Sheet (pages 6-7) and the Equipment List (page 10) are to be used for helping law enforcement responders.

Most shooting incidents will be over quickly. However, in the case of a hostage situation or other serious situation, a command post or incident command system will probably be implemented and be comprised of: incident command, resource pool and a secondary staging area. The schematic diagram on page 16 depicts the configuration and activities typically involved in command post operations.

STAFF'S ROLE

The teacher's role of protecting and directing students under their care through an emergency, remains the same in this type of emergency just as it does during any other type of emergency. Detailed emergency action procedures and background information for instructional staff needs to be provided in teacher training. See Teachers' Emergency Checklist (page 11).

Teachers should be familiar with all warning signals, codes and communication devices by which emergency information can be communicated to and from the office. During an emergency, it is essential for teachers to:

- stay alert to conditions.
- be prepared to act and protect students.
- assess the environment and be prepared for the unexpected.

Other administrative and classified staff may have important roles to play during a shooting incident.

CHECKLISTS

The attached checklists may be altered to meet individual school needs:

- Principals' Emergency Checklist (pages 8-9)
- Incident Information Sheet (pages 9-10)
- Teachers' Emergency Checklist (pages 11-12)
- Emergency Equipment List (page 13)
- Recovery and Follow-Up Checklist (pages 14-15)
- Telephone Threat Checklist (page 16)
- Suspect Description Sheet (page 17)
- Bomb Threat Checklist (page 18)

PRINCIPAL'S EMERGENCY CHECKLIST

1. Immediate Assessment

- _____ a. Confirm and ascertain the type of incident:
 - _____ Barricaded suspect/hostage
 - _____ Gun fight
 - _____ Sniper/drive-by shooting
 - _____ Attack on school - "shooting rampage"
 - _____ Other _____
- _____ b. Obtain essential information
(Use Incident Information Sheet {pages 6-7})

2. Summon Help

- _____ a. Call 911. Have someone stay on the line with 911 operator.
- _____ b. Have someone else notify School District Office.
- _____ c. Implement site and tragedy management plans.
- _____ d. Gather school staff available for emergency duties.
- _____ e. Direct non-essential staff to a safe area.

3. Sound warning to school staff

- _____ a. Emergency warning and condition signals (entire site).
- _____ b. Immediate sheltering action for those exposed to danger.
- _____ c. All others:
 - Shelter in place or
 - Move to shelter in safer location if safe to do so
- _____ d. Signal instructions.

4. Lock down building, secure areas, monitor situation.

- _____ a. Exterior doors locked.
- _____ b. Interior doors locked where possible.
- _____ c. Staff assigned to secure areas, monitor conditions.
- _____ d. Recognize and be ready for contingencies.

5. Wait for police

- _____ a. Keep responding units updated on situation via 911.
- _____ b. Assemble witnesses, victims.
- _____ c. Suggest possible areas for staging, command post, emergency medical, etc.
- _____ d. Gather key information for law enforcement (Refer to Incident Information Sheet {pages 6-7}).
- _____ e. Maintain event and status log.

6. Stabilize elements of situation if safe to do so.

- _____ a. Care for injured (safety for those assisting).
- _____ b. Ancillary staff instructions.
- _____ c. Protect crime scene, evidence.

7. Work with police to resolve situation.

- _____ a. Stay at command post, support incident commander.
- _____ b. Provide information:
- _____ c. Direct school staff
 - _____ incident specific
 - _____ site background and resources
 - _____ personal background on all persons involved
 - _____ special staff resources, abilities, training
- _____ d. Coordinate school response:
 - _____ on-site
 - _____ other locations, staging areas, hospitals, etc.
 - _____ District coordination

8. After "All Clear"

- _____ a. Emergency medical care
- _____ b. Account for all students and staff:
 - _____ on-site headcount
 - _____ at hospital or other off-site locations
- _____ c. Notification, reunification with parents/guardians
- _____ d. Support law enforcement follow-up activities
- _____ e. Staff debriefing
- _____ f. Arrange for site security, if necessary
- _____ g. Work with specialists:
 - _____ Emergency medical/hospitals
 - _____ District Tragedy Intervention Team
 - _____ Public Information Officer (Superintendent and/or designee)
 - _____ Facilities clean up and repair support

9. Initiate recovery and follow-up activities.

- _____ a. Brief staff and provide access to support as necessary
- _____ b. Plan for resumption of school ("next day" plan)
- _____ c. Arrange for physical plan clean-up and repair
- _____ d. Begin long-term recovery planning

INCIDENT INFORMATION SHEET

When calling 911, the police dispatcher will lead you through the necessary questions. These will probably include the following:

Immediate information for 911 operations and Police Responders:

1. Reporter Information:

- a. Your name and title
- b. School name
- c. Street address
- d. Where are you now?

2. Nature of situation/problem:

- a. Describe the problem
- b. What is happening now?
- c. What exactly has happened?
- d. Are persons injured?
 - how many, how seriously?
- e. Are weapons or other dangerous items involved?
 - have shots been fired, how many?
 - describe weapons
- f. Are people in immediate danger now?
- g. Are there hostages?

3. Persons involved:

(who, how many, current status and location, pertinent background history, special abilities, relationships, other intervening factors)

- a. Victims
- b. Witnesses
- c. Offenders/perpetrators:
 - suspect description
 - vehicle description
 - direction of travel
- d. Others

NOTES: STAY ON THE LINE WITH 911 OPERATOR. Have eyewitnesses wait to talk with police. Use Suspect Description Sheet (page 17).

Additional Information for Police Responders

4. How and where did it happen?
 - a. What location(s)/area(s) are involved?
 - b. How and when did subjects arrive, enter, and get noticed?
 - c. What exactly did they do?
 - d. How and when did they leave?
 - e. Where are they now?
 - when last seen, what direction of travel?
 - f. What are they doing now?
5. Suspect information (Suspect Description Sheet, page 17)
 - a. Number of persons involved as perpetrators
 - b. Names
 - c. Physical description and clothing worn
 - d. Weapons present, number, type, amount of ammunition
 - e. Vehicles
 - f. Mental state of suspect (agitated, calm, rational or irrational, etc.)
 - g. Sober or intoxicated
 - h. Known or suspected skills, e.g., military expertise
 - i. Photo available
6. Any contact/communication with subject(s)
 - a. Have threats or demands been made?
 - b. Other warnings?
 - c. Other messages or information communicated?
7. Apparent Motive
 - a. Specific target or object of attack
 - b. Stated reason or purpose
 - c. Other reason(s), how do you know?
8. Other pertinent information
 - a. Any special conditions or areas that police should be aware of when first responding, i.e., unsafe area
 - b. Actions of subjects or victims or others
 - c. On-site staff actions, other response
 - d. Status of damage, injury
9. Hostage information (if applicable - for each person)
 - a. Name
 - b. Sex
 - c. Race
 - d. Age/date of birth
 - e. Height, weight, eye color, hair color/type
 - f. Clothing
 - g. Physical condition
 - h. Photo available

TEACHER'S EMERGENCY CHECKLIST

1. Immediate Recognition and Assessment

- _____ a. Warning signals, codes, information from office or others.
Signal/Condition A Staff alert for intruder
Signal/Condition B Lock doors secure building
 - secure rooms (lockdown)
 - await instructionsSignal/Condition C Take immediate sheltering actions
Signal/Condition D Emergency over, all clear
 - stay put, await instructions
- _____ b. Direct observation or knowledge of conditions
 - look, listen, etc.
- _____ c. Report significant information to office.
- _____ d. Maintain awareness of conditions and threat source.

2. Immediate Sheltering Actions

- _____ a. Lock door(s)
 - do not chain or barricade
 - do not lock out those needing shelter
- _____ b. Shelter in place
 - basic duck and cover techniques:
Lie flat, face down, on floor. Cover head; get under table(s)/desk(s) if possible
 - _____ Classroom options:
 - _____ away from windows, doors
 - _____ along outer wall, if necessary -watch for shattered glass
 - _____ In other areas, buses: basic duck and cover techniques
 - _____ In open areas:
 - _____ use objects immediately available
 - _____ in open-lay down, stay motionless
- _____ c. Move to shelter in different place if safe to do so (if current location is judged too dangerous).
 - _____ Possible alternate locations:
 - _____ in hallway
 - _____ other rooms or areas in the building
- _____ d. Evacuation from building (different than fire or bomb threat)
 - _____ Safe/clear secure route
 - _____ Assembly point
 - _____ Ready to seek immediate cover

3. Other immediate action

- a. Care for injured. Do not expose yourself to danger.
- b. Prevent and/or control panic.
- c. Close drapes/curtains/blinds ONLY if safe to do so.
- d. Turn out lights if safe to do so.
- e. Be ready to move instantly (know possible evacuation routes, including windows).
- f. Have accurate head count and accounting for others (take class record book with you if evacuated).
- g. Provide for needs of handicapped students.
- h. If possible, report status or significant changes to office/incident command post.

4. Actions during (resolution of) emergency

- a. Care for students
 - _____ Deal with panic/hysterical/stress reactions.
 - _____ Provide psychological first aid.
- b. Follow instructions of police, principal (police are in charge, principal and other staff support their efforts).
 - _____ Be prepared for police to suddenly appear.
 - _____ Be ready to move, follow special instructions.

- c. If you and group are taken hostage:
- _____ Stay calm, “don’t be a hero”
 - _____ Follow instructions of captor
 - _____ Cooperate, be friendly if possible, don’t argue or antagonize captor or other hostages
 - _____ Inform captors of medical or other needs
 - _____ Be prepared to wait. Elapsed time is a good sign
 - _____ Don’t try to escape, don’t try to resolve situation by force or otherwise
 - _____ Be observant and remember everything you see or hear
 - _____ If a rescue takes place, lie on the floor/ground and stay down
- d. Be prepared for the unexpected
- Think of possible courses of action for various contingencies.

5. Actions to take following the “All Clear” signal.

- _____ a. Check for injuries, ask “are you hurt?”
- _____ b. Account for all students, stay put. Wait for instructions (let other teachers know you have their students).
- _____ c. As verified information becomes available, explain to students what has happened and what will happen next.
Allow them to ask questions, express feelings, etc.
- _____ d. Monitor children for (bad) reactions to stress.
- _____ e. If children were directly involved or direct witnesses so indicate to police investigators.
- _____ f. Preserve (don’t touch if possible) any physical evidence, notify police.
- _____ g. Stay with “your” students until reunited/signed out.
- _____ h. Report to office or other emergency assembly point.
 - debrief and receive instructions for recovery/follow-up activities
 - take advantage of personal support services
 - go off duty
 - take care of yourself

EMERGENCY EQUIPMENT LIST

The following is a basic list of emergency equipment. Additional or different items may be required to meet the needs of a particular school.

A. Communication Equipment

1. A good quality bullhorn (battery charged).
2. Two-way radios (intermediate and high schools).
3. Tape recorder with telephone microphone.
4. Telephone jacks and telephones.
5. Computer(s) and Modem(s).

B. Command Post Supplies

1. () Legal pads (8.5" x 11") plus smaller note pads.
2. () Ballpoint pens, magic markers, grease pencils, etc.
3. () White peel-off stickers (3"x4") to be used to identify injured persons.
4. Telephone directory.
5. District staff directory.
6. Chalkboards, flip charts, drafting/masking tape, etc.

C. Information lists, maps, drawings

1. List of telephone numbers, portable phones, radio call/pager numbers for:
 - public safety agencies
 - school personnel
 - District personnel
2. List of computer bulletin boards and FAX lines at District and/or schools, public safety agencies.
3. Lists of students
 - master list, by class, by bus route, absence report(NOTE: For all off-campus trips, a list of students and adults on each bus or other vehicle should be left at the school; students and adults must ride the same bus both ways.)
4. Emergency procedures.
5. Personnel assignments during emergencies.

D. Facilities/site information

1. Floor plan of school including location of:
 - all telephone wall jacks, computers, other communications devices
 - all exits and entrances
2. A map of grounds and adjacent property and/or street guide or area

RECOVERY AND FOLLOW-UP CHECKLIST

IMMEDIATELY AFTER THE "ALL CLEAR"

1. Emergency medical care
 - _____ a. Help organize triage and medical evacuation
 - _____ b. Assign staff
 - to assist emergency medical personnel
 - to track who goes to which hospital
 - to ride in ambulances
 - to serve as school contact at the hospital(s)
 - _____ c. Put stick-on labels with child's name on victim(s)
2. Account for all students and staff
 - _____ a. Building sweep
 - _____ b. Head count by staff
 - _____ c. Account for all students and staff:
 - at evacuation assembly areas
 - at hospital(s)
 - at other off-site locations
3. Notification, reunification with parents/guardians
 - _____ Orderly and compassionate control of and communication with parents, staff, spouses, etc.
 - _____ Notice of "o.k."
 - reunification/sign-out process
 - _____ Notice of injury
 - name of hospital
 - _____ Notice of fatality
 - usually done by law enforcement
 - _____ Reunification and sign-out
 - "orderly and secure"... follow plan
4. Trauma counseling and support
 - _____ Contact Tragedy Intervention Team leader
 - _____ Determine immediate stress trauma counseling
 - _____ Plan for the following hours, days
 - _____ Provide access to counseling resource(s)
 - all students, staff and parents
5. Communications
 - _____ Work with Public Information Officers
 - school district, lead law enforcement agency, etc.
 - tragedy communication policy and plan applies
 - _____ Control rumors
 - regular, accurate updates via established or improvised channels
6. Support law enforcement follow-up activities
 - _____ Facilitate police follow-up activities
 - crime scene investigation
 - interviewing of witnesses, victims and others
 - _____ Help coordinate activities of school staff and police personnel
 - tragedy intervention team
 - police interviews
 - custodial/facilities
 - _____ Provide staff witnesses, information to police
 - assemble staff for debriefing
7. Work with specialists
 - _____ School staff under your direction
 - _____ District support specialists
 - _____ Utilize/coordinate resources available from other organizations

8. Staff briefing
 - _____ Tell staff what happened
 - _____ Tell staff what is next
 - closure period/reopening process
 - recovery "to do" list
 - special schedule
 - _____ Answer questions
 - _____ Make special assignments
 - staff recovery planning/work team
9. Site security
 - _____ Arrange for additional site security if necessary
 - 24 hour coverage
10. Facilities clean-up and repair
 - _____ Make sure physical scene investigation is completed
 - _____ Thorough clean-up and repair
 - all traces of the event
 - as soon as possible

LONG TERM RECOVERY ACTIVITIES

11. _____ Develop a long-term recovery plan with staff, tragedy intervention team and others
12. _____ Brief staff regularly in the hours and days following a serious incident
13. Make sure staff has full and easy access to stress counseling support.
14. Participate in incident follow-up critique and prepare an "after action report" that includes recommended improvements to emergency plans.
15. Follow-up on recommendations, share information with other schools.

TELEPHONE THREAT CHECKLIST

General Extortion, Kidnap
(If bomb threat, use special bomb threat form)

Time of call (start) _____ (stop) _____ Date: _____

INSTRUCTIONS: Stay calm - keep caller talking - attempt to gain as much information as possible, but do not give the impression you are trying to stall or trace call.

Exact words of person placing call: _____

ASK THESE QUESTIONS:

1. Would you please repeat your statement? _____
2. Who is making this demand? _____
3. How do I know this is not a joke? We get many pranks here. _____

IF A KIDNAP:

What is he/she wearing? _____

Is he/she unharmed? _____

May I talk with him/her? _____

Could you explain what you want? _____

I will have to give your demands to my supervisor.

If the caller gets into specifics about payment, ask:

"What do you want?" _____

If money, ask what currency, amount and how they want it.

Where and when should payment be delivered? _____

How should the payment be made? _____

End the call on a positive note, assuring the caller that the demand will be communicated to the proper person(s) as soon as possible.
.....

NOTE THE FOLLOWING:

Background noises: _____

Sex of caller and approximate age _____ any accent? _____

Any voice or speech peculiarity? _____

What was the caller's manner or attitude? _____

Was the caller sober? _____

Did the caller seem familiar with the building or operation? Indicate how:

Additional information or comments: _____

Receiving telephone number: _____

Person taking call: _____

ACTION TO TAKE IMMEDIATELY AFTER CALL:

Contact principal or school administrator in charge.

BE CALM, BE COURTEOUS, LISTEN - DO NOT INTERRUPT THE CALLER!

SUBJECT DESCRIPTION SHEET

COMPLETE THIS SECTION WHILE WAITING for the POLICE to ARRIVE

Direction of Travel: _____ Vehicle: _____
(make) (model) (year) (color)

Date: _____ Time: _____ License Number: _____

Race: _____ Age: _____ Sex: _____ Height: _____ Weight: _____ Wig: _____

Hair: color & style _____ Hat: color & style _____ Nose: _____ Ears: _____

Eyes: color & shape _____ Eyeglasses: color & style _____

Condition of teeth: _____ Shape of face: _____

Beard/Moustache: _____ Complexion: _____
(fake?)

Speech: _____ Mouth: _____
(accent or peculiarity)

General Body Build: *Thin* _____ *Stocky* _____ *Heavy* _____

Scars: _____ Tattoos: _____

Shirt: color & style _____ Coat: _____

Pants: color & style _____ Gloves: _____
(color & style)

Shoes: color & style _____

Other clothing? _____

Jewelry: _____
(Rings? Watch? Bracelet? Neck Chain?)

Mannerisms: _____

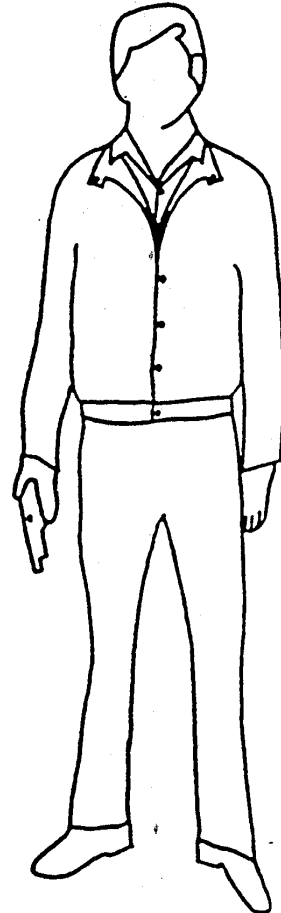
Any Names Used? _____

Weapon: _____
(type color length)

Knife: _____
(type color length)

Weapon in right or left hand? _____

Firearm: _____



BOMB THREAT CHECKLIST

Follow this checklist to record information about the threat and the person making it; if a notepad is not available, write directly on the form.

_____	Write down the time of the call
_____	Write down the time the call was terminated
_____	Write down the caller's exact words, as far as possible

Questions to Ask:

_____	What time is the bomb set to explode?
_____	Where is the bomb located? (In which area, what floor, near which room? etc.)
_____	Is the bomb out in the open? Concealed? Disguised?
_____	What kind of bomb is it?
_____	What does it look like?
_____	Why was it placed in the school?

Description of Caller:

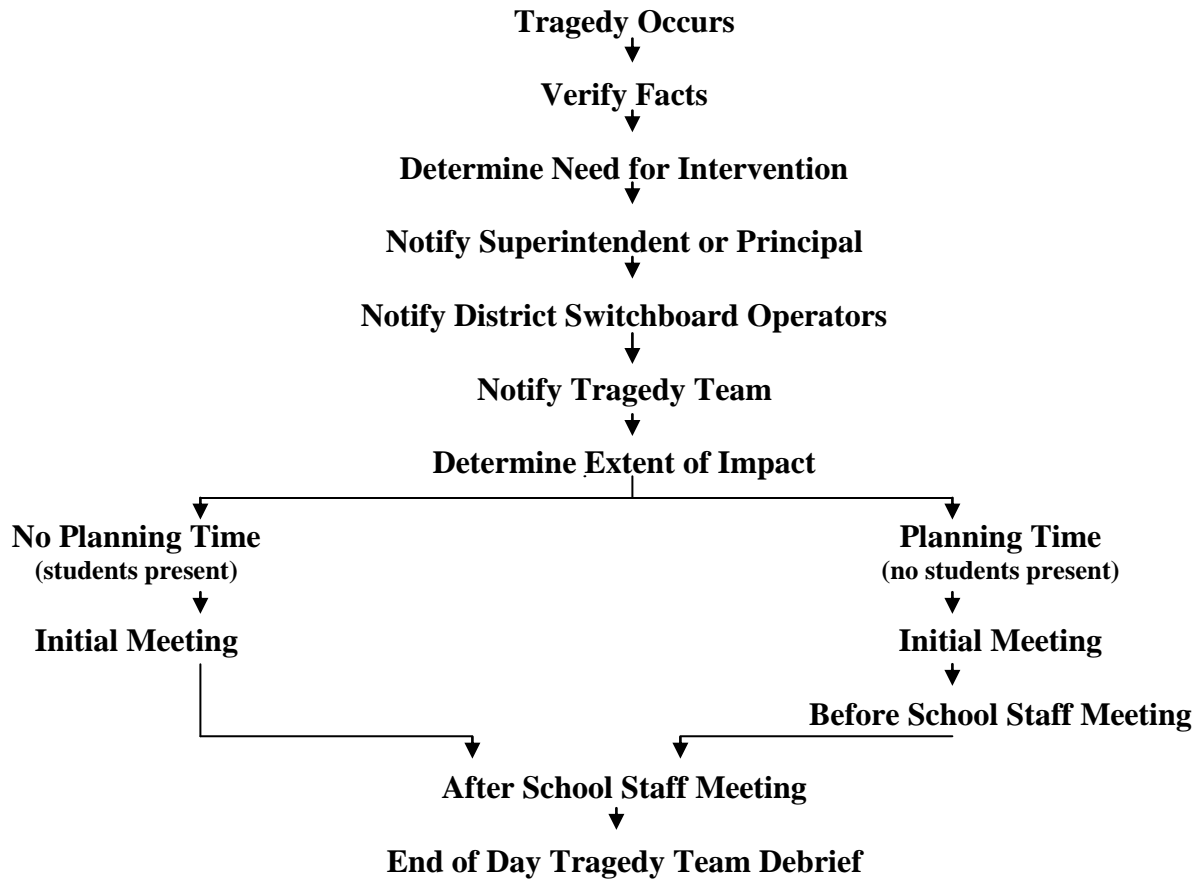
_____	Male or female?
_____	Young? Middle-aged? Old?
_____	Describe caller's mental state. (calm, frightened, etc.)
_____	Does the caller speak with an accent? What type?
_____	Does the caller use slang expressions? What are they?
_____	Does the caller sound well-educated?
_____	Are there background noises? What do they sound like?
_____	Write down exact words of caller/note any other clues.

TRAGEDY RESPONSE PLAN

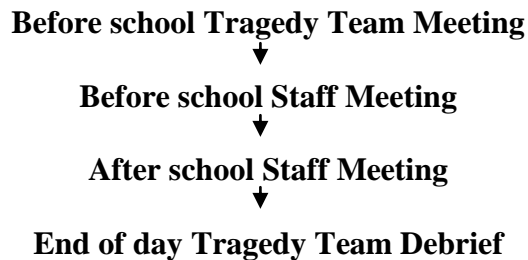
Verify Information (what, who, where, when, current status – verify with family or other source)				
Notify Superintendent/ Principals of <u>Impacted Buildings</u> <i>Don Schrader</i> 541-733-6465 (cell) 541-367-7126 (work) ** <i>Elena Barton</i> <hr/> ** <i>Keith Winslow</i> <hr/> ** <i>Colleen Henry</i> <hr/> ** <i>Jan Sharp</i> <hr/> ** <i>Terry Augustadt</i> <hr/> ** <i>Courtney Murphy</i> <hr/> **	Contact <u>Tragedy Team</u> (Dist or Bldg) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Assess extent of impact on <u>Students/Staff</u> <i>Affects students/staff in one or more classrooms.</i> <i>Affects students/staff in one or more buildings.</i> <i>Affects all students/staff in district.</i> <i>Affects entire community.</i>	Assess need for Tragedy Response <u>Network assistance</u>	Contact Staff for <u>Initial Planning</u> <i>Principal responsible</i> <u>District</u> <i>Switchboard Operators</i> <i>Lynn Stauffer</i> 541-401-2398

TRAGEDY RESPONSE FLOWCHART

FIRST DAY ACTIVITIES



SECOND DAY ACTIVITIES



FOLLOW-UP ACTIVITIES

Dependent on Tragedy

FIRST DAY OF TRAGEDY

VERIFY INFORMATION

A tragedy is any event, impending event or unstable condition which:

- seriously impacts members of the school community,
- causes persons distress, hardship, fear or grief and/or
- results in temporarily weakened problem-solving and coping skills or in emotional security.

Examples of events or conditions that require a response:

TRAUMA RESPONSE

- Death by violent act (murder, car accident, completed suicide)
- Natural disaster
- Witnessing a serious accident
- Missing child
- Violent act on school grounds (shooting, knifing, etc.)

TRAGEDY OR GRIEF RESPONSE

- Death by natural occurrence (heart attack, stroke, terminal illness)
- Attempted suicide
- Terminal illness when first diagnosed
- Serious injury
- High impact occurrences (explosions, bombings, hostage or kidnapping situations)

INFORMATION SHEET

VERIFY INFORMATION

(This form will help you gather information.)

Student or Staff person's name _____

Name of School District _____

Grade/Grade Level Taught _____

Age _____

Principal _____

What are the details of the death/trauma? _____

Was there police involvement? _____

Identify students or staff who may have particular difficulty with this tragedy: _____

Were there any students very close to or in conflict with this person? _____

What school history might affect student reaction? Other deaths? _____

Are there previous incidents, tragedies or losses that might surface as a result of this tragedy? _____

To help locate people that may be affected, review student's or staff member's schedule, including sports/extracurricular activities: _____

NOTIFY SUPERINTENDENT OR PRINCIPAL to start planning, be prepared for calls!

AREAS TO CONSIDER WHEN IDENTIFYING EXTENT OF IMPACT

- Immediate/extended family attending neighboring schools or districts
- Church groups, teams and other clubs
- Neighbors, other close friends not in school

AFTER SCHOOL MEETING

- Provide updates and news about the tragedy.
- Offer an opportunity to share reactions.
- Identify students and staff in need of follow-up care.
- Inform staff about planned Memorial Activities. Principal or designee and students should plan these activities.
- Identify what went well and what was overlooked.

AFTER SCHOOL TRAGEDY RESPONSE TEAM DEBRIEFING

Include all involved members of district staff, building staff and Tragedy Team. (Note: Someone not directly involved in the tragedy response should lead this debriefing. This person should be trained to lead debriefings. Contact your Tragedy Team for information or assistance.)

- Offer an opportunity to share emotional reactions.
- Identify students and staff needing follow-up care.
- Identify what went well and what was overlooked.
- Plan for tomorrow's response; for example, is extra staff needed?

IDENTIFY STUDENTS AND STAFF NEEDING FOLLOW-UP CARE

Students and staff often have losses, crises or traumas in their lives of which the school is unaware. The current tragedy may cause these past experiences to resurface. When this happens, physical, behavioral or emotional signs may indicate a need for follow-up care. Page 31 describes warning signs these persons may exhibit. Additional care may be required for:

- Students of staff who are close to anyone directly involved in the tragedy.
- Students or staff who have been in conflict with anyone directly involved in the tragedy.

Staff will encounter students and staff in need of follow-up care who have not been in the Care Room. These names can be added to the list and be contacted the following day.

CHECKLIST FOR TRAGEDY WITH NO PRIOR PLANNING TIME

INITIAL MEETING

- _____ Share known information about tragedy.
- _____ Contact District Switchboard Operators
- _____ Assign District, Building and Tragedy Team roles.
- _____ Identify locations for staff and student Care Rooms.
- _____ Consider need for requesting substitutes.
- _____ Assess safety and security needs.
- _____ Determine process for notifying staff and students.
- _____ Determine need for contacting outside resources for consultation or assistance (mental health workers, pastors, law enforcement personnel, suicide or homicide specialist). Your Tragedy Team member can guide you in making this decision.
- _____ Appoint parent/family contact person (choose staff member who has closest relationship with family).
- _____ Identify staff and students impacted inside and outside the building.
- _____ Identify central location for posting updated information.

DURING SCHOOL DAY

Plan After-school staff meeting. Building Administrator and Tragedy Team member.

Notify staff of time and place for staff meeting. Include building staff, involved district staff and Tragedy Team.

.....

NO PRIOR PLANNING TIME INFORMATION SHEET

VERIFY INFORMATION – This form will help you gather information.

Student or staff person's name		Name of school or district
Grade/Grade level taught	Age	Principal
What are the details of the death/trauma? _____		
Was there police involvement? _____		

ASSESS SAFETY/SECURITY NEEDS – CONSIDER THE FOLLOWING:

- If police are involved because of current safety concerns, they make all decisions about safety issues. (i.e.: armed person in building)
- Keep the media out of the school.
- Station staff members visibly at each entryway.
- Request all adults entering the building to wear name tags.
- Station staff members lining the hall between classes and checking bathrooms.
- Encourage students to take care of each other – phone numbers, buddy system.
- Consider early dismissal or locking the building.
- Increase staff visibility, especially of administrators, in order to restore students' trust in the ability of adults to protect them.

HIRING SUBSTITUTES – this allows teachers to take breaks during the day and allows those teachers who are impacted by the tragedy to go to the Staff Care room.

ANNOUNCEMENT TO STAFF AND STUDENTS – Announcement should include what happened, to whom, when and how. Recognize that details get distorted easily and include only what is known. Include description of help available and how to access it.

Gather together enough people to read the announcement so all classrooms can be informed individually, in person and during the same class period. This avoids the situation of some students knowing before others. People delivering the announcement should ask the teacher to step out into the hallway with them so they hear the information before the students do. Allow the teacher the choice to read the announcement or to have the messenger do so. If a messenger reads the announcement to the students, the teacher should introduce the reader. Following the announcement, time should be set aside for students to process the meaning of this event. The teacher should remain in the room to know what has transpired and identify youth who appear to be heavily impacted.

CHECKLIST FOR TRAGEDY WITH PRIOR PLANNING TIME

INITIAL MEETING

- _____ Share known information about tragedy.
- _____ Complete the information sheet about persons involved.
- _____ Contact District Switchboard Operators
- _____ Assign staff for District, Building and Tragedy Team roles.
- _____ Determine need for contacting outside resources for consultation or assistance (mental health workers, pastors, law enforcement personnel, suicide or homicide specialist). Your Tragedy Team member can guide you in making this decision.
- _____ Identify locations for staff and student Care Rooms.
- _____ Set times and locations for before and after school staff meetings.
- _____ Identify staff and students impacted inside and outside the building.
- _____ Provide break-out time for District, Building and Tragedy Teams to review entire plan for the first day.
- _____ Activate phone tree to notify building staff of the tragedy and of before and after school meetings.
- _____ Identify central location for updated information.

BEFORE SCHOOL TRAGEDY RESPONSE TEAM MEETING – Share any new information and review the day's plan.

BEFORE SCHOOL STAFF MEETING – Announce time and place of after-school meeting.

WITH PLANNING TIME INFORMATION SHEET

VERIFY INFORMATION – This form will help you gather information.

Student or staff person's name		Name of school or district
Grade/Grade level taught	Age	Principal
What are the details of the death/trauma? _____		
Was there police involvement? _____		

AFTER-SCHOOL STAFF MEETING

- Provide updates and news about the tragedy.
- Offer an opportunity to share reactions.
- Identify students and staff in need of follow-up care.
- Inform staff about planned Memorial Activities. Principal or designee and students should plan these activities.
- Identify what went well and what was overlooked.

AFTER SCHOOL TRAGEDY RESPONSE TEAM DEBRIEFING

Include all involved members of district staff, building staff and Tragedy Team. (Note: Someone not directly involved in the tragedy response should lead this debriefing. This person should be trained to lead debriefings. Contact your Tragedy Team for information or assistance.)

- Offer an opportunity to share emotional reactions.
- Identify students and staff needing follow-up care.
- Identify what went well and what was overlooked.
- Plan for tomorrow's response; for example, is extra staff needed?

IDENTIFY STUDENTS AND STAFF NEEDING FOLLOW-UP CARE

Students and staff often have losses, crises or traumas in their lives of which the school is unaware. The current tragedy may cause these past experiences to resurface. When this happens, physical, behavioral or emotional signs may indicate a need for follow-up care. Additional care may be required for:

- Students or staff who are close to anyone directly involved in the tragedy.
- Students or staff who have been in conflict with anyone directly involved in the tragedy.

Staff will encounter students and staff in need of follow-up care who have not been in the Care Room. These names can be added to the list and be contacted the following day.

SECOND DAY AND FOLLOW-UP ACTIVITIES

BEFORE SCHOOL TRAGEDY RESPONSE TEAM MEETING

- Share new information and adjust day's plan as necessary.
- Plan additional support for those most impacted.
- Review planned Memory Activity.
- Provide planning time for District, Building and Tragedy Teams.

BEFORE SCHOOL STAFF MEETING

- Provide updated information about the tragedy.
- Review tragedy response plan for the day.
- Provide information about Memory Activity.

AFTER SCHOOL STAFF MEETING – this meeting is optional, depending on the nature and severity of the tragedy.

- Provide updated information about the tragedy.
- Provide an opportunity to share reactions.
- Identify students and staff needing follow-up care.
- Identify what went well and what was overlooked.

END OF DAY TRAGEDY TEAM DEBRIEFING

(Note: This debriefing should be led by a person trained in debriefing, preferably someone not involved in the tragedy response. Contact your Tragedy Team for information or assistance.)

Include involved district staff, building staff and Tragedy Team members.

- Provide an opportunity to share emotional reactions.
- Identify students and staff needing follow-up care.
- Plan for tomorrow's response; for example, is extra staff needed?

FOLLOW-UP ACTIVITIES

- Plan for students and staff in need of follow-up intervention.
- Conduct debriefing of Tragedy Team and heavily impacted staff.
- Conduct strategic debriefing of all staff.

DISTRICT ROLES

SUPERINTENDENT OR DESIGNEE

Oversee, monitor or delegate the following activities:

- Verify facts
- Establish communications with the community
- Notify principal (or designee) of any school impacted by tragedy
- Notify all schools in the district
- Mobilize the district's response to the media
- Consider the need for legal counsel
- Arrange for administrative support for principals. (A tragedy team member may be assigned to work with each principal involved. There are also other administrators who are trained in tragedy response in the county who may give assistance. Contact your Switchboard Operator.)
- Maintain an ongoing information exchange with Tragedy Team members.

TRAGEDY TEAM SWITCHBOARD OPERATOR

- Verify facts
- Arranges visits of in-district tragedy response staff, as needed.
- Contacts Tragedy Response Network "Buddy" districts for additional staff, as needed
- Contacts Tragedy Response Network LBL-ESD team to arrange consultation and support.

.....

DISTRICT ROLES INFORMATION SHEET

VERIFY INFORMATION – This form will help you gather information.

Student or staff person's name		Name of school or district
Grade/Grade level taught	Age	Principal
What are the details of the death/trauma?		
Was there police involvement?		

Notify all schools – Discuss information flow and rumor control; phone calls or other requests for information that may be received. Students or staff at schools peripheral to the tragedy may also be impacted.

MEDIA RESPONSE – Contact the media before they contact you; have a prepared statement ready; keep media away from buildings directly impacted by tragedy.

LEGAL COUNSEL – Legal assistance may be required to protect the school and to evaluate the tragedy for possible liability issues. If you are at all uncertain, check with your district's attorney. Protection of students and staff is a key issue. During the tragedy intervention, the following issues should be considered: negligence, informed consent (both implied and actual), confidentiality (and exceptions to confidentiality), duty to warn and the right for anyone to refuse intervention.

Important note: Remember to document any decisions you make that may have legal ramifications.

TRAGEDY TEAM SWITCHBOARD OPERATOR – The Switchboard Operator for your district will contact trained Tragedy Response Team members from your district and the Linn-Benton-Lincoln Tragedy Response Network for additional support.

BUILDING ROLES

PRINCIPAL OR DESIGNEE

Begin by testifying the facts of the tragedy.

- Oversee, monitor or delegate the following activities (you may want to assign a Tragedy Team member to assist):
 - Notify the superintendent
 - Write a statement to be used to answer phone inquiries and distribute it to the district office and other buildings.
 - Write an announcement for your staff.
 - Activate your staff phone tree.
 - Plan Initial Meeting
 - Identify what is needed to ensure building safety and security.
 - Organize a before-school staff meeting, with planning time.
 - Write an announcement to your students
 - Organize an after school staff meeting
 - Hire any needed substitutes
 - Contact family members of anyone involved in tragedy.
 - Write a letter to all of your students' parents to inform them of the tragedy and of the school's response.
 - Plan for a Memorial/Memory Activity.
-

BUILDING ROLES INFORMATION SHEET

VERIFY INFORMATION – This form will help you gather information.

Student or staff person's name		Name of school or district
Grade/Grade level taught	Age	Principal
What are the details of the death/trauma? _____		
Was there police involvement? _____		

STATEMENT FOR PHONE INQUIRIES – Include who, what, when, current status; add a short statement of how the school is responding.

ANNOUNCEMENT FOR STAFF – Include who, what, when and how the tragedy occurred. Include only what is known since details are distorted easily. Describe how the school and district are responding and how to access the assistance, like Care Rooms, being provided.

BUILDING SAFETY/SECURITY – Consider the following:

- Locking building, dismissing early or keeping students in the building.
- Keeping media representatives out of the building.
- Keeping staff visible in hallways to greet students.
- Providing name tags for helping staff members.
- Encouraging students to “buddy-up” and exchange phone numbers.
- Note: If law enforcement is involved, they may take over decision-making, particularly when weapons are involved and the perpetrator is not yet in custody.

ANNOUNCEMENT TO STUDENTS – In any announcement, limit yourself to verified facts. Include information about where students can go for support. Reading the announcement to smaller groups, rather than to an assembly or over the PA system, will help your staff identify students who may need additional intervention.

HIRING SUBSTITUTES – Arranging for substitutes will allow your teachers to take occasional breaks during the day and will allow those teachers directly impacted by the tragedy to go to the staff Care Room.

CONTACT FAMILY MEMBERS – The principal and another staff member (teacher, counselor, coach) who knows the family should contact them to express condolences and determine how the school can help them. Stay in contact with them; inform them of the planned Memory Activities and provide them with any other information that seems appropriate. At some point, the family may want to give directions about the “student” or “staff members” personal possessions.

MEMORIAL/MEMORY ACTIVITY – This activity is designed to help students and staff handle the situation.

TRAGEDY RESPONSE TEAM ROLES

Appoint a team leader for the Tragedy Response Team. This person will:

- Lead the team during the intervention
- Fill in when team members need a break
- Adjust the plan as needed
- Provide any new information to all team members
- Monitor students not in the Care Room (hallways, bathrooms, etc.)
- Provide support to teachers and other staff members
- Provide classroom intervention when needed
- Identify other activities where specific intervention is needed (athletic teams, music groups, clubs, etc.)
- Inform staff members at other buildings about any of their students or co-workers that may be impacted by the tragedy.
- Offer support to other buildings.

Appoint a team member to assist the building principal or designee. This person will:

- Provide support as requested or appropriate.
- Help plan for staff or team debriefings.
- Notify tragedy team leader of any new information.
- Provide link between building principal or designee and Tragedy Team.
- Help plan for Memory Activity.
- Assess ongoing need for information and supplies.
- Help write parent information letters.

Appoint a team member to assist the superintendent or designee. This person will:

- Provide support as requested or appropriate.
- Help write media releases.
- Help plan community meeting.
- Assemble list of relevant local resources.

Appoint a team member to lead the Care Room team. This person will:

- Help principal arrange sites for student and staff Care Room.
- Oversee setting up of Care Rooms.
- Monitor Care Room team members need for breaks.
- Identify and contact students and staff who are severely impacted.
- Replenish Care Room supplies as needed.

NOTE: Depending on the specific nature of the tragedy, the roles of the team leader, building assistant and district assistant may be combined or re-assigned as needed.

STAFF ANNOUNCEMENT

NO PLANNING TIME

GOAL: To inform staff about the tragedy in a thorough and supportive manner.

SUGGESTIONS FOR INFORMING STAFF WHEN A FACULTY MEETING IS NOT POSSIBLE:

Prepare a written statement to give to each staff member. You should include:

- All pertinent, verified facts.
- Any changes in the day's schedule.
- Specific kinds of support available to them – e.g. the staff Care Room, Tragedy Response Team staff members who could help lead a student discussion, etc.
- An announcement teachers can read to their students. Teachers may read the announcement to the class personally or they may request a messenger to do so.
- Support options available to students – e.g., Care Room, opportunities for solitude when needed, small group discussions, etc.
- A request for staff members to help identify students needing extra support and to inform Care Room staff.
- A description of ways they can support students in need. Here is an example you might include:

“The Care Room will be staffed and ready for students at (time and location). If you are concerned about a student or if a student asks to leave your classroom because s/he is upset about _____’s death/trauma, the Care Room is the appropriate place for the student to go. If a student did not know _____, still allow him/her to go to the Care Room if requested. There may be another death troubling this student. Students not really using the service will be sent back to class.

Please do not support students going home for the day. We will work with those kinds of decisions/issues in the Care Room. When some students are going to the Care Room, you may want to send a buddy along.”

- The choice of facilitating a discussion in their class or continuing lessons as planned.

STAFF ANNOUNCEMENT

WITH PLANNING TIME

GOAL: To allow staff to become emotionally prepared for the first day students arrive and prevent erroneous information from arising or spreading.

PROCEDURE – As soon as the administrator in charge has made initial decisions required to organize adequate support and response, the school phone tree should begin notifying all school staff, including certified and classified staff (bus drivers also). Consistent with all tragedy planning and response, school staff should receive phone tree training at the beginning of each school.

Be sure to contact your district Switchboard Operator, who will notify the district Tragedy Team.

When you receive a call about a school tragedy through your building's telephone tree, it is crucial that you pass the information on to the next person(s) on your list. If there is no answer keep the tree alive by calling the next name until you get someone; then continue to recall those not answering. Take the responsibility to verify that the person you could not reach is called repeatedly until the contact is made.

When you call:

- Begin by making one statement of preparation, such as, “I’m sorry to have to call with sad (or tragic) news.”
- Provide basic specifics about the event: who died or was hurt, when and the circumstances, if known. Stick to verified facts, do not speculate, participate in rumors or enlarge the information.
- If your phone tree operates by relay, ask the person to get paper and pen to write down what is said.
- Inform the person about the before-school staff meeting. Include the time and place, the fact that attendance is required and information as to whether members of the Tragedy Response Team will attend. Say that more information about the tragedy will be available at that meeting.
- Thank the person for being supportive at this difficult time.

STUDENT ANNOUNCEMENT

GOALS: To inform students of the tragedy in a thorough supportive way.
To encourage students to use available resources.
To encourage students to express grief appropriately.

CONSIDERATIONS – How and from whom students receive difficult news greatly affects how they will respond to the loss. All students should receive the announcement within a short time span. This will minimize the chance of their hearing the news haphazardly, from poorly informed or misinformed people.

Avoid announcements in assemblies or other large groups, since it is too difficult to monitor each student's reactions. Those experiencing the greatest impact may slip away and get "lost in the crowd." Whenever possible read the announcement in the classrooms. Whenever possible, students should get the news in a familiar group setting where they'll feel more comfortable experiencing and expressing strong emotions and where they'll have the support of peers and adults they know and trust. Also avoid making announcements over the PA, since this does not allow teachers the opportunity to prepare themselves for their students.

Using the following sample as a guide, prepare a written announcement to be read aloud in classrooms.

Today we received tragic (or sad) news. We were informed that one of our students, _____, died by _____. (Give basic appropriate information without too much detail.) When events like this happen, it is not unusual for students and staff to react with shock, sadness, fear, anger or other feelings. These reactions may rise and fall for the remainder of the day and for days to come. Some of us will want to have quiet time alone and others may want time to talk. Some of you who didn't know _____ may want to return to your school work sooner than others will. We must all practice patience and show respect for everyone's reactions.

We can take some time to talk about what has happened. When most of the students are ready to continue schoolwork, those who still need time to talk or think may go to the Care room located _____. You will need to sign out of the class or get a pass from your teacher as you leave, then sign into the Care Room or give your pass to an adult when you arrive. This is a place for you to be with your friends to talk about what has happened. It is important that all students are with an adult because we are responsible for you and this will be a tough day. If you wish to talk alone with someone, let one of the adults in the Care Room know.

The school day will remain on schedule, but teachers in any class may cancel regular classroom activities in order to allow you to talk about this event. Students are expected to be in room with adults present. Add any information about memorial or funeral arrangements if known.

PARENT ANNOUNCEMENT

GOALS: To notify parents of the tragedy.
To suggest ways in which parents can best support their children.
To tell them what the school is doing to support its students.
To avoid rumors and misunderstandings.

CONSIDERATIONS:

- Begin the announcement with a statement of regret.
- Tell the basic, verified facts about the tragedy.
- Give information about what the school has done and will do to support its students and what you have planned, including the Memory Activity. (Be sure to indicate whether parents are invited.)
- Give information about the funeral or memorial service, if known, and let them know whether an excused absence is needed for attending the funeral.
- Tell them how they can receive updated information.
- Include suggestions about how they can best support their children. Specific information for supporting children is offered on the next page.
- If a community meeting is scheduled, provide the time, date, place and planned agenda. These meetings are very helpful in dealing with trauma. (Consult with your Tragedy Team)
- Provide information about any fundraiser or other organized effort to help the family.

SAMPLE ANNOUNCEMENT/LETTER:

We have sad news at our school today. We learned of the death of one of our students, _____, who was in _____'s _____ grade class. S/he died _____ (tell cause of death) at _____ (time and date).

We helped support our students by setting up a Care Room, staffed by specially trained members of our Tragedy Response Team. We encouraged our teachers to spend time allowing students to share their reactions to _____'s death. For those students needing extra time to talk, the Care Room was available and will remain open as long as necessary. Our school is planning a Memory Activity to formally pay tribute to _____. Parents are welcome to attend. It will be held _____ (time and place).

The family funeral will be held at _____ o'clock on _____ at _____. Students wishing to attend will need to bring a note of permission from a parent in order to be excused. The school will not be able to provide transportation.

More information about this tragedy will appear in our local newspaper tomorrow.

This event might raise questions, concerns or fears in your child. Be sensitive about whether s/he wants or needs to talk. Bring it up if s/he seems reluctant to do so. Ask about his/her reactions and accept the answers without judgment. Answer all their questions directly and honestly. Sometimes a child needs to ask the same question repeatedly. Answer patiently and eventually they'll get what they need and stop. They may also focus on the upsetting details of the death. Again, please answer those questions honestly, including saying: "I don't know" when that is true. **Do not compare death with sleep or any other state of consciousness.** Children can end up sleep-deprived, fearing they will die if they sleep. Provide comfort by giving extra hugs and support.

SUPPORT FOR TEENAGERS

- Express sympathy directly – "I'm sorry this happened to you".
- Be available to listen.
- Respect his/her need to be alone.
- Give hugs or flowers, cook a favorite food, lend a teddy bear.
- Find out if s/he wants to do "routine" activities or wants a break.
- Tell him/her about any support groups of peers who are also grieving.
- Ask if s/he want to keep a journal or diary.
- Ask him/her about addressing a letter of "regrets and appreciations" to the person who has died.

SUPPORT FOR CHILDREN

- Answer questions honestly in language s/he can understand.
- Share your own reactions and feeling, including crying, if appropriate.
- Share similar experiences you may have had.
- Ask what s/he may be angry or afraid of.
- Describe the funeral services ahead of time and ask if s/he want to attend.
- Giving lots of hugs and reassurance.
- Expect some regressive behaviors from when they were younger – these will stop on their own in time. Try to look for the feelings beneath the behavior.

BEFORE SCHOOL STAFF MEETING

GOALS: To share current, accurate information about the tragedy.
Establish an atmosphere of team work and cooperation.
To warn staff members of typical reactions they may experience in themselves and in their students.
To offer help in responding to these reactions in themselves and others.

LEAD BY: Building or district administrator with support of the Tragedy Team Leader.

WHO TO INVITE:

- All school staff including support staff, district and building administrators, members of the Tragedy Team.

CONSIDERATIONS:

- Have coffee, tea, juice, water, muffins and tissues.
- Meet in a place that is comfortable for staff.

PROCESS:

- Introduce members of the Tragedy Team, Tragedy Response Network members and others helping with the intervention.
- Review facts of the death or tragedy.
- Summarize the assignments and responsibilities of the team and staff.
- Review specific information about both the staff and student Care Rooms.

Discuss what teachers are expected to do:

- Share information with students or be in the classroom when a Tragedy Response team member does so.
- Discuss/validate students' feelings and experiences.
- Maintain the regular schedule insofar as practical but be willing to accommodate.
- Suspend the regular schedule if necessary.
- Send students to Care Room when appropriate.
- Expect confusion, crying, disruptive behavior; and respond to it with compassion.
- Respect the wishes and privacy of the bereaved family.
- Inform students that they do not need to talk to media representatives.
- Take a break when feeling overwhelmed (let them know substitutes are available)
- Contact the office if you need someone to assist you in your classroom.

What teachers are expected not to do:

- Talk to the media
- Act as counselors
- Hide their tears and feelings
- Handle the tragedy alone

Additional considerations:

- Ask the staff what they need.
- Ask, "How can the Tragedy Response Team and other school staff support you?" (e.g. by instituting a Buddy System or coordination efforts among adjoining classroom staff, etc.)
- Inform them of the planned Memory Activity and ask for their ideas.
- Announce the time and place of the after-school staff meeting or the next staff meeting of any kind.
- Let them know how important they are in this time of tragedy and how much you appreciate their efforts.

AFTER SCHOOL STAFF MEETING

GOAL: To provide a time for school staff to review the day's experiences.
To gather planning information for the next day.

CONSIDERATIONS:

- Attendance should be mandatory so all staff receive current information. Individuals may be excused for part of the meeting.
- If possible, arrange for someone trained but not involved in the tragedy to lead the meeting.

PROCESS:

- Provide current information about the tragedy.
- Review plans for the next day.
- Provide available information about funeral or memorial services.
- Provide available information about Memory Activity.
- Review emergency evacuation and safety plans if appropriate.
- Let staff members know how important they are in this time of tragedy and how much you appreciate their efforts.

- Announce the next staff meeting.
- Note: Individuals may be offered the opportunity to leave at this point.
- Review the day's activities, eliciting the staff's experiences.
- Ask questions to encourage participation. Examples are:
 - ✓ What was it like for you being with the students today?
 - ✓ What kinds of reactions have you experienced?
 - ✓ Did you feel supported during the day and do you feel supported now?
 - ✓ What has worked well?
 - ✓ What needs to be changed?
 - ✓ Other ideas?
- Review staff members' responsibility. Distribute handouts, if appropriate.
- Ask staff members for names of students they are concerned about.
- Remind staff members to watch for students who may need referral.
- Remind them of the Staff Care Room services and ask them to take care of themselves.
- Organize a "buddy system" among teachers if appropriate. (This could be formed on the basis of proximity within the building or other sources of easy comfortable association.)

MEDIA GUIDELINES

GOALS: To plan and coordinate communication with the media representatives that protects the rights of students and staff members.
To keep the media informed of activities as appropriate.

PLANNING FOR THE MEDIA - When possible, it is helpful to identify in advance and get to know several reporters you will be able to talk with when a tragedy occurs. Use these relationships to establish an understanding of district and school media policies during difficult times.

APPOINT A MEDIA LIAISON – Assign a staff member to serve as the media liaison. The superintendent may fill this role, or it may be assigned to another administrator or staff member. Identify this person to school staff so they can refer reporters wanting information.

TALKING WITH THE MEDIA – The school is not obligated to meet with the press. But, obviously, the media can be very helpful in communicating information to the community – that's their job. When talking to the press, consider the following:

- Call them before they call you. This will help you take control of the meeting.
- Let them know where and what time you would like to meet them.
- Tell them you will have an official statement ready for them at that time. Also ask whether they would be willing to help you inform the community about community meetings or other important events and information.

SUGGESTED POLICY:

Location of Press Meetings – The press should not be allowed on the campus. Hold all press meetings away from the impacted building – at the district office, another school building or some neutral site.

Staff and Student Interviews – Staff members and students are not obligated to talk to the press. Comments taken out of context can result in inaccurate information. If the press approaches students or staff members, they should refer reporters to the media liaison or superintendent. Often the press wants to interview students. You may select a couple of students to meet with the. If you do this, have their parents sign a consent form to take with them to the press conference. Ask the press what kinds of questions they are likely to ask and help the students write a statement in reply. REMEMBER – it may be more appropriate for high school students to talk to the press than for middle school or elementary students to do so.

Memory Activity – Depending on the specific nature of the tragedy, you may want to invite the press to the Memory Activity. If you invite them, consider the following:

- Invite only one or two representatives to attend.
- Do not allow them to take pictures of students without parental permission.
- Locate them in an area where they will not serve as a distraction.

GUIDELINES FOR TEACHERS

How to Manage Your Class in a Tragedy

GOALS: To convey the message, “It’s OK to have your feelings.”
To provide a safe, secure climate.

PROCEDURE

- Gather your class together and read the student announcement.
- Ask what they know and what they’ve heard. Clarify facts.
- Initiate a discussion. Suggested conversation openers:
 - ✓ “How many of you had already heard about _____ before you got to school today? What did you hear?” (Give students time to respond. After a few students have talked, point out that everyone heard something different and that everyone is curious and wants more information.)
 - ✓ Share the factual information you have received.
 - ✓ “People have lots of different kinds of reactions and feelings at times like this. What are some of yours?” (Let the students share for awhile and listen carefully. Be supportive and responsive to what you hear. For example, you might say that events like this disturb some people more than others and that this is a time for all of us to practice mutual respect and empathy.)
 - ✓ “Some of you may be thinking about similar incidents from your past.” (Let them share these memories.)
 - ✓ “Here’s what we think will happen next.” (Offer details of the planned memory activity and funeral or memorial arrangements.)
- **Encourage students having a difficult time to go to the Care Room.**

FURTHER SUGGESTIONS

- Model appropriate expression of feelings by sharing your own reactions.
- Encourage younger to express their feelings through drawings and older students to write about them.
- Use concrete terms, for example, say “died” rather than “went away”.
- Remember that it’s OK to not know all the answers and to acknowledge this to your students.
- Don’t force a “regular day” upon grieving students, but don’t allow the class to be totally unstructured either.
- Explain how students should treat a bereaved student or staff member who is returning to school. Tell them not to avoid the person, not to be overly solicitous, but to try to be there for them to talk
- Maintain your normal standards of behavior. Be aware that their behaviors may change – some may grow quiet while others become noisy and rude.

MEMORIAL/MEMORY ACTIVITY

WHAT IS DEBRIEFING? A debriefing is the process of reviewing a tragedy and putting it and the events that surrounded it into perspective. It is not meant to replace therapeutic intervention for resolution of personal issues.

WHO IS INVOLVED IN A DEBRIEFING? Debriefings involve students and staff members; they sometimes include parents and community members.

STUDENT DEBRIEFING – These debriefings focus on student responses to the tragedy. They are held in the Care Room and may involve individual students or groups of students. Student debriefings should take place as soon after the tragedy as possible. Your Tragedy Response Team will facilitate student debriefings.

CARE ROOM STAFF DEBRIEFING – This is a time for the Care room staff to share their experiences from the day’s activities and support one another. It’s also a time to review what worked well and what needs to be changed. A tragedy Team member or Tragedy Response staff member who was not involved in the intervention leads the discussion.

AFTER SCHOOL STAFF MEETING (debriefing) – Staff members from the impacted school also need the opportunity to share their experiences from the day’s activities and offer mutual support. They can give input to the Tragedy Team members on what worked well and what needs to be changed. Attendance should be voluntary and a Tragedy Team member or Tragedy Response Network staff not involved in the intervention should lead this meeting.

TRAGEDY TRESPONSE TEAM DEBRIEFING – All Tragedy Team members involved in the response meet to process the day’s activities, offer one another support and plan for the next day’s activities. The meeting takes place at the end of the day. A Tragedy Tem member or Tragedy Response Network staff member not involved in the intervention should lead this debriefing.

COMMUNITY MEETING – Sometimes it is helpful to schedule a community meeting where parents and other community members can plan for the community and offer mutual support. A trained Tragedy Response Network member may lead this meeting.

TRAGEDY DAY CHECKLIST

Note: It is essential to protect the family's integrity in the process of meeting the student's needs. This should be considered at each decision point.

YES/NO	ACTIVITY	PERSON RESPONSIBLE
_____	Verify facts	_____
_____	Notify District Switchboard Operators	_____
_____	Consider need for legal counsel	_____
_____	Contact Mental Health Supervisor	_____
_____	Are there any victims of trauma?	_____
_____	Contact Tragedy Response Team Coordinator	_____
_____	Begin telephone tree	_____
_____	Contact appropriate department heads (transportation, cooks, other)	_____
_____	Parent Contact if appropriate	_____
_____	Initial planning meeting	_____
_____	Identify needs for building security	_____
_____	Notify "feeder" schools or others who may be impacted	_____
_____	Hire substitutes	_____
_____	Identify media contact person	_____
_____	Family contact person	_____
_____	Building Tragedy Response Team Meeting	_____
_____	Write announcement to students	_____
_____	Write statement for phone inquiries	_____
_____	Organize/lead before-school staff meeting	_____
_____	Set up safe rooms	_____
_____	Group/support for high risk students	_____
_____	Initial planning for memory activity	_____
_____	Assemble list of local resources/agencies	_____
_____	Plan parent flyer	_____
_____	Plan parent meeting	_____
_____	Organize/lead after-school staff meeting	_____
_____	Determine/plan for follow-up needs	_____
	<ul style="list-style-type: none"> • school staff • student body in general • high risk students or specific groups 	_____ _____ _____
_____	Plan for debriefings:	_____
	<ul style="list-style-type: none"> • school staff • tragedy response team • trauma, if applicable 	_____ _____ _____

TRAGEDY TEAM JOB LISTINGS

Building Administrator

(Oversee, monitor and delegate responsibilities)

1. _____ Verify facts of tragedy/death, respecting family's privacy
2. _____ Notify District Superintendent and Switchboard Operators
3. _____ Notify Tragedy Response Team Coordinator
4. _____ Schedule before school meeting (if time permits)
5. _____ Notify staff via telephone tree (see suggestions in the training information)
6. _____ Have initial planning meeting w/building Tragedy Response Team:
 - Consider whether to close campus for the day
 - Decide what/how much information will be shared
 - Plan before school meeting
 - Prepare announcement to be read to students
 - Make information for Tragedy Response Team available
 - Make decisions re: need for additional outside resource people
 - Make plans re: goals/needs of family visit (see guidelines)
 - Identify "feeder" or other impacted schools (this might include schools the deceased attended or siblings schools)
 - Consider need to notify parents (flyer home, other?)
 - Consider coordination efforts of memory activity
 - Plan for updating of all concerned as events unfold
7. _____ Consider need for legal counsel and for building security
8. _____ Make preparations for "regular" day and scheduled events
9. _____ Identify rumor control and information central person
10. _____ Contact & inform all building personnel regarding their roles, responsibilities, support available
11. _____ Designate parent coordinator, assign duties

TRAGEDY RESPONSE CALLING TREE:

(Insert building emergency phone tree here)

PLANNING FOR FOLLOW-UP

GOAL: To provide care to students and staff identified needing additional care.

During the intervention, students and staff members who may need additional care will have been identified by school staff and Tragedy Team members. Additional names may be added to the list in the following weeks as more persons in need of care are identified. Usually, this list of names is given to the school counselors who assume responsibility for the follow-up work.

Follow-up care for students and staff members is accomplished through grief support groups and individual sessions.

GRIEF GROUPS FOR STUDENTS – Groups of 6 to 8 students should be formed from among those who have been identified. These may be drop-in lunch groups with the counselor or other trained staff. Depending on the need, either or both may be appropriate.

INDIVIDUAL SESSIONS – Those with unique problems and those who are severely impacted may need referral to a mental health therapist for continued care or may be seen individually by the school counselor.

SUPPORT FOR STAFF – School staff members may also need additional care following a tragedy. A “buddy system” may be organized to provide support to individual staff members or a drop-in lunch group may be scheduled in the building for those needing to talk. Referral to mental health therapist may also be appropriate.

THINGS TO CONSIDER: During the next year and even following years, students and staff reactions to a traumatic tragedy may be revived at specific times. Examples are anniversary dates, birthdays, graduations or other special events. Follow-up activities scheduled at these times may be helpful.

WHEN PROFESSIONAL HELP IS NEEDED – WARNING SIGNS

Any of these signs may be present in initial states of grief. Pay attention if these persist over time.

Physical Signs:

- Changes in eating patterns (loss of appetite or overeating)
- Changes in sleep patterns (insomnia or sleeping much more than usual)
- No energy or loss of energy
- Nausea
- Headaches
- Stomach aches

Behavioral Signs:

- Aggressive behavior, exaggerated displays of power, anger, rage
- Withdrawal
- Inability to focus or concentrate
- Complete absorption in daydreaming
- Compulsive care-giving
- Proneness to accidents, self-destructive behavior
- Stealing or other illegal activity
- Use of or abuse of drugs or alcohol (often for self-medication due to pain)
- Behavior normally characteristic of a younger child.

Emotional Issues

- Persistent anxieties
- Desire to die
- Inability or unwillingness to speak of the deceased
- Exaggerated clinging to others
- Expression of only negative or only positive feelings about the deceased
- Absence of a display of grief
- Strong resistance to forming new relationships

If you have concerns about a student or staff member, notify your school counselor.

THREATENING BEHAVIORS OUTSIDE THE BUILDING

EXAMPLES:

- *An adult armed with a rifle is threatening to open fire upon students and staff members.*
- *Shots are heard coming from a house bordering school property.*
- *A parent involved in a custody dispute threatens to take his child by whatever means necessary.*
- *A public or student demonstration on school grounds that appears to be turning violent.*

SECURE THE BUILDING – When the location of an actual or potential threat is outside of the building, often the most prudent strategy is for students and staff to remain inside the locked doors of the school building until authorities have contained the area.

ADMINISTRATOR’S RESPONSE OPTIONS

- Call an All Staff Alert
- Implement Emergency Plan
- Insure the locking of all exterior doors
- Move people in classrooms nearest the threat to safer parts of the building
- Contact head custodian and other staff members for support as needed

TEACHER OR SUPERVISING ADULT RESPONSE OPTIONS

- Lock classroom doors immediately
- Close shades and keep students away from windows
- Direct any students currently outside the building to come inside
- Help maintain a calm environment by remaining calm yourself
- If gunshots are heard, get everyone on the floor
- Contact administration immediately in the event of an emergency
- Remain secluded in the classroom until you are notified to release your class
- Reassure everyone involved that everything possible is being done to return the situation to normal

PHYSICAL VIOLENCE IN THE BUILDING

EXAMPLES:

- *Students fighting*
- *Student(s) threatening to harm others with a weapon*
- *A dangerous person in the building*

Typically, in situations such as these, the teacher or supervising adult puts one of two prearranged measures into effect:

ROOM CLEAR – removes students from actually or potentially dangerous situation. Room Clear requires a designated safe area. Students must understand that they must go directly to the designated area when a Room Clear is issued.

SECURED ROOM – prevents anyone from entering a dangerous situation. Secured room is issued when it is safer to stay in a secured area than to be moving about where the potential threat may be encountered and when there is no possibility of an unplanned fire or explosion.

Options for the teacher or supervising adult in the area of potential threat:

- Tell students to go immediately, in a calm orderly fashion, to the agreed-upon designated area.
- Notify the office immediately by phone or send a student or responsible party, telling them what is happening and what you want them to do (e.g., call 911 or the police)
- Keep calm, stay with the problem situation and work to defuse it.
- Reassure everyone involved that everything possible is being done to return the situation to normal.

Options for the teacher or supervising adult away from the area of potential threat:

- Keep students from leaving the room until you are notified that it is safe.

Reassure everyone that everything possible is being done to return the situation to normal.

THREATENING OBJECTS INSIDE THE BUILDING

EXAMPLES:

- *Bomb or suspicious device discovered*
- *Bomb threat*
- *Hazardous spill*

DIRECTED EVACUATION gets students and staff out of the building by a route designed to avoid encountering a potential threat.

OPTIONS FOR THE TEACHER OR SUPERVISING ADULT:

- Evacuate the building immediately in a calm orderly manner; use only the exit you have been told to use and follow all directions you have been given.
- Take your grade book or attendance sheet and your building's emergency manual.
- Get at least 300 feet away from the building and stay there.
- Account for all of your students and stay on the side of the building to which you were evacuated.
- Wait to be contacted. Do not return to or move to another side of the building unless told it is safe to do so.
- Refer all media representatives who want to speak with you or students to the Press Liaison or other designated district staff member.

ADMINISTRATOR RESPONSE:

- Provide police with a floor plan of the school.

BEHAVIORS REQUIRING SPECIFIC REACTIONS

ASSAULT

Definition – Assault means intentionally, knowingly or recklessly causing injury to another person. Assault can be a criminal offense.

WHEN TO INTERVENE

Teachers and supervising adults should intervene whenever they observe any inappropriate behavior.

RESPONSE

- The primary goal is safety – both personal and for all other students and staff. The following is a list of suggested guidelines for maintaining safety until the proper authorities arrive on the scene.
- Walk briskly – don't run – to the scene
- Get help along the way
- Assess and evaluate
 - ✓ Number of students involved
 - ✓ Size of students involved
- Any weapons that are involved
 - ✓ Proximity of individuals who can assist
- Recognize that there may be several subtle things going on simultaneously that are being tangibly expressed in the conflict.
 - ✓ Is there gang involvement?
 - ✓ What other alliances might exist?
- Identify yourself to the fighters
- Call the students by name
- Stay away from the middle of the conflict
- Remove glasses
- Give specific commands in a firm, authoritative voice
- Defer to rules, not personal authority
- If you are alone, determine who is winning and pull that person off first since he or she will be easier to disengage
- Be sure that the individual you are removing from the fight can see you. The student may react violently, if surprised.
- Remove participants to neutral location
- Obtain identification

RESPONSE IF A WEAPON IS DISPLAYED

- If a weapon is displayed, ask another staff member to call 911 to report the situation and any injuries that have occurred.
- Clear students from the area as calmly as possible
- Identify yourself and move behind something that will protect you a safe distance away. Evaluate and look for an easy escape route.
- Attempt to talk to the student (s) involved.
- If the student with the weapon tries to run, do not try to intervene
- Monitor the situation and wait for help to arrive.

BOMB OR SUSPICIOUS DEVICE

To minimize potential problems, remember:

- Do NOT use cell phones and two-way radios
- Do NOT cause vibrations.
- Open doors and windows, if possible.

RESPONSES:

TEACHER OR SUPERVISING ADULT:

- Do not touch or approach a bomb or suspicious device.
- Notify office immediately.
- Do not use cell phones and two-way radios. Do not cause vibrations (e.g. from running and vigorous movement); vibrations detonate some devices.
- Identify the location of the device clearly so the area can be barricaded.
- Get students out of the immediate area and wait for instructions from the administrator.
- Follow your administrator's emergency procedure instructions.
- Account for all students and stay with them in a designated area until instructed to move.

ADMINISTRATIVE AND SUPPORT STAFF:

- Issue appropriate emergency procedure.
- Call 911 and the superintendent's office, 367-7126.
- Ensure that all students and staff know of the potential danger by sending support staff to areas of the building or grounds where the intercom cannot be heard.
- Open doors and windows to minimize property damage from the blast.
- Work with police and fire officials to determine nature of the device.
- Refer all media inquiries to the Press Liaison or the superintendent's office.
- Other

Possessing, making or transferring a bomb or a hoax bomb can be a criminal offense.

BOMB THREAT

RECEIPT OF THE THREAT

- Stay calm and try to engage the caller or person making the bomb threat; try to complete the Bomb Threat Checklist on page 18.
- Tell someone to call 911 – using another phone line, if necessary – to report the threat. (If appropriate, the authorities may be able to trace a telephone call.)
- Contact the school or district office as soon as possible.

RESPONSE

TEACHERS OR SUPERVISING ADULT

- Follow your administrator's emergency procedure instruction.
- Minimize potential sources of vibration, such as movement through halls and classrooms.

ADMINISTRATIVE AND SUPPORT STAFF:

- Issue emergency procedure instructions if threat appears to be serious.
- Consider a Directed Evacuation to remove people from the danger area.
- Call 911 and the superintendent's office...
- Ensure that all students and staff know of the potential danger by sending support staff to areas of the building or grounds where the intercom cannot be heard.
- Refer all media inquiries to the Press Liaison or the superintendent's office.

CONSIDER

- Keeping students in classrooms while a reasonable search is made.
- Clearing students from the building until all or part of the building can be searched.
- Sending students home if an explosive device is found or a more thorough search is necessary.

BOMB THREAT PLAN

Evacuation Site: _____

Command Post: _____

School Person in Charge: _____

Other Info: _____

1. When a bomb threat is received the staff person taking the call will use the bomb threat checklist on page 18 to record information and ask appropriate questions. If the bomb threat is written, it will be put in an envelope and given to the fire department.
2. The Principal will be notified immediately.
3. A decision will be made by the school person in charge whether or not to evacuate the building. This decision may occur after consultation with other school or local officials.
4. If a decision to evacuate is made, the school person in charge and designees will **verbally** notify all classrooms and all people in other areas of the building. **NO BELLS OR INTERCOMS WILL BE USED. Minimize potential sources of vibration, such as movement through halls and classrooms.**
5. Staff will scan their areas, taking note of anything unusual or out of place. Students will leave all backpacks and containers in the building.
6. Windows and Doors should be left **OPEN** for easy access by emergency personnel.
7. Teachers, secretaries and assistants will accompany students to the evacuation site. Teachers will account for all children by taking roll.
8. The custodian and principal will check to see that the building is clear and the school person in charge will make phone calls to the fire department, police and superintendent's office.
9. If the building is deemed unsafe to reenter that day, students will be transported home by school district buses and staff will be released.
10. Teachers will **NOT** release students without recording student name, time released and adult signature of person taking the student. This will help track the location of students.

CIVIL DISTURBANCE

Definition –A civil disturbance is a public or student demonstration on school grounds that has the potential to disrupt school activities, cause injury to staff and students or damage public or private property.

TIPS

- Have available a bullhorn, a cell phone and two-way radio.
- Have available a camera, tape recorder or camcorder to document the disturbance and to help identify participants.

RESPONSE

TEACHER OR SUPERVISING ADULT

- Issue a Secured Room directive unless your principal instructs you to use another procedure.
- Account for all children and stay with them in the classroom or other designated area until contacted.

ADMINISTRATIVE AND SUPPORT STAFF

In an Emergency

- Call 911 if violent or uncontrolled behavior is occurring or probable.
- Issue emergency procedure instructions.
- Call the superintendent's office.
- Ensure that all students and staff know of the potential danger by sending support staff to areas of the building or grounds where the intercom cannot be heard.
- Notify families of students, if appropriate.
- Work with the media to defuse the impact of the situation.

In a Non-Emergency

- Call the superintendent's office.
- Call local law enforcement.
- Work with police on the scene.
- Use the bullhorn or PA system to make an announcement (see below)

SAMPLE ANNOUNCEMENT

"I am _____ (name and title). I am speaking with the authority vested in me by the School District. You are on school grounds without permission. As trespassers, you are subject to arrest if you do not leave. I am asking you to leave the premises within five minutes. If you have not left in five minutes, we will ask law enforcement authorities to take appropriate action."

Engaging in a civil disturbance can be a criminal offense.

DANGEROUS PERSON ON CAMPUS

Definition –A dangerous person is someone threatening the safety of students, staff members, visitors or property. Please remember that danger could come from someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) as well as from an unauthorized visitor. An example could be a person known to staff members, but behaving "out of character".

To reduce the possibility of dangerous persons on campus:

- Direct all strangers or visitors who are not wearing the required Visitor's Badge to the office for registration.
- Notify the office immediately of suspicious persons or behavior.
- Report suspected or actual weapons or serious altercations to the principal immediately.

RESPONSE:

TEACHER OR SUPERVISING ADULT

- Report immediately to homeroom or classroom, or to a designated safe area. If at recess or outside the building, go immediately to closest safe cover. In the event of a sniper, do not lie down in open areas. Run to closest safe cover.
- Notify office immediately of dangerous or suspected dangerous person.
- Note the person's appearance and any other information about him or her; voice, clothing, vehicle type, license plate number, etc. that might be helpful to police.
- If the dangerous person is not in your room, follow emergency procedure instructions from the office.
- Stay with students, keeping them together.
- Account for all students and remain in the area to which you were sent. (Or rejoin your students as soon as possible if you issued a Room Clear.)

ADMINISTRATIVE AND SUPPORT STAFF:

- Issue appropriate emergency procedure.
- Call 911 and the superintendent's office.
- Ensure that all students and staff know of the potential danger by sending support staff to areas of the building or grounds where the intercom cannot be heard.
- Consider locking all doors.
- Provide police with a floor plan and follow their instructions for moving students and staff.

KIDNAPPING

Definition –Kidnapping is the unlawful removal of a student, staff member or visitor from campus. A kidnapping may or may not involve violence. For example, it is technically a kidnapping if, during a custody dispute, a parent without proper authorization picks up a child.

TO AVOID KIDNAPPINGS:

- Release children only to parents or guardians designated in the student records.
- Accept no substitutes for the designated parent or guardian without proof of prior approval from the parent or guardian and the office. (Written evidence is easiest to legally defend.)
- Require designated parents or guardians, or substitutes for them, to wear a Visitor's Badge as proof that the office aware they are picking up the child.
- Inform staff members that any exception to this rule requires that the involved student be sent to the office and released by administrative personnel.
- Treat custody dispute problem as a potential kidnapping threat.
- If anyone reports a stranger loitering on or near school property or following students between home and school, immediately share this information with the police.

RESPONSES

TEACHERS OR SUPERVISING ADULTS

- Stay calm
- Report kidnapping, or attempted kidnapping, to your administrator immediately.
- Note the suspected kidnapper's appearance and any other information about him/her – voice, clothing, vehicle type, license plate number, etc. – that might prove to be helpful to police.

ADMINISTRATIVE AND SUPPORT STAFF

- Issue emergency procedure instructions.
- Call 911 and the superintendent's office.
- If the kidnapper is still on school property, and is not violent or armed, try to establish communications and keep the person in the vicinity.

Kidnapping and custodial interference are felony offenses.

SEXUAL ASSAULT

Definition –Sexual offenses include a wide range of behaviors under a variety of labels, ranging in severity from “Sexual Misconduct” a Class C misdemeanor to “Rape I the First Degree”, a Class A felony. The mandated reporting law compels education staff to report any alleged abuse (including sexual abuse) to Services to Children and Families (SCF) or law enforcement. Rather than attempt to determine whether the offense is reportable, we recommend reporting sexual offenses; if they meet the conditions under “When to Intervene” and allowing the legal system to decide how they will handle it.

When a school is notified of a sexual assault involving a student or staff member, the school must protect the identity and right to privacy of both the assault victim and of the alleged perpetrator. News of the incident should be contained and information released only on a need-to-know basis.

WHEN TO INTERVENE

- A sexual assault becomes a tragedy to be managed by school staff under one or more of the following conditions:
- The assault occurs on campus.
- A member of the victim’s family requests school intervention.
- Potentially damaging rumors or myths are spreading.
- Students witness the response of police or other emergency service response.

RESPONSE

TEACHER OR SUPERVISING ADULT

If you have learned of the incident from a third party, offer assurance that action will be taken and ask him or her not to pass the information on to anyone else.

Refer the incident to the building administrator.

ADMINISTRATIVE AND SUPPORT STAFF

- If the assault occurred on campus, notify the appropriate law enforcement agency and/or sexual assault rape tragedy team.
- If office staff members overhear the report, direct them not to discuss it and not to give out any information within or outside school unless you ask them to do so.
- Assign the Tragedy Response Team member closest to the victim to: discuss the types of support available to and needed by the victim and close friends and who the victim would like to provide that support.
- Provide space in the school for the sexual assault survivor and identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

Sexual assault is a crime of violence. Assault survivors often experience fear, loss of control, humiliation and violation. Rape survivors may experience a full range of emotional reactions. Survivors should be encouraged and assisted to seek professional support.

Monitor any school intervention in a sexual assault incident with the following checklist:

SEXUAL ASSAULT CHECKLIST	
<input type="checkbox"/>	School involvement in incident is due to:
<input type="checkbox"/>	Sexual Assault occurrence on campus.
<input type="checkbox"/>	Victim’s family requests school intervention.
<input type="checkbox"/>	Victim’s friends request intervention.
<input type="checkbox"/>	Rumors and myths are widespread and damaging; and/or
<input type="checkbox"/>	Students witness police action/emergency services.
<input type="checkbox"/>	Information provider/recipients directed not to repeat information elsewhere.
<input type="checkbox"/>	Steps taken to protect survivor’s identity and right to privacy.
<input type="checkbox"/>	Law enforcement and rape tragedy agency notified if appropriate.
<input type="checkbox"/>	Tragedy Response Team member closest to victim designated to talk with student and determine type of support and support provider desired.
<input type="checkbox"/>	Sexual Assault victim encouraged to seek additional support from community agencies, e.g. CARDV, County Mental Health, VORP, etc.
<input type="checkbox"/>	Space provided on site for sexual assault survivor and identified peers to receive support services.
<input type="checkbox"/>	School services coordinated as appropriate and legal with outside service providers.
<input type="checkbox"/>	Action taken to quell rumors.
<input type="checkbox"/>	All records related to sexual assault incident and services provided stored in confidential file.

WEAPONS

Definition:

- Weapons and replicas of weapons are forbidden on school property.
- Weapons include, but may not be limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious, irritating or poisonous gases, poisons, drugs or other items fashioned with the intent to use, sell harm, threaten or harass students, staff members, parents or patrons.
- Any loaded or unloaded firearm or dangerous weapon possessed on or about a person while on school district property is subject to seizure or forfeiture.
- Incidents of students possessing weapons will be reported to the student's parents and may be reported to the police. Appropriate disciplinary and/or legal action will be taken against students who possess weapons and with students who assist possession in any way.

Criminal Code Definitions

A "dangerous weapon" is defined as any weapon device, instrument, material or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury, or is possessed in a manner in which another person could reasonably consider it to be a dangerous weapon. Oregon Criminal Codes, page 279, Section 161.015.

1999 Oregon School Safety legislation requires all school employees who have reasonable cause to believe a person while in school has or recently had a firearm or destructive device to report this to a school administrator or law enforcement agency. The law enforcement agency must promptly conduct an investigation to determine probable cause. If the youth is in violation of the law, the youth will likely be detained.

HANDLING A WEAPON-WIELDING STUDENT

RESPONSE (Immediate):

- The primary goal is safety – both personal and for all other students and staff. The following is a list of suggested guidelines for maintaining safety until the proper authorities arrive on the scene.
- Remain calm
- Evacuate the area
- Isolate student or person
- Negotiate from a safe distance
- Allow an escape route for both parties involved
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, non-intimidating distance
- Avoid abrupt sporadic movements
- Look for a place to dive or jump
- Report incidents to the appropriate law enforcement agency
- If student tries to run, do not try to intervene
- Other

When weapons are involved, the incident is not simply a disciplinary matter; it is a criminal offense.

RESPONSE (After Tragedy):

- Consult with a member of the Tragedy Response Team to determine if any debriefings are needed for staff and/or students.
- If appropriate, issue statements that the incident occurred, and to reassure people, what is being done to ensure the school is safe.

Action Plan for Possible Situations in the School:

"Out Of Control" Person

- In the event of an "out-of-control person" in the hall or on school property a staff member should call the office and report the need for a **"LOCK-UP"**
- Administrator or secretary will call 911
- At this point, all teachers will keep their students in the classroom until an **"ALL CLEAR"** is given.

Teacher or student dies in a classroom with students present

- a. Take students to Safe Room immediately.
- b. Call 911 -- Ambulance and/or Police or **367-5181** (local dispatch)
- c. Seal off area to authorized personnel only.
- d. Call in all district counselors to provide assistance.
- e. Notify Superintendent of schools.
- f. Parents of the students in the classroom where the death occurred will be notified of the situation and asked to pick up their child at school.
- g. Depending on the situation, a decision will be made on how other staff members and students will be notified about the situation.
- h. Other parts of tragedy plan will be put into action.

Teacher or student dies on playground or location other than classroom.

- a. Remove all students from the playground or area of the death. Teachers take their students to classroom.
- b. Students from involved classroom will be taken immediately to a Safe Room.
- c. Call 911 -- Ambulance and/or Police
- d. Call in all district counselors to provide assistance.
- e. Notify Superintendent of schools.
- f. Notify "Next-of-Kin".
- g. Tragedy team notified of situation and meeting held to put plan into action.
- h. Parents of the students from involved classroom will be notified of the situation and asked to pick up their child at school.
- i. Depending on the situation, a decision will be made on how other staff members and students will be notified about the situation.
- j. Other parts of tragedy plan will be put into action.

Tragedy Response Team Coordinator - SWITCHBOARD

1. ____ Receives call from affected district
2. ____ Verify facts, ask for information
3. ____ Call Tragedy Team Leader and/or Behavioral Specialist
4. ____ Notify Children's Mental Health
5. ____ Call Tragedy Response Team members, inform of basic details
6. ____ Call Specialist's schools -- notify of response needs
7. ____ Communicate with other schools impacted by tragedy
8. ____ Inform other involved ESD staff
9. ____ Check in with school throughout the day
10. ____ Send follow-up notes of appreciation

Building Counselor:

1. ____ Be familiar with tragedy response plan and additional information
2. ____ Provide general in-service to staff ahead of time about:
 - reflective listening
 - the need for clear information regarding the death
 - students' search for meaning at these times
 - the tasks of grief (Alan Wolfelt has a good framework)
 - that there is no expectation that the teachers become instant counselors - their job is to *refer* students about whom they are concerned
 - the anticipated responses to grief (very broad and varied)
 - how the Tragedy Response Team will support them
 - how to refer students for help
 - what to look for in identifying students who are at risk
3. ____ Provide nutshell of #2 above at before-school meeting unless someone from the Tragedy Response Team covers this
4. ____ Be available to help students process feelings. It is usually better for the school counselor to be in his/her usual office so students and staff know where she/he is.
5. ____ Coordinate tracking of high risk students
 - Provide support while they are waiting for the mental health worker
 - List those who appear to need follow-up and then do so
6. ____ Coordinate with Tragedy Response Team and outside resource people
7. ____ Make arrangements with family for visitation
 - Make arrangements for handling the return of deceased's belongings to family

Safe Room Coordinator:

1. ____ Attend meetings as part of Tragedy Response Team
2. ____ Set up safe room (see additional information)
3. ____ Monitor supplies and staff/student ratio in safe room(s)
4. ____ Assist Team Leader as appropriate

Tragedy Response Team Members:

1. ____ Attend meetings as part of Tragedy Response Team
2. ____ Support home school staff during the sharing of information with students and processing some of the initial responses on the part of students
3. ____ Set up and staff the safe room
4. ____ Assist in initial planning of the memory activity or other means for students to address the loss and find meaning in this event
5. ____ Assist in identifying at-risk students, planning follow-up
6. ____ Assist in setting up/presenting information at parent meeting
7. ____ Attend debriefing with full Tragedy Response Team ASAP
8. ____ A variety of other duties as appropriate in unique circumstances

"In District" Tragedy Response Team Members:

1. ____ Familiarize yourself with your Tragedy Response Plan annually
2. ____ In-service staff annually
3. ____ Assist in initial planning to provide "local knowledge"
4. ____ Remain in "regular" duties as much as possible during tragedy

External Communications / Press Liaison:

1. ____ Review "Media" section. This is important!
2. ____ Work to protect students and staff from media
3. ____ Work with media to give information as necessary and appropriate
4. ____ Stress and reinforce everyone's right not to talk with media
5. ____ Talk with staff regarding what information is appropriate to communicate with media and who has that role.

The press will **not** be given access to students or staff unless authorized by the AIC (Administrator in Charge) or External Communications coordinator. Staff members should **not** communicate any information to the press about a tragedy situation unless authorized to do so. All information to the press at the building level will be provided by the External Communications coordinator. **District level press information will be provided by the Superintendent of Schools.**

Central Communications:

1. ____ Develop telephone tree of staff and of outside resource people
2. ____ Take notes on all staffings, meetings, flyers, announcements, etc. in order to be a "clearing house" for information and rumor control
3. ____ Give input as to ideas for needs for outreach in communication and in follow-up (who else needs to know what is going on?)
4. ____ Receive all information coming into the school. This is the one person who needs to have all of the facts in order to serve as rumor control.
5. ____ Work with administration and clerical staff on a standard message to be given parents, media and others who call the school looking for information. Check with administration regarding updates of any parent messages.
6. ____ Be aware of any parent meetings or other support services being offered

Parent Coordinator:

1. ____ Familiarize yourself with the Tragedy Response Plan and additional information
2. ____ Set up a telephone tree of parents who are potentially able to be free during the day to provide support. Work with school staff to screen parents very carefully. Choose solid folks who have an ability to handle confidentiality with integrity. Steer clear of people who have a high "need" to help others.
3. ____ During tragedy responses, work in concert with those organizing response efforts in order to coordinate and integrate parent support, which might include:
 - bringing in nutritious snacks for classrooms and the safe room
 - being available to read stories or supervise quiet activities for students who may not need to grieve but who may need a break from routine
 - proof read parent flyers to be certain they address all relevant issues with clarity for those not familiar with the tragedy response process.
 - attend funeral with class if many students want to go and if teacher would like additional adult support

Other "Outside Resource Persons :

1. ____ Clear with building principal before on-site participation
2. ____ Identify yourself to Building Tragedy Support Team Coordinator
3. ____ Familiarize yourself with the tragedy response plan and additional information packet contained in the Appendixes
4. ____ Consult with Building Tragedy Support Team Coordinator regarding your role and responsibility
5. ____ Provide a log of student contacts and review with Building Tragedy Support Team Coordinator regarding your role and responsibility
6. ____ Refer all at-risk students to appropriate counselor or the Building Tragedy Support Team Coordinator
7. ____ Review with the Building Tragedy Support Team Coordinator the services that you/your organization can provide.