



CRISIS INTERVENTION PLAN

U.S.D. 241

SHARON SPRINGS, KANSAS

Revised 07/26/2021

CRISIS INTERVENTION PLAN

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**DISTRICT 241
CRISIS MISSION STATEMENT**

The Board of Education and Wallace County Schools acknowledge the necessity to prepare a Crisis Management Plan in the event that a crisis should occur. Participants and staff have a basic need for security and safety. Any event which threatens that feeling of safety and security shall be considered a crisis. There are unlimited possibilities for a crisis situation. Those include, but are not limited to:

1. Death
2. Suicide
3. Natural Disaster
4. Acts of Violence
5. Accident

This Crisis Management Plan is based on two basic rationales:

1. Primary Prevention
2. Respond Thoughtfully and Deliberately

The Board of Education and Wallace County School Crisis Management Plan includes the following basic components:

1. Administrative commitment to support the effort by allocating staff, resources, and leadership.
2. Designation of responsible parties. Appropriate staff is directed to take action. Clear responsibilities and reporting lines are in place.
3. Plan for all staff in-service education to review rationales and roles in crisis plan.

CRISIS INTERVENTION PLAN
U.S.D. 241
SHARON SPRINGS, KANSAS

U.S.D. 241 believes it is important that formalized plans be in place to better provide district employees with guidance if a crisis situation should develop. For this purpose, the Crisis Intervention Plan has been formulated. We recognize that it is impossible to plan for every type of crisis or contingency. However, this plan will assist district employees in their endeavors to professionally aid, assist, and guide those most in need while also protecting the rights and privacy of both individuals needing assistance and those providing it.

The Purpose of this Crisis Intervention Plan is:

- (1) to provide in-service for teachers,
- (2) to provide yearly in-service for school secretaries,
- (3) to provide direction, support, and cooperation of resources, and
- (4) to provide effective communication to students, staff, and community.

The Crisis Intervention Plan utilizes the resources of the school district, its employees, and the community which it serves. The basic district plan will be administered by the superintendent/K-12 principal of Wallace County Elementary/Junior High and Wallace County High School. The superintendent/K-12 principal will have resource personnel to assist in different types of crisis situations.

Those personnel working directly with the superintendent/K-12 principal will be the school counselor(s), those staff delegated authority when the building administrator is absent, and any staff or community member assigned to specific tasks for a particular type of crisis.

Those situations deemed as School Crisis will include, but not be limited to:

- A. Suicide or suicide attempts.
- B. Death of student by means other than suicide.
- C. Death of a staff member.
- D. Invasion of the school or school grounds by persons armed, dangerous, and intent upon causing physical harm.
- E. Physical assault of a student or staff member.
- F. Hostage taking of any student(s) and/or staff.
- G. Bomb threats.
- H. Natural disasters such as tornado, flood, or blizzard.

All district personnel will be advised of their role in Crisis Management and Intervention. Classroom teachers will be given as much training and assistance as possible where children are most likely to be in this situation.

CRISIS MANAGERS AND DUTIES

CRISIS MANAGER: The Superintendent/K-12 Principal. In the absence of any administrator, the administrator designee will act in the capacity of Crisis Manager.

INFORMATION MANAGER: Superintendent of Schools. (In his/her absence, a designee will serve in this capacity.)

- A. Will make calls to media (All media is to be banned from the buildings.)
(1) Western Times (852-4900) Media will meet at Senior Center
- B. All media calls will be directed to this person.
- C. Will direct and control information going out to parents and community.
- D. Will be in charge of informing total school staff of any needed information.
- E. Will set media guidelines for student and staff interviews. (It is recommended that media not talk to students during school hours particularly in the case of death.)

TRANSPORTATION MANAGER: Transportation Director. This person will be in charge of arranging for all transportation in case of an emergency, calling for buses or other school transportation. (852-4267, 852-4240)

FOOD SERVICE MANAGER: The District Head Cook: This person will be responsible for all food services should a crisis involve feeding children and/or adults.

COUNSELING AND SUPPORT SERVICES: The School Counselor(s) will be responsible for establishing adequate support and counseling services for all students and/or adults in need during the crisis. They will also be responsible for necessary follow-up counseling and support.

LAW ENFORCEMENT: The Crisis Manager will contact the Wallace County Sheriff and the Highway Patrol. (Wallace County Sheriff 852-4288 or 911) ** See appendix for other numbers.

MEDICAL SUPPORT:

- 1) Crisis Manager will contact the school nurse.
- 2) The Crisis Manager will contact the Wallace County Ambulance Service for medical emergencies. (911, Sheriff - 852-4288)

SCHOOL NURSE: The school nurse will be responsible for determining the extent of injuries and prioritizing treatment in case of medical emergencies. She will also advise regarding severity of injuries and the need for other agency involvement. (852-4272)

CUSTODIAL DUTIES: During the time that a crisis team has been called into the school, the janitors should check the restrooms or other possible areas that students may isolate themselves from other people. If the need arises, custodians will also be responsible for shutting down any and/or all utilities to the building.

Procedures for Crisis Management

- 1. Crisis Management Coordinator: Superintendent High School Secretary, Athletic Director or Head teachers will function in this role in their absence.
- 2. The Crisis Management Coordinator will recruit liaison positions, coordinate crisis in-service, and serve as liaison with the Response Team.

Liaisons will be established with:

Liaison

Media
Law Enforcement
Medical
Family

Individuals

Administrative Assistant
Principal
School Health Nurse
Counselor

Specific training may be provided for all liaison positions.

U.S.D. 241 CRISIS CHECKLIST

1. IMMEDIATE ACTIONS TO BE TAKEN

- _____A. Superintendent or designee will declare a crisis situation.
- _____B. All incoming calls will be directed to the superintendent/principal.
- _____C. Superintendent or designee will verify information concerning the crisis.
- _____D. Response Team activated when appropriate.
- _____E. Meeting will be held with available program directors.
- _____F. Program director will notify their entire staff.
- _____G. Telephone screening will be lifted.

2. FAMILY LIAISON

- _____A. Communicate with family and express condolences when the crisis involves the injury or death of a staff member.
- _____B. Explain policies and procedures to the family.
- _____C. Ask what facts family would allow to be discussed.
- _____D. Determine the name of family contact person.

3. MEDIA LIAISON

- _____A. Establish media information center. (Media will meet at Senior Center)
- _____B. Prepare formal statement on crisis. (This should be done in collaboration with the superintendent)
- _____C. Present formal statement to media and conduct all press interviews.
- _____D. Warn the staff of consequences of informal interviews.

4. LAW ENFORCEMENT LIAISON

- _____A. Establish pro-active contact with necessary local law enforcement. (Highway Patrol, Wallace County Sheriff, Sharon Springs Police)
- _____B. Communicate with and seek appropriate assistance during declared crisis from law enforcement.
- _____C. Assist in security of school facilities during declared crisis. (Media, family members, curiosity seekers - building layout has been provided.)

5. MEDICAL LIAISON

- _____A. Establish pro-active contact with necessary medical personnel. (Greeley County Hospital, Wallace County EMS - building layout is provided.)
- _____B. Communicate with and seek appropriate assistance during declared crisis from medical personnel.
- _____C. Maintain first aid supplies, keep an updated list of qualified first aid staff, and coordinate on-site first aid.

**BLIZZARD OR BUSES CANNOT
TAKE CHILDREN HOME**

1. Superintendent will notify radio and television stations (KXXX-785-462-3305, KLOE-KKCI-785-899-2309-KBSL, KAKE-316-946-1331, KWCH-316-831-6155) of the situation and will give necessary information.
2. All staff (certified and non-certified) will be expected to remain on duty throughout the crisis unless specifically excused by their building principal.
3. Each building administrator will be in charge of his respective buildings.
4. Parents will be notified via SchoolReach and two or three appointed staff members will take phone messages. An agreed upon message will be written down to assist these persons in giving out accurate and consistent information.
5. A written documentation of all children leaving the building will be made. This will include when they left and with whom they left. Rural children will be allowed to stay with friends in town if hosting parents pick them up. The school secretary will be responsible for maintaining this list.
6. Administration will designate staff members' duties: These will include supervision of rooms, building, games and activities, scheduling use of facilities for different age groups, assisting in feeding of students, assisting in bedding preparation.
7. The Food Service Manager will be in charge of acquiring needed assistance, having food available, and in preparing food for all students and staff.
8. Administration will contact the local police and will make arrangements for emergencies such as serious illness and other possible needs.

Universal Emergency Procedures

The use of Universal Emergency Procedures will be used in case of emergencies. Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the principal or his designee, as the Incident Commander will decide upon the Universal Emergency Procedures to implement. There are six Universal procedures to respond to various emergency situations:

1. Evacuation 2. Severe Weather 3. Lock Down 4. Shelter in Place 5. Off-site evacuation & reunification 6. Bus Evacuation

1. Evacuation (Fire) – An orderly and preplanned exit from a building when conditions are safer outside than inside.

Signal – loud continuous blast from alarm horn and pulsating strobe lights

- Take closest & safest planned route out of building
- Be familiar with 2nd route as needed
- Teachers take attendance – take classroom kits
- Office staff ensures evacuation destination is safe
- Office staff take building crisis kit & megaphone
- Office staff account for itinerant staff & visitors
- Assist those with special needs

Drill to be held monthly – record all drill results

2. Tornado or Severe Weather Shelter – Placement of students and staff in a pre-determined interior part of the building where damage due to weather will be less

Signal – loud pulsating blast from alarm horn

- Students take closest route to pre-assigned areas
- Remain quiet for further instructions
- Teachers take attendance – close all doors & windows
- Teachers take classroom crisis kit
- Pre-determine communication methods between office staff and shelter areas
- Remain until all clear is given
- Assist those with special needs
- No one allowed to leave building

Drill to be held 3 times annually – Record results

3. Lock Down – A situation where there is an imminent threat inside of the building. Students and staff are to into ALICE.

- An Alert will be stated over the intercom system and sent to areas without intercom systems
- Inform others of exact location of threat with a detailed description of the threat
- Staff and students with them choose to do one of the following:
- *Lockdown :Barricade doors and windows, spread out away from doors and windows, and notify office where you are
- *Counter: Throw things, yell, scream and act out against the threat.
- *Evacuate: Students and staff will leave the building through any exit or window and go to the our rally points. (Methodist, Gateway, Wesleyan)

Drill to be held monthly – Record Results

4. Shelter in Place (SIP) – Placement of students and staff in a pre-determined area of the building's interior due to an external gas or chemical release.

Signal – Clear speech announcement via the intercom

- Move students and staff to best rally point
- Open and use items from SIP kit to seal off area
- Shut down HVAC – close, lock & seal doors & windows
- Take attendance
- Do not allow anyone to leave area
- Wait for further instructions
- Assist those with special needs
- Teachers take crisis kits to SIP area

Drill to be held annually – Record Results

5. Off-Site Evacuation & Reunification – An orderly removal of students and staff to a rally point location (or a safe area in building) due to conditions inside the school building.

Signal – Clear speech announcement using the intercom. If the intercom is unavailable a pre-determined method will be used

- Use pre-determined evacuation procedures
- Staff will escort students to safe area
- Transport to safe area may be by walking or bus
- Teachers take attendance before leaving school
- Teachers take their crisis kits
- Office staff take building crisis kit & account for itinerant staff & visitors
- Upon arrival at host site, teachers retake attendance
- Upon arrival at host site, additional instructions will be given for reunification
- Assist those with special needs

Drill to be held annually – Record Results

6. School Bus Evacuation – An orderly removal of bus occupants due to an emergency situation

Signal – Verbal directions given by the bus driver, adult aid, sponsor or designated student helper

- Assess the need to evacuate & recognize the hazard
- Safe exit of students (passengers) is first priority
- Indicate type of evacuation (i.e. – front door, rear, etc.)
- Assist younger students or those with special needs
- Use radio or other communication system to obtain help and notify dispatch of situation and precise location
- Direct passengers to a safe area 100' from bus
- Take fire extinguishers, first aid kits & other safety items
- Take attendance & stay together

Drill to be held once each semester – Record Results

The (fire) evacuation, severe weather sheltering and bus evacuation or required drills

BOMB THREAT AND/OR EVACUATION

- A. The person taking the bomb threat call (usually the school secretary or principal) will use the Threat Call Checklist (Pg 12) when talking to the person making the threatening call.

This list will aid the person answering the call in obtaining as much information as possible from the caller:

TAKING COVER:

It may become necessary to protect students from physical abuse or gunfire. CODE BLUE will be used as a verbal signal to take cover. The intercom can be used to signal a CODE BLUE. The alarm can also be spread by the passing or showing of an article that is blue in color. A teacher can send a child to the office with a blue article that will tell office personnel that a crisis situation exists in the student's room.

TAKE COVER:

1. The signal for taking cover will be given by an adult employed by the school who is aware of eminent danger. The information will be given by voice or by intercom.
2. Teachers will signal students to take cover by saying CODE BLUE.
3. The teacher will try to relocate students within the classroom so they are not in direct line of sight of windows and doors.
4. The teacher, principal, and custodian will lock all doors immediately. Personnel that lock exit doors must be sure that no students or staff are outside the building on the play-ground, parking lots, etc.
5. No talking.
6. Any verbal commands or threats by any person will be handled by the teacher. (It is recommended that any response be limited to eye to eye contact.)
7. Students and staff will remain in the take cover position until the all clear is given by school personnel.

COMMUNICATION SYSTEM:

In the event that major damage is done to facilities on the campus, a communication system is of the utmost importance. We will use the radios in the school buses as a tool for communication. The following procedures will be used.

1. The bus foreman, upon receiving information of a crisis situation, will place a small school bus with working radios in the following positions:
 - a. At the crisis, where the bus and occupants will be safe and not interfere with emergency operations.

- b. Another bus will be near the main telephone center at the building not affected by the crisis.
- c. If all buildings are affected, one bus will be placed in a strategic spot on campus and another bus will be placed near a telephone, such as SS Country Store or Family Practice. In the event that students are evacuated from campus, the third bus will be located at the site where the students are taken for safety. Other buses can be deployed at the direction of school personnel or the sheriff's department.
- 2. Only school personnel will be allowed to talk on the radio/phones.
- 3. Building principals will carry hand held radios or cell phones.

THREAT CALL CHECKLIST:

- 1. Note time of day of call. _____
- 2. Keep the caller talking as long as possible.
- 3. Caller is a (man) (woman) (probable adult) (probable child).
- 4. Caller has (normal voice) (impaired speech) (has accent) (sounds intoxicated).
- 5. Note any particular background noises. _____
- 6. Ask the following questions if possible:
 - A. What time is the bomb set for? _____
 - B. Where is the bomb located? _____
 - C. What does the bomb look like? _____
 - D. Why have you set the bomb?
 - E. Who are you? _____
- 7. Write down the exact words used by the caller!
- 8. Inform the building principal or his designee.
- 9. Principal or designee calls the police immediately.
- 10. In absence of administrator, secretary may call the police.
- 11. Alert the superintendent of all facts.
- 12. If time allows, principal and police do quick search of building.
- 13. Building principal makes decision whether or not to evacuate the building.

If evacuation takes place, the following procedures are followed:

- 1. Building principal or designee announces by intercom that there has been a bomb threat and that the building will be evacuated in a calm and orderly

manner. Teachers are to remain with the students they have at that particular time until the situation has been resolved or they receive other directions.

2. If weather is warm, children will be taken outside and kept a safe distance from the building.
 3. If weather is cold, the transportation director will transport children to an emergency shelter until the threat is over. In this emergency, teachers may be used to drive buses. If there is little time, children will be taken outside and then picked up by buses as soon as possible.
 4. Administration or other designated persons will check building to ascertain that no staff or students remain in building.
- H. Superintendent will be responsible for contacts, questions, and arrangements.

TORNADO

IN THE EVENT A SCHOOL BUILDING IS HIT BY A TORNADO

- A. All children and personnel should "tuck and cover" in designated areas.
- B. Immediately check that everyone is unhurt and accounted for:
 1. Teachers will check their own classes and remain with students throughout the crisis.
- C. Building principal and custodians should assess damage to the buildings.
 1. Custodians will turn off all gas to buildings and check for loose and live electrical wires.
 2. If there is immediate danger of fire or explosion, students will be evacuated to an area deemed safe by the principal.
- D. If there are injuries, the principal will contact the local police, ambulance service, and hospitals as soon as possible. Students with injuries will be attended by the physical education instructor and/or other qualified persons until help arrives.
- E. Teachers (designated as in charge and school secretary) will compile a list of all children in designated areas.
- F. Superintendent and law officials will be contacted as soon as possible.
- G. If there is not an immediate danger, the principal will decide if students should be taken from designated areas to an alternative shelter.
- H. Superintendent will contact the media and inform the parents and public.
- I. No student will be allowed to leave designated areas unless they are picked up by family members and/or persons whom school personnel recognize and approve.
- J. Documentation will be made of all students leaving, the time they left and with whom they left. The school secretary and the building designee in charge are responsible for this. Each teacher is responsible for seeing that no children under their supervision leave until this documentation has taken place.

- K. If telephones are available, a staff member will be delegated to take all calls and will be furnished a message as directed by the superintendent.
- L. When school resumes, counseling services will be provided for children and/or staff.
- M. Staff will use the TIP SHEET (Pg 30) to recognize and effectively deal with trauma and stress among students.

EARTHQUAKE

I. Phase I - Pre-Emergency Phase

- A. A battery-operated radio will be kept in the school office of each building at all times.
- B. Special notice will have been taken of all hazardous objects in classrooms and offices.
- C. Special notice will have been taken of all hazardous chemicals in science rooms.

II. Phase II - Emergency Phase

- A. Students shall "tuck and cover" under desks or tables until the "all clear" is given.
- B. Teachers, administrative personnel, and supportive personnel will position themselves in doorways where possible.
- C. Teachers will keep classes together and maintain full accounting of each student.
- D. Janitor, or designee, will shut off the gas main, water, and electricity.

III. Recovery Phase

- A. Principals are to provide the superintendent with damage and cost assessments.
- B. No damaged buildings will be used until inspected and declared safe.
- C. The principals will work with the superintendent in procuring classroom space if needed.

EXPLOSION/BUILDING COLLAPSE

All persons in the buildings will evacuate through assigned exits in a rapid, orderly manner to a safe distance. If any assigned exit is blocked or unsafe, the next nearest exit will be used. Windows and doors are to be closed, and each teacher will carry his roll book or student roster of assigned students in order to facilitate taking roll and providing input for emergency workers.

FLOOD

I. Phase I - Pre Emergency Phase

- A. Principals will determine whether or not their buildings are located on a flood plain and write building plans outlining actions that should be taken to reduce loss of life and damage to school property in case of flood.
- B. All school personnel are to be aware of the following danger periods.
 - 1. Extensive snow cover associated with:
 - a. prolonged warm weather
 - b. additional heavy rains
 - 2. Excessive rains causing:
 - a. flash flooding
 - b. water saturated soil

II. Phase II - Emergency Phase

- A. Determine what facilities are likely to be flooded.
- B. Move the students, by the best means available, to a location out of the flood area. This site should be pre-arranged by the individual school principals and described in their written plans.
- C. If time permits, move expensive equipment (projectors, etc.) to an elevated location.

III. Phase III - Recovery Phase

- A. The school principals and superintendent shall cooperate in the following recovery tasks:
 - 1. Restoring facilities.
 - 2. Utilizing temporary classrooms.
 - 3. Providing emergency shelter for community needs.
 - 4. Supplying transportation services, if needed.
 - 5. Preparing damage and cost estimates.

FIRE

I. Phase I - Pre-Emergency Phase

- A. Principals shall be aware of all fire hazards, including the following:
 - 1. Empty flammable containers
 - 2. Flammable fluid storage
 - 3. Closed storage areas
 - 4. Other housekeeping procedures which may cause fire hazards
- B. All buildings will be provided with adequate fire extinguisher as prescribed by the State Fire Marshall and by the Sharon Springs Fire Department.
- C. Each principal will provide for the posting in each classroom of notices indicating the location of fire escapes and evacuation routes.
- D. Administration, when requesting modifications to the building, will make certain that all doors, both exterior and interior, open out and are operable from the inside.
- E. The school will have at least one fire drill per month. Every person will evacuate the building during the fire drill.

II. Phase II - Emergency Phase

- A. The fire alarm will be sounded immediately, and the fire department will be notified.
- B. Teachers will close all doors.
- C. Teachers will take their grade books with them, or an up-to-date attendance list, and take attendance immediately upon reaching the evacuation site.
- D. Students are to assemble upwind at least 100 feet away from the school buildings.
- E. Access roads to the buildings will be clear at all times.
- F. All school personnel and students will remain out of the buildings until fire department officials declare the area safe.
- G. Teachers will stay calm. The attitude that is portrayed by those in authority will do much to influence how students respond to a situation.

III. Phase III - Recovery Phase

- A. The building or buildings must be inspected by the Sharon Springs Fire Department before classes resume.
- B. Supplemental class space will be located by administration if necessary.

PRACTICE DRILL

One practice drill will be held each year. It will be held in the fall of the year. The drill will be designed by the crisis management team and administration. All students and personnel will be aware that a drill will be held, but the nature of the drill may be withheld. This will allow as much authenticity to the drill as possible.

Evacuation will be to a safe building or the Gym in case of emergency. The evacuation shelter is in close proximity to the school building, with at least two alternate routes.

In the event of evacuation, parents will be notified of their child's location.

There will be a plan for monitoring entrances into the school buildings throughout an emergency.

Teachers will stay calm. The attitude that authority portrays will do much to influence how students respond to a situation.

DANGEROUS AND UN-AUTHORIZED PERSON(S) IN BUILDING PHYSICAL ASSAULT OR OTHER THREATENING SITUATIONS

- A. Any teacher or school personnel sighting what appears to be an armed, dangerous, or other-wise unstable person in the building or on the school grounds will
 - 1. Remove children from area if possible.
 - 2. Notify building principal or designee as soon as possible (DO NOT SEND A STUDENT)
- B. Principal or designee may use the intercom to warn all personnel that this type of situation exists.
 - 1. Personnel will be advised to get all students into a classroom and to lock their classroom doors until they are given the message that the problem has been resolved.
 - 2. Principal or school secretary will call law enforcement.
 - 4. Superintendent will be in charge of media questions and statements.
 - 5. If the situation is severe, counseling services will be provided for students and/or staff.
 - 6. Teachers will use the TIP SHEET(Pg 30) in appendix.

CRISIS INTERVENTION TEAM

- | | | | |
|---------------------|--------------|-------------------|--------------|
| 1) Bruce Bolen | 785-852-1034 | 7) Tonya Medina | 785-821-1499 |
| 2) Christine Hammer | 785-728-7112 | 8) Matt Brown | 785-332-7245 |
| 3) Joni Pearce | 785-821-3831 | 9) Jori Daily | 785-852-4139 |
| 4) Beverly Keller | 785-852-4501 | 10) Nancy Schmidt | 785-821-2194 |
| 5) Marsha Klinge | 785-852-4411 | | |

If the superintendent/K-12 Principal is gone, the head teachers from the respective buildings should serve as crisis manager.

Team Duties:

1. Assess impact of crisis on students, staff, community.
2. Determine additional support personnel needed.
3. Discuss plan of action for additional crisis throughout the day. (Who should be called, where to direct students or staff for assistance.)
4. Start a list of "at risk" students. (Disabled)Get input from staff at meeting.
5. Meet at the end of the day.

SUPERINTENDENT:

1. Contact media and read prepared statement. Inform them that you are the only source of information. They are banned from the building.
2. Contact board members and make them aware of the situation.
3. Contact police, if needed, to determine facts (Appendix A).
4. Write up a statement of facts that can be read to staff, students, and media. Give facts list to superintendent. Media are to be banned from the building on the first day, particularly in the case of a death. Media are not to be allowed to interview students on the school premises.
5. As certain that parents have been contacted; do so if necessary.
6. Call outside resources, such as mental health professionals or ministerial alliance, to present brief in-service to staff and be available throughout the day for working with students and staff.

For emergency staff meetings, call the secretary to contact all staff by telephone if time permits, or upon their arrival in the building, set up staff meeting..

- a.) Give out all necessary facts.
- b.) Distribute statement to be read to students. Teachers should provide the opportunity for questions or special needs.

- c.) Hand out TIPS for TEACHERS (Pg. 30, Appendix C).
 - d.) Determine if any staff need additional support.
 - e.) Get names of "at risk" students from staff. (Disabled)
 - f.) Advise staff to relax course work expectations and allow students to express their feelings or attend grief groups.
 - g.) Advise teachers on students attending grief groups.
 - h.) Stress importance of all students being accounted for and being supervised throughout the day.
6. Get siblings or relatives together and determine if they are to stay in school or go home.
 7. If time permits, go from room to room to give students information and provide them an opportunity for questions or special needs.
 8. Be available to staff and students throughout the day. (Staff debriefing)
 9. Provide follow-up intervention on year anniversary of crisis.
 10. Contact family to suggest appropriate actions (see Appendix D).
 11. Have resources, such as mental health professionals or ministerial alliance, available to assist students throughout day one and two.

COUNSELOR OR OTHER DESIGNEE:

1. Contact support personnel and make arrangements for their arrival as soon as possible. (Appendix B)
2. Verify room availability for grief groups and assign support personnel to specific rooms. Give list to other crisis team members.
3. Assist in principal's meeting with staff.
4. If time permits, go from room to room to inform students of facts and to establish process for helping them throughout the day.
5. Be available for individual and group counseling.
6. Begin contacting parents of "at risk" students.
7. Provide a time of debriefing for the staff.
8. Provide follow-up intervention on year anniversary of crisis.

OTHER MEMBERS:

1. Contact community members who may need to be aware of special needs of students and families, i.e. police, clergy.
2. Be available to meet with support personnel upon arrival and set them up in rooms for grief groups. Get list from counselor.
3. Be available to direct students to grief groups. It is important that students be supervised and accounted for throughout the day.

NURSE:

1. Meet with superintendent/principal and obtain facts concerning the crisis.
2. If crisis is medical in nature, school nurse assesses the extent of injury or severity.
3. Provide immediate attention.
4. Direct crisis manager in contacting ambulance, health officials, or other necessary agencies.
5. Document medical attention provided.

SCHOOL SECRETARY:

1. Meet with principal to obtain facts concerning the crisis.
2. If called by principal, be prepared to call all staff members at home to arrange early morning emergency staff meeting.
3. Direct all media calls to the superintendent.
4. Direct all parent calls to the superintendent.
5. No student is to go home without notification of parent. Someone should be at the home.

CRISIS TEAM - END OF DAY TASKS:

1. Divide remaining list of "at risk" students among committee and staff to make phone calls home.
2. Discuss the day's events and assess needs for tomorrow. (Debrief)
3. Devise plan of action for day 2.
 - a) Is there a need for grief groups or additional personnel?
 - b) Do other parents need to be called?
 - c) Do individual students need to be contacted for counseling?
 - d) Are there staff members who need additional support?
4. Review the day and note any trouble areas; amend crisis plan.
5. Follow up with faculty, students, and parents. Get suggestions.
6. Contact other school districts for advice.

CRISIS MANAGEMENT PLAN FOR SUICIDE DEATH OF A STUDENT OR SEVERE INJURY

I. Action to be taken when student threatens suicide:

- A. If the teacher is in the classroom they will stay in the classroom with the students until the end of the period. The only exception would be if the at-risk student left the classroom. In that case, the teacher will go with or find the student.
- B. At the end of the class period, the teacher will notify the principal/counselor of concerns.
- C. If the teacher is not in the classroom the teacher will immediately notify the principal/counselor.
- D. Upon notification, the principal/counselor will immediately talk to the student, administer a suicide risk assessment, and follow recommendations of the assessment.
- E. Upon notification, the principal/counselor will immediately contact the parent by phone and arrange a principal/counselor parent meeting.
- F. At this meeting the principal/counselor will discuss the problem and suggest the student receive professional counseling. They will supply possible referrals for this counseling.

II. Prevention of Suicide:

- A. School psychologist, counselor, and the school nurse will provide information to students for receiving emotional support.
- B. Teachers will receive yearly in-service handouts on suicide prevention.

III. Death, Suicide or Severe Injury on campus:

- A. Principal, secretary, or first responder will call for EMS (911) or notify CPR trained personnel in the building. (see list).
- B. Do not cancel school or activities, if possible.
- C. Principal/Superintendent will meet the ambulance and sheriff.
- D. Secretary places code "Secure Your Area" over the intercom.
- E. Counselor calls the students parents.
- E. Teacher will remove student's siblings from classes as necessary.
- G. Call crisis response team together immediately:
 - 1. What will be done with students?

2. Determine when and who of the resource people to call.
3. Verify information to be shared individually or in classrooms.
4. Next day call faculty meeting before school begins. (see Sec III D.)

H. Superintendent/Principal contact media. One week following the crisis, a team meeting will be held to evaluate how the crisis was handled and address any further needs for counseling.

IV. Death, Suicide, or Severe Injury that occurs off campus outside the school day.

A. Action to be taken.

1. Principal/superintendent will verify information with family.
2. Notify affected buildings where siblings are enrolled or other family members are employed.
3. Gather as much information as possible concerning the incident.
4. Verify all information. Do not accept rumors as fact.
5. Review crisis plan and establish a crisis time line.
6. Contact the funeral home to review the responsibilities of the school. Late afternoon funeral is most helpful.
7. Notify school psychologist to alert counselors for future involvement.
8. Notify crisis management team of a meeting as soon as possible.
9. Each principal will use their standard method of contacting staff.
10. The superintendent or his designee will be the official spokesperson to press and community.
11. Prepare statement for staff and students.

B. Contacting the family.

1. The principal and the superintendent will communicate with the family involved to express condolences and facts vs. rumor.
2. Explain school procedures to the family about meeting with staff to insure that the family situation is handled with the utmost respect and to discuss the family's wishes.
3. Ask what facts the family will allow to be discussed. This information should be recorded.
4. Repeat this information back to the family to insure accuracy.
5. Determine the name of the family member who will serve as contact person for the family.
6. Inform the parents of any school policies that may affect the family in this situation.
7. Inform the family of who the official school contact person will be.

- (Superintendent/Principal) Give phone numbers.
8. Assure the family that a crisis plan has been developed and is being followed.

C. Duties of the Crisis Management Team.

1. Draft official news release to the media.
 - a. All communications to the media should come from the superintendent or his designee.
 - b. There should be no attempt to hide or conceal information from the press; however, student and parental confidential rights must be observed.
 - c. Media representatives should be encouraged to report responsibly and not to interrupt the normal school routine.
 - d. Interviews with students or staff without prior arrangements should not be permitted.
 - e. All releases to the media should emphasize the following points:
 1. Help is available on site for students in need.
 2. The school has planned in advance for an emergency and is acting on this plan.
 3. In the event the incident involves a suicide, the press should be encouraged not to glamorize the death.
2. Write drafts and announcements concerning the incident to be read to the students by classroom teachers.
 - a. A general statement to the student body should be prepared and read by the classroom teacher. It should not be announced over the intercom.
 - b. If the incident involves a death, a straight forward announcement of the death should be read.
 - c. If it is a suicide, it should be called a suicide, only after it has been ruled a suicide by the coroner. Hiding information from students can only create additional problems.
 - d. A printed statement prepared by the family (if possible) will be read verbatim by the classroom teacher. Decide the time that the statement will be read. Emphasize the need for hard facts to reduce rumors and fantasies. If the family has not been reached, assure faculty and staff that further information will be forthcoming.
 - e. A simple statement of condolence to the family is all that is necessary at this time. Assure students that a follow-up statement concerning funeral or memorial service arrangements will be made as soon as they are available.

D. Crisis Team/Faculty Meeting

1. Meet with faculty as soon as practical, preferably before the beginning of the next school day.
2. Share as many details as possible in response to questions from the media to the designated person.
3. Advise faculty to allow students that need help to choose a group or individual counselor.
4. Advise faculty and staff to refer any questions from the media to the superintendent or his designee.
5. Advise faculty to keep the school day as normal as possible, and at the same time, be prepared to make allowances for those students who have special needs.
6. Advise faculty and staff to make a list of students who seem to be having a particularly difficult time. The list will be collected by the crisis team at the end of the day.
7. Advise non-instructional staff (custodians, secretaries, food service staff, etc.) to watch for and report students that are observed leaving the building or hiding out.
8. Advise faculty and staff that a brief meeting will be held at the end of the day to share concerns and to evaluate the day's events.

E. Additional Communications With Staff

1. Crisis team will schedule additional meetings as needed.
2. Address any special problems or concerns.
3. Update family on most recent information.
4. Inform faculty or counseling services that are provided.
5. Provide areas of counseling services to occur.
6. Contact parents of students that are displaying excessive emotional behavior that may require additional help outside the school day.

F. Faculty Responsibilities.

1. Read prepared statement to students at designated time.
2. Provide an opportunity for students to discuss the incident and to express their feelings.
3. Acknowledge emotions through discussion and involvement in constructive activities in classrooms. Inform students that a display of emotion is okay in these situations.
4. Discuss strategies for students dealing with the media. Tell them that they may be approached by the media, but that they do not have to talk to them. (The same is true for faculty and staff)
5. Identify those who are close friends or who have suffered a similar loss and offer them an opportunity to attend a group or individual meeting.
6. Identify students obviously in distress and talk to them or have another student help them or escort them to a group or individual counseling activity.
7. Request assistance from the crisis team if the class has a large number of distressed students.
8. Shorten and restructure assignments when appropriate. Postpone and reschedule tests as needed.
9. Make referrals to counselor or principal for those needing outside follow-up services.

G. Follow-up Activities.

1. In the event of death, remove the name of the student from the class roll and other forms of communication.
2. Intercept any disciplinary, scholarship, testing of special placements' notifications that may be sent to the family.
3. Lock but do not remove items from the locker. Involve students in the process of removal to bring closure to the death.
4. There will be no special recognition given to this event in any school communication. This includes school yearbooks, newsletters, ACT tests, etc.
5. The school attorney will be notified if the suicide occurs at school.
6. The press or media will not be given access to school publications for the purpose of obtaining pictures or personal information.
7. A review of this policy, by the crisis team, will occur on an annual basis or within thirty days following a suicide event.

CLASSROOM DISCUSSION

1. Encourage the expression of feelings.
2. Do not allow the discussion to glamorize or romanticize the act.
3. Remember it does not take strength of will to commit suicide--just the opposite.
4. Do not allow someone to become larger in death than they were in life.
5. Please reinforce that this person's death is a TRAGEDY.
6. Let students know that it is natural to experience a sense of guilt.
7. No one person is responsible.
8. Suicide does not solve problems--it creates them.
9. Those loved ones left behind experience great pain; however, suicide hurts the victim far more. It is a poor choice for getting even.
10. Promote peer contacts among the victim's friends.
11. Tell the students about the death in a quiet and direct manner.
12. Avoid religious platitudes, and recognize the varying religious beliefs held by students.
13. Give permission for a range of emotions.
14. Do not offer unnecessary details, answer all questions if able, if not, admit it.
15. If necessary, discuss the meaning and effect of the loss, and discuss funeral etiquette and appropriate memorials or remembrances for the deceased.
16. Expect to discover that many have thought about suicide. Tell them that this is common and it does not mean that it's going to happen because they thought about it.

GUIDELINES FOR GOOD LISTENING

1. Listen patiently. Accept without judgment what the other person is saying, regardless of how you feel about it.
2. Try to understand the feelings as well as the content.
3. Restate what you have heard to be sure you have it right.
4. Avoid arguments about facts. They are often irrelevant to how a person feels.
5. Listen to what isn't said. Omissions may be clues to important feelings.
6. Limit the expression of your views until the other person has stated theirs. Then be honest and straight-forward.
7. Focus on the message, not what you are going to say next. Be involved in listening, not strategy.
8. Don't make judgments until all the information has been conveyed.

**APPENDIX A
EMERGENCY/ASSISTANCE**

| | |
|---|-----------------------|
| SHERIFF | 785-852-4288 |
| Kansas Safety Hotline | 1-877-626 8203 |
| Ambulance | 911 |
| City Police | 785-852-4232 |
| Highway Patrol | 785-625-3518 |
| Fire Department | 785-852-4224 |
| Greeley County Hospital | 316-376-4221 |
| AIDS Hot Line (National) | 800-342-AIDS |
| AIDS Hot Line (Kansas) | 800-232-0040 |
| ALATEEN | 316-375-2639 |
| Battered Women's Crisis Center | 800-848-5683 |
| County Attorney | 785-852-4095 |
| Crisis Intervention Service | 800-362-2639 |
| District Court | 785-852-4289 |
| Domestic Violence Hot Line | 785-333-1360 |
| Drug Abuse Hot Line | 800-662-4357 |
| FHEDC (Ft. Hays Educational Developmental Center) | 785-628-4382 |
| Grief Workshop (High Plains) | 785-628-2871 |
| High Plains Mental Health | 800-432-0333 |
| KBI | 785-296-8200 |
| Missing and Exploited Children (National) | 800-843-5678 |
| Narcotics Anonymous | 785-625-6311 |
| National Health Information Services | 800-336-4797 |
| Planned Parenthood | 785-628-2434 |
| Rape Crisis Center (Domestic Violence) | 785-333-1360 |
| Runaway Hot Line (National) | 800-231-6946 |
| S.A.D.D. Network (Kansas) | 785-296-3925 |
| Smoky Hill Foundation | 785-625-5521 |
| Social Rehabilitation Services | 785-628-1066 |
| Suicide/Depression Emergency Hot Line | 800-333-4444 |
| Valley Hope | 785-625-4135 |
| Valley Hope (24 Hours) | 800-544-5101 |
| Wallace County Family Practice | 785-852-4230 |
| Wallace County Health Office | 785-852-4272 |

**APPENDIX B
LOCAL SUPPORT PERSONNEL**

Administrators

Bruce Bolen 785-852-1034
Christine Hammer 785-728-7112
Joni Pearce 785-821-3831

Ministerial Alliance

Galen Crippen 316-990-3913 Mike Kuykendall 785-943-5276
Rick Dewees 620-214-3044 Paul McNall 620-375-2373
High Plains Mental Health 800-432-0333 Father David Henry 785-890-7205

Board Members

Ross Cox 785-821-1600 Bradley Chubb 308-883-2223
Camron Funk 785-821-1776 Todd Selzer 785-821-3749
Stephanie Johnson 785-821-4034 Craig Sloan 785-852-4125
Mark Kuhlman 785-672-2456

Support Staff

Nancy Schmidt 785-821-2194 Beverly Keller 785-852-4501
Valerie Poe 785-852-4464

Faculty Members

| <u>Elementary</u> | | <u>High School</u> | |
|--------------------|--------------|--------------------|--------------|
| Chelsea Batterton | 719-468-8423 | Jori Daily | 785-821-4139 |
| Matt Brown | 785-332-7245 | Rebecca Edwards | 785-846-8003 |
| Cassie Carman | 620-874-2277 | Jana Gfeller | 785-846-7800 |
| Jamie Hawkins | 785-821-2008 | Kyle Gfeller | 785-846-8806 |
| Stacey Hennick | 719-240-5080 | Christy Hammer | 785-891-3718 |
| Jeffrey House | 785-821-0070 | Rebecca Harmison | 620-277-6104 |
| Marsha Klinge | 620-672-7222 | Eric Jarvis | 785-673-8709 |
| Gabrielle Kroetsch | 785-821-4252 | Darren Klinge | 785-821-0422 |
| Cassandra Laughlin | 785-821-1396 | Laurel Rigby?? | |
| Colleen Wagoner | 785-821-0464 | Inga Sloan | 785-694-3023 |
| | | Brenda Tropf | 785-821-4125 |
| | | Levi Tropf | 785-518-2801 |

Special Education

Kim Van Laeys 785-852-4181

Health Nurse

Tonya Medina

785-852-4272

Cooks

Louise Buell

785-891-3778

Jessica Simons ?

Tammy Greeson

785-821-4531

Custodians

Hao Fry

785-852-4183

Eugene Kaiser

785-821-5201

Cody Bussen

785-821-2634

Aides

Chris Baehler

785-821-0008

Clarissa Kriegh

785-852-4980

Carol Bussen

785-821-3725

Annette Escamilla

785-821-0535

Regular Route Bus Drivers

Louise Buell

785-891-3778

Carol Bussen

785-821-3725

Cassie Carman

620-874-2277

Valerie Poe

785-852-4464

Substitute Bus Drivers

Bruce Bolen

785-852-1034

Cameron Edwards

785-846-8002

Connie Hudson

785-821-1564

Jolene Hunter

785-821-1817

Dan Parks

785-821-1869

Treasurer

Debbie David

785-852-4104

School Attorney

Etta Walker

785-821-3793

Coaches and Aides

Wendy Benisch

970-580-3260

Nathan Pearce

785-821-3693

Errin Bollig

785-821-1708

Chance Rains

785-650-8220

Cassie Carman

620-874-2277

Skyler Rains

785-821-0632

Vicki Dinkel

785-821-2282

Jessica Robben

620-521-0632

Torrey Elder

785-821-0449

Inga Sloan

785-694-3023

Ben Johnson

785-821-1708

Laran Steele

620-376-8520

Stephanie Klinge

785-678-8140

Raya Wagoner

785-443-1711

Gabrielle Kroetsch

785-821-4252

Brad Willems

785-470-1936

APPENDIX C

TIPS FOR TEACHERS

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

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

What Can A Teacher Do?

1. After receiving verification of the facts, openly and honestly acknowledge what has happened. Students need to be told the facts in age-appropriate terms.
2. Model expressions of your feelings and give the students permission to express their feelings. This helps relieve tension and fosters a return to normalcy more quickly.
3. Help students understand that many people will be experiencing a variety of emotions. There is not one correct way to feel. Anger and denial are very common feelings. Students may also experience feelings of guilt that are very irrational. This may range from confusion about causality in a young child (i.e. dreams or bad thoughts I had caused this) to I should have stopped or prevented this crisis (i.e. if I had been there...or I should have taken some action to stop this). Some students may have valid reasons to feel guilty if they had some knowledge or clues about another person's behavior. (These students need to be referred to a counselor).
4. Following the crisis, be alert for those students experiencing more extreme reactions in comparison to the norm and refer them to the appropriate counselor.
5. Be aware that some students may not react with expressions of sadness or remorse. Some may express their feelings through "acting out" behaviors.

6. Discuss the meaning and effect of loss, and discuss funeral etiquette and appropriate memorials or remembrances of the deceased. (Refer to Pg. 32 Appendix D Recommendations)
7. Be open to students who may seek counseling from you:
 - A) Encourage the expression of feelings; focus on feelings rather than what is said.
 - B) Try not to allow the discussion to glamorize or romanticize the act.
 - C) Remember it does not take strength (of will) to commit suicide, just the opposite.
 - D) Do not allow someone to become larger in death than in life.
 - E) Reinforce the idea that it is a tragedy.
 - F) Let students know that it is natural to experience a sense of guilt or responsibility.
 - G) No one person is responsible.
 - H) Suicide does not solve a problem; it creates one.
 - I) Expect anger and guilt.
 - J) Listen patiently. Accept without judgment what the person is saying, regardless of how you feel about it.
 - K) Restate what you hear. This reflects to the student exactly what he or she is saying.
 - L) Avoid arguments about facts. Often they are irrelevant to how the person is feeling.
 - M) Limit the expression of your views until the other person has stated theirs; be honest and straightforward.
 - N) Focus on the message, not what you are going to say next. Be involved in listening, not in strategy.

APPENDIX D

RECOMMENDATIONS

1. Respect family wishes, but recommend that funeral services be held at a time outside of the school day if possible.
2. Do not use the school or school facility for any type of memorial services.
3. Do not call an all-school assembly or moment of silence.
4. Do not fly flag at half mast.
5. Students need written permission to be dismissed for funeral day, before if possible.
6. Do not dismiss or cancel school on day of funeral unless so many are gone that the day would not be productive. There is a need for routine!
7. Avoid pictures or memorial pages in the yearbook; it brings painful memories and grim reminders, often glamorizing death. (Treat all deaths equally.)
8. Do not make the person greater in death than they were in life.
9. Determine actions on the basis of whether it would alleviate or cause more pain.
10. Suggested memorials: blood drive, poetry, outdoor plantings, park benches, outdoor furniture, funds to support prevention activities, church.

GUIDELINES FOR UNDERSTANDING AND RESPONDING TO A CRISIS

1. Here are some of the emotions you may observe in your students (or in yourself) following a tragedy:

Numbness, Shock, Denial: After a sudden death, you don't want to believe it has happened; you had no preparation for its occurrence.

Confusion: Why did this happen? I don't understand the circumstances. How could this happen to someone I know?

Fear: Could something like this happen again? Will something like this happen again?

Grief: Sadness, crying, a deep sense of personal loss.

Anxiety: A difficulty in explaining or understanding the tragedy; things are not the same at school or in my class.

Depression: Emptiness, unhappiness.

Guilt: An irrational feeling of responsibility for the event. What could I have done to prevent it?

Anger: Why did someone do a violent, senseless thing? Why did others let it happen? Anger can be directed toward a specific person or persons or be a more general feeling of anger.

GUIDELINES FOR UNDERSTANDING AND RESPONDING TO A CRISIS

2. Here are some of the changes in behavior that you may see. Most, if not all of these changes, will be temporary. Children are resilient and do bounce back.

Lack of concentration: Inability to focus on school work, household chores, or other leisure activities.

Lack of interest in usual activities: Their minds are preoccupied with other thoughts and feelings, and what would usually be very enjoyable may not have much appeal.

Greater dependency: A need to feel protected may result in their wanting to do more with you or not have you away from them for a long period of time. Some kids may not want to be alone.

Problems with sleeping and eating: Difficulty going to sleep, occasional bad dreams, or a decreased appetite are common physical reactions to a stressful event.

Overly quiet, or overly talkative, or a combination: Students may need to talk about a tragic incident over and over again, asking questions that may be unanswerable, but needing to ask them anyway. This repetition is often a healthy way of working through the grief process; on the other hand, a student may not want to talk about it

much with you, preferring to discuss it with friends, classmates, parents, those who may have been closer to the tragedy; or the student may not want to talk with anyone about it.

GUIDELINES FOR UNDERSTANDING AND RESPONDING TO A CRISIS

3. Here are some things that teachers and parents can do to help a child through this difficult time:

Listen: Don't interrupt. The person needs to be heard.

Accept feelings: Feelings are valid for this student, even though your feelings may not be similar ones.

Empathize: Let the child know that you recognize his/her sadness, confusion, anger, or whatever feelings he/she has about the tragedy.

Reassure: The student is not responsible for what happened.

Accept: The student may not want to talk about the trauma right away. Let him/her know you are willing to listen whenever he/she wants or needs to talk about it.

Be tolerant: Work around temporary changes.

Maintain as much of a sense of routine as possible.

Provide additional activities: If the students seem to have excess energy, provide an outlet.

Don't hesitate to ask for help: This help can be sought from other parents, the school staff, or an outside professional.

DO'S

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

DON'T

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

EXAMPLE OF PREPARED STATEMENT TO BE READ TO STAFF

TO: WCHS STAFF
FROM: Crisis Team
DATE:

You need to know that at 9:00 P.M. last night, (student name) lost his life in an automobile accident. He was returning from a hunting trip southwest of town. He lost control of his car while traveling at a high rate of speed on a gravel road. He was taken by ambulance to the hospital where he was pronounced dead on arrival. Death was caused by severe internal injuries incurred when the victim was thrown from the car. Family members are being contacted. At this time services are being tentatively planned for Wednesday afternoon.

(The purpose of this statement is to give the entire school staff as much information as is available. It should be read by the principal to the staff. Written copies should not be distributed.)

EXAMPLE OF PREPARED STATEMENT TO BE READ TO STUDENTS

I am sorry to have to inform you that a fellow student (student name) was killed last night in an automobile accident. He lost control of his car southwest of town while returning from a hunting trip. He was pronounced dead on arrival at the hospital. Death was attributed to severe internal injuries received when the victim was thrown from the car. When funeral arrangements are definite, this information will be made available to students.

Groups will be available today for those of you wanting to share your feelings about this tragedy. Your classroom teacher will provide you with a pass to take to the office area where (name of Team Leader) will assign you to a grief group. At the end of the class period you will have the option to (A) return to class, (B) remain with the group, or (C) change to a different group by contacting (name of Team Leader) in the school office.

HEADSTART STAFF

ROOM 119

Melissa Kuhlman

852-4480

1515 Road 21
Sharon Springs,
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