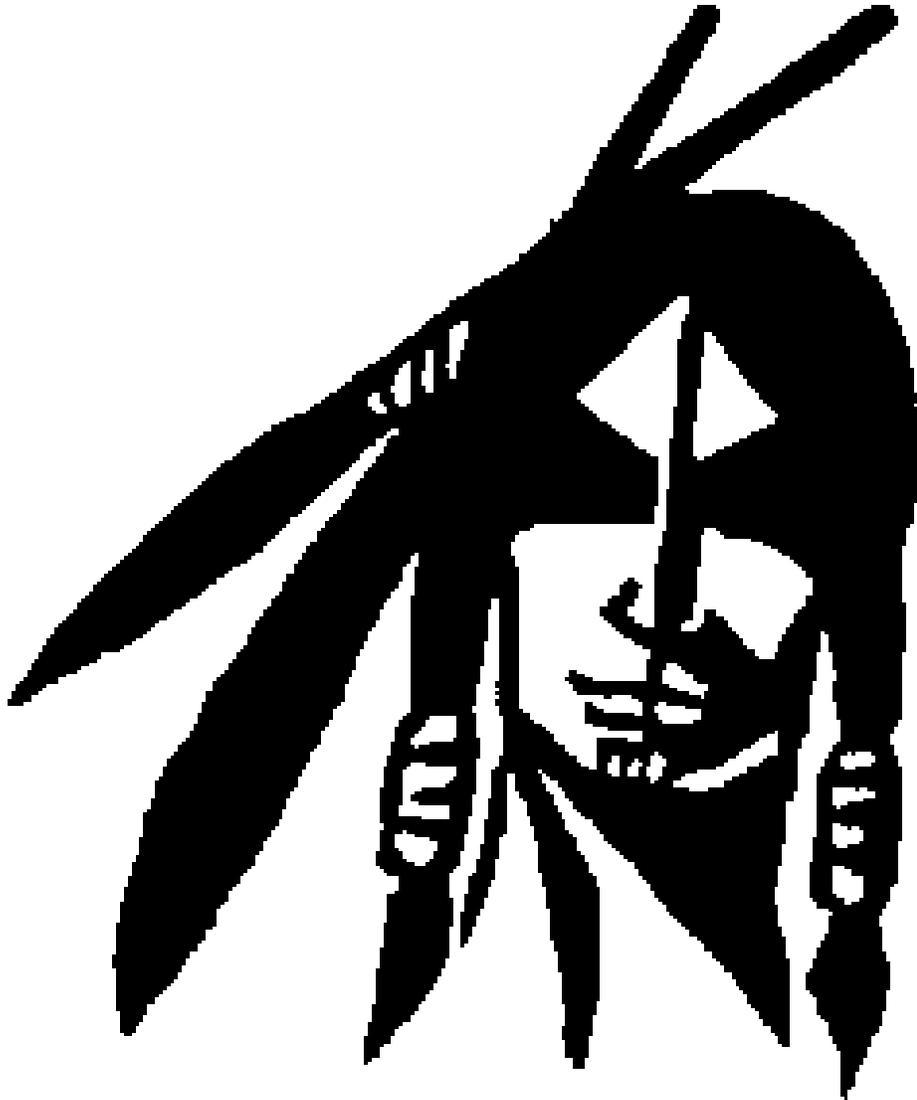


LEYTON PUBLIC SCHOOLS



All Hazards Safety Plan And Crisis Manual

Table of Contents

Emergency Phone Numbers	3
Crisis Response Plan	4
Security Locks and Cameras	6
Standard Response Protocol	7
LOCKOUT	8
LOCKDOWN	9
EVACUATE	12
SHELTER	16
HOLD	18
School Crisis Team	19
Potential Suicide Checklist	19
Report of Suicide Risk	21
Bomb Threat Procedures	22
Hostage Situation	24
Poisoning	25
Student/Staff Death	25
Letter Templates	34
Annual Training List	38
On-going Communication	39
Building Plan – Dalton ~ Fire and Tornado Exits	41
Building Plan – Gurley ~ Fire and Tornado Exits	42
Board Policy 3041	43

Emergency Phone Numbers

Fire	911
Wheatbelt Electric	308-254-5871 800-563-0012
Source Gas	800-563-0012
Water-Dalton-Village Office	308-377-2413
Maintenance Shop	308-377-2713
Jeff Juelfs	308-250-2713
Water-Gurley-Village Office	308-884-2213
Warren Horst	308-250-2213
Cheyenne County	
Sheriff	308-254-2922
Health & Human Services	308-254-6900
NE State Patrol	
Sidney	308-632-6949
Scottsbluff	308-632-1211
Poison Control Center	800-955-9119
Road Conditions	800-906-9069
Child/Adult Abuse Hotline	800-652-1999
Gurley Campus	308-884-2247
Dalton Campus	308-377-2301
Superintendent Cell	308-225-0895

Crisis Response Plan

Purpose

The purpose of this plan is to provide staff with a quick reference guide to use in a crisis situation. It is the philosophy of Leyton Public Schools that a planned and organized approach to a crisis is more effective in reducing psychological and social difficulties following a crisis in school. The Crisis Response Team (CRT) has been established by School Board Policy #3041 for this purpose. It is the goal of Leyton Public Schools that during a crisis, school will be conducted in as normal and routine a manner as possible. A careful balance must be maintained between the right of the public to information and the rights of the student and staff to privacy and normalcy. The general coordinator will be responsible for dealing with the media and providing information to the public. This Crisis Response Team Plan includes procedures that are designed to deal with a number of tragedies that could occur at Leyton Public Schools. These procedures do not cover every condition that might develop and it may not always be possible to follow every procedural step.

Utilizing the Crisis Response Team

The Crisis Response Team is a supportive service which can help the school assess, plan, and intervene in crisis affecting staff and students. A planned organized approach has been shown to be effective in reducing the emotional and social impact of a crisis. The Crisis Response Team has specialized training to assist building administrators in directing crisis resolution activities. To activate the Crisis Response Team contact:

Nick Brost (308)546-9389 or Dana Morgan (240)237-0247

Leyton Schools Crisis Response Team

Nick Brost – (308) 546-9389	Dana Morgan – (240) 237-0247
Shawn Oakes; Chair – (307) 761-1241	Allie Peters; Counselor – (308) 249-0890
Nick Newkirk – (402) 841-5035	Becky Murray – (308) 250-2722
Amy Henke; School Nurse – (308) 250-0719	Jesse Henderson – (970) 580-4514

****CRISIS MEETING LOCATION: Elementary Guidance Office - Gurley****

Administration Duties

Head Administrator's Responsibilities and Media Procedures

- ___ Determine what type of response is needed. For emergencies, call 911.
- ___ Gather and verify as much information as possible about the crisis.
 - Call Law Enforcement Officials—Cheyenne County Sheriff (308) 254-2922
 - Visit at scene of crisis if time permits or appropriate
 - Contact and/or visit family, if appropriate
 - Call any hospitals, emergency personnel or other related personnel
 - Record all information and present a copy to the CRT
- ___ Call CRT members through EZ Message to activate or call directly
 - Assemble as quickly as possible at the school's CRT Room (Guidance Office at the Elementary School in Gurley)

Administrative Procedures

- ___ Activate the CRT by using EZ Message or through team member cell phones
- ___ Lockdown the school (Using the appropriate Standard Response Protocol)
- ___ Inform the Superintendent, if no answer, call a principal
- ___ Verify the information concerning the crisis
- ___ Use Blackboard Connect or use a calling tree to inform staff of the situation
- ___ If possible, call a parent or family member
- ___ Call 911 for emergency services. If it is necessary to send anyone to the hospital by ambulance, send a staff member along to serve as a liaison between hospital and school
- ___ Use EZ Message or use the numbers listed below to inform school board members

Galen Bartling (308) 250-2460
Ryan Borges (308) 249-1924
Kevin Henke (308) 249-0239

Jed Benish (308) 249-2367
Colleen Cruise (308) 250-2465
Anne Rexroth (970)520-4214

Media Procedures

After calling appropriate emergency personnel and following safety procedures:
Refer media to the superintendent's office;
Inform the office staff of the situation and how to handle phone inquiries;
Recommend students and staff not talk to the media;
Do not allow media personnel in the building;
When appropriate, call the sheriff 308-254-2922 or county attorney.

Preparation for Interviews

CRT meets with Superintendent;

Assess your audience;

Ask in advance of the interview what questions will be asked so you have a chance to prepare to give complete information.

Tips for Interviews with the Media

No matter which media (print, radio, television) you are working with, there are a set of generally agreed guidelines that should be followed;

Be honest. If you don't know the answer, say so. Tell reporters you will get back to them with the answers as soon as you can. If you make a mistake in an interview, say so;

There is no such thing as "off the record";

If you are in a room with a microphone or television cameras, always assume they are on;

Try to have a goal for the interview. What do you want to accomplish?

Prepare for your interview. If you need more time, ask for it;

Understand what you are going to say so that you talk about the topic knowledgeably;

Anticipate the "worst question" you may have to answer and plan for that in advance;

Bridge a question from where you are in the interview to where you want to be. Different information may be related in some manner;

Never say, "No comment." It makes you sound like you have something to hide;

Don't use jargon. You won't have a translator.

Security Locks and Cameras

The Leyton High School and Elementary/Junior High have security locks and cameras. Both sites require a fob to enter the building. To access the building without the use of a fob, one must use the southeast door at the High School and the east door at the Elementary/Junior High. Pushing the button beside the door will allow access to speak to a person in the office who answers. That person may or may not allow entrance. Cameras are located inside and outside each building.

Standard Response Protocol

The Standard Response Protocol (SRP) is an emergency response plan based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

Lockout is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.

Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.

Evacuate is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

Shelter is always followed by a type and a method and is the protocol for group and self-protection.

Hold in your classroom is an action that is used when hallways need to be cleared of students and others.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown." Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be combined: "Evacuate to Hallway; Shelter for Tornado; Drop, Cover and Hold."

LOCKOUT

Lockout is called when there is a threat or hazard outside of the building, such as neighborhood violence, dangerous animal or domestic violence threat. All students and staff should return to the inside of the building. School classes and business can continue as normal, but the perimeter should remain secure with no one entering or exiting the building.

Principal:

- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone: "LOCKOUT – Get Inside. Lock Outside Doors."
- Designate staff to call 9-1-1 (if not notified by law enforcement or first responder already), identify the name and address of the school, describe the emergency, state the school is in lockout, provide description of the issue, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to inside the building area(s), account for the students.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
- School should continue classes as usual until further notice.

Teachers:

- Lock your doors and take attendance and be prepared to notify Principal of missing students or additional students, staff or guests observing lockout in your classroom.
- Continue school business as usual until additional information is received.
- If called by the principal, move students to interior classrooms, away from windows.

Office Staff:

- Stay by the phones to wait for additional procedures from law enforcement or district office.
- Assist the principal to establish the school command post.

Custodians:

- Close and lock all delivery doors, exterior doors, and other ingress points.
- Kitchen staff should lock the kitchen doors and secure the delivery door. Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

LOCKDOWN

Lockdown is called when there is a threat or hazard inside the building. Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise. Students whose special needs prevent individual response to lockdown should be provided with assistance.

Principal:

- Make the following announcement using the building Public Address system, 2- way radio, telephone, or megaphone: “LOCKDOWN – Locks, Lights, Out of Sight.”
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site if they do not receive the evacuation notice.
- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.

Teachers:

- Clear the hallway and bathrooms by your room, moving everyone into the classroom or nearest room with a door.
- Lock your doors and turn off the lights.
- Move students away from sight or view of the door.
- Take attendance and be prepared to notify Principal of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until law enforcement officers advise students that it is safe to evacuate.

Office Staff:

- Stay by the phones to wait for additional procedures from district office and Principal.
- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal to establish the school command post.

Custodians:

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

ACTIVE SHOOTER

An active shooter or armed assailant on school property involves one or more individuals possessing a weapon on school property. Such intruders may possess multiple weapons. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene. Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Principal with jurisdiction over the scene

Principal:

- Direct staff to call 9-1-1 give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers. Caller will remain on the line to provide updates.
- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate predesignated relocation site(s).
- Determine appropriate procedure(s): LOCKDOWN; LOCKOUT; SHELTER-IN-PLACE and instruct students and staff to follow appropriate procedures.
- Secure a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the predesignated command post, retreat to the alternate command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via announcement, phone, email.
- Ensure that any buses en route to the school are redirected to a designated relocation site.
- Notify the District office and request activation of the communications plan for media and parent notification protocols. Refer media to Superintendent (308-430-2351).
- Law enforcement will direct staff and students outside the building to move immediately to pre-determined assembly area(s) and be prepared to EVACUATE to an off-site relocation center. NOTE: Law enforcement will take over incident command when present.

Teachers and Staff:

- Initiate LOCKDOWN procedure if instructed by Principal or law enforcement Incident Commander.
- If you are the first to note indication of an armed intruder, immediately CALL 911, then notify the Principal and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.
- Law enforcement will secure the building and provide instructions for evacuation.
- After the active shooter/intruder(s) has been subdued, law enforcement officers will direct teachers to evacuate each classroom to the relocation point for Family Reunification.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.

- The Principal will activate the communications plan to work with media and parent notification protocols, and direct parents to go to the reunification site.
- Teachers will evacuate the building using the designated exit routes and alternate routes to the assigned assembly areas only as directed by law enforcement. Teachers will take attendance and move to the buses for transport if necessary.
- The Principal will activate the crisis response team and active behavioral health recovery procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

EVACUATE

Evacuation is required when there is a need to move students from one location to another. On occasion, students may be asked to hold hands and use a single file line. Other times, students may be instructed to run, crawl, or cover their mouths and noses. The school principal or his/her designee can activate the evacuation plan to allow students and personnel to evacuate the school in the event of an emergency event where there is a dangerous situation inside the building or area.

Principal:

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement: “EVACUATE TO __(announced location)_.”
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Plan and execute evacuation routes based on location and type of emergency.
- Determine evacuation routes based on location of the incident, type of emergency, weather conditions, vehicle traffic, and emergency vehicle access and routes.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, request buses from school transportation for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.

Teachers:

- Instruct students to exit the building using the designated emergency exit routes or as directed by the Principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the door inside each room.
- Use a secondary route if the primary route is blocked or hazardous.
- Help those needing special assistance.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Go to designated evacuation assembly area.
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to the Principal.
- Wait for additional instructions.
- Science instructors should report all chemicals, solvents, and combustibles in their room, both secured and unsecured.

Office Staff:

- Take visitor log and student sign-out sheet to evacuation assembly area.
- Take Go Box with emergency materials to off-campus safe site.
- Gather headcount information from teachers and inform the Principal of any missing students or staff.

Non-Ambulatory Staff:

- Drive personal vehicle to off-campus safe evacuation site.

Custodians:

- Evacuate all staff from the building.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Work with emergency personnel to locate gas and electrical service and combustible items.

FAMILY REUNIFICATION

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

Principal:

- After consulting with an emergency Incident Commander (police, fire or other emergency official), determine the appropriate pre-designated relocation site(s).
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the reunification site(s).
- Follow parental notification procedures such as phone trees, EZ Messaging, and Website notification.
- Establish a command post at the reunification site.
- Organize public safety and mental health/crisis response staff who will be reporting to the reunification site and to the site where parents/guardians are gathering. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student. III.

Teachers:

- Provide a list of evacuated students to the reunification site staff upon arrival.
- Ensure special needs students and personnel are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site
- Establish a guardian check-in location for parents and guardians. Note: Instruct your public information officer to communicate with parents/guardians and notify media about the reunification process and locations.
- Keep students in a staging area beyond the field of vision of parents or guardians. Students should be monitored by their teachers. Note: Keeping students busy during this process, which is often lengthy, can be difficult. Showing a movie or small group activities will help to prevent anxiety.
- Assign personnel to greet parents and guardians and guide them to the check- in area, where they will provide their identification, which will be cross-checked with the guardian dismissal list identifying to whom students may be released.
- Assign personnel to be “runners” to retrieve students from the staging area and to take them to the designated reunification point. Note: It is important to control for line-of-sight to prevent anxiety or students going home with other individuals.

SHELTER

Shelter is called when there is a need for personal protection such as in the case of airborne chemicals or tornado. The shelter procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter is used when evacuation would place people at risk. Shelters may change depending on the emergency. Incident command should be initiated. All individuals are responsible for sheltering. Students with special needs that prevent individual responsibility should be provided with assistance.

Principal:

- Make the following announcement using the building public address system, two-way radio, telephone, or megaphone: "SHELTER FOR TORNADO! MOVE TO DESIGNATED AREAS AND COVER." Or "HAZMAT! SHELTER AND SEAL!"
- If needed, order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, two-way radio, telephones or runners to gather staff and students inside.
- If "Seal" is direct, staff should close all windows, doors, and ventilation
- Notify district office the school is SHELTER.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER.
- Maintain contact and consult with public safety officials.
- Notify the District office of an incident.
- Be prepared to announce an "All Clear."

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving. If "Seal" is directed, close all ventilation by covering vents if ventilation is not shut off.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- All persons must remain in the shelter until notified by the Principal or public safety official that it is safe to exit.

Custodians:

- If "seal" is directed, shut off heating, ventilation, and air conditioning systems to stop the inflow of outside air into the building.

- Close all windows, doors, and ventilation.
- Shut off utilities as directed by Principal or public safety official.
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.

HOLD

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved. Another example is when emergency medical technicians have to move a student through the hallways on a stretcher. Keeping students in classrooms, even when the bell rings, allows time for the hallway situation to settle down. Then, an all-clear can be called, and students can again move through the hallways.

Principal:

- Make the following announcement using the building public address system, two-way radio, telephone, or megaphone: “HOLD in your classroom” or “Go to the nearest classroom and remain.”

Students:

- If you're in the hallway go to your assigned classroom. Otherwise students and teachers remain in their classroom until the “All Clear” is announced.
- What about class changes? Don't make them until the “All Clear” is announced.

Teachers:

- Close and lock the classroom door.
- Remain in the classroom with your students until the “All Clear” is announced. Continue teaching.
- If the lesson for the day is complete, offer time to read or study. Business as usual.
- The door can be opened for any student that needs to get out of the corridor.

Custodians:

- Help direct students into classrooms as quickly as practical.
- Assist with emergency personnel as necessary.
- Consult with the building principal to ensure all doors are secure.

School Crisis Team

The Crisis Response Team (CRT) is a supportive service which can help schools assess, plan and intervene in crises affecting staff and students. The Leyton Public Schools Crisis Response Team has had specialized training to assist building administrators in directing crisis resolution activities. These staff members serve in the following capacities:

- Meet with building administrators and key staff to formulate an action plan.
- Facilitate staff meetings to provide information related to the crisis.
- Support school staff.
- Help teachers process information with students.
- Work with students individually or in groups.
- Provide helpful, factual information to parents.
- Assist in handling media coverage.

Leyton Schools Crisis Response Team

Nick Brost– (308) 546-9389

Dana Morgan – (240) 237-0247

Shawn Oakes; Chair – (307) 761-1241

Allie Peters; Counselor – (308-) 249-0890

Nick Newkirk – (402) 841-5035

Becky Murray – (308) 250-2722

Amy Henke; School Nurse – (308) 250-0719

Jesse Henderson – (970) 580-4514

****CRISIS MEETING LOCATION: Elementary Guidance Office - Gurley****

Bus/Van Accident

Principal and/or other school personnel need to go to the scene of the accident to identify and comfort students

The bus driver will submit to an immediate drug/alcohol test.

Someone needs to be available in the school office to answer questions, only with factual information obtained from the superintendent or designee.

If information is not known or available, state that in a polite manner. “We do not have that information at this time.”

Phone lines need to be kept open for further information.

The school should be ready to deal with the media.

Notify crisis team if appropriate, 377-2301 (Dalton) or 884-2247 (Gurley).

Activate calling tree if appropriate.

Potential Suicide Checklist

Suicide threats must always be taken seriously and intervention should be immediate. If a situation is potentially life threatening, students and staff need to recognize that the issue of confidentiality does not apply.

What to do:

- Do not leave the individual alone.
- Refer the individual to appropriate staff (administrator, counselor, family specialist) who will do the following:

Assess the degree of risk

- Ask student directly if he/she is thinking of suicide.
- Is there a plan, how specific is it?
- How lethal is the method?
- How available is the means?
- Has there been a previous attempt?
- Ask about feelings of anger and depression (crying, sleeplessness, loss of appetite, hopelessness).
- Ask about losses (deaths, family changes, per relationships).
- Ask about history of chemical use.
- Ask whether the student has made final arrangements (giving away possessions, saying goodbye).

Intervention Plan

- Contact student's parent(s) or guardian(s) and plan with them how to help the student.
- Family specialists, police and/or Child Protective Services may need to be involved if parents are unable or unwilling to help.
- Refer parent(s) or guardian(s) to appropriate services from physicians, mental health professionals and/or community agencies.
- Police involvement may be required in situations where the student is assessed to be in immediate danger and parents cannot be located or are unable to help. The Cheyenne County Sheriff Department assists in transporting students to an appropriate mental health facility for evaluation. (School personnel should avoid transporting students in private vehicles).

Follow up

- Complete the "Report of Suicide Risk" form and send to supervisor or counseling services.
- Check to be sure that the student has received (is receiving) appropriate services.
- Plan for student's transition back to school.
- Student should have ongoing contact with a counselor family specialist.
- Brief appropriate staff on student's status.

Report of Suicide Risk

School _____ Date _____

Student Name _____ D.O.B. _____

Address _____ Parent Notified: Yes ___ No ___

Parent's Name _____ Date of Notification _____

Telephone Number _____ Time _____

Staff Members Involved _____ Report Prepared by _____

Presenting Problem

Recommendations

Results of Parental Contact

Action Taken

Follow Up Will Be Done By

Bomb Threat Procedures

Upon receipt of a bomb threat, the person receiving the call will make every attempt to: Prolong the conversation. **DO NOT HANG UP THE PHONE.** (Use another phone to call authorities.)

Identify background noises and any distinguishing voice characteristics.

Ask the caller for a description of the bomb, where it is and when it is due to explode.

The person receiving the threat will notify the principal.

Alert 911.

The principal will, in consulting with 911, decide whether to make a preliminary search or to evacuate the building.

The principal will notify the superintendent's office.

Inform staff and students of the bomb threat and any immediate directions, for example, remain in their rooms until an all-clear is given or directions to evacuate. Do not use cell phones or other electronic devices.

Ask staff to make a visual observation of their classroom/work area and inform them not to open cabinets, doors or move objects. If anything suspicious is found, **DO NOT TOUCH IT!** The bomb can be almost anything from a bundle of dynamite to concealed or ordinary objects (briefcase, toolbox, pieces of pipe, etc.). You will be searching for something that doesn't belong in the classroom/work area.

Check absentee list and on each absentee from class at the time the threat was received.

Account for all students, checking halls and restrooms.

Ask for volunteers to participate in the search with the police/fire department.

Meet with the police/fire department and search team to decide on the procedure for checking the building.

If at any time the threat is determined to be valid, you will be directed on whether to evacuate or not. If evacuating, use standard fire drill procedures with any necessary modifications.

Evacuate at least 300 feet from the building. Plan for an alternate location (Dalton-American Legion Hall, Gurley-Fire Hall) if needed due to a prolonged search or inclement weather.

When building is reported to be safe, resume whatever schedule is needed and debrief staff & students.

If a written threat is received, copy the contents & protect the original message (plastic or other covering) to preserve fingerprints & other identifying marks.

Use the Bomb Threat Checklist to gather helpful information.

Bomb Threat Checklist

Time _____ Date _____

Do not hang up. Use another phone to call police

Record the exact words used by the caller

Ask:

What time is the bomb set for?

Where is the bomb?

What does the bomb look like?

Why are you doing this?

Who are you?

Evaluate the voice of the caller:

_____ Man	_____ Accent
_____ Woman	_____ Speech impediment
_____ Child	_____ Intoxicated
_____ Age (approx.)	_____ Other

Background noise:

_____ Music	_____ Conversation
_____ Children	_____ Machine noise
_____ Typing	_____ Traffic
_____ Airplanes	_____ Other

Person receiving threat will immediately notify the principal.

Call received by

Hostage Situation

- Call 911.
- The principal or his/her representative will use the SRP “Hold in Classroom.”
- Teachers should not allow students to leave the classroom and should direct students to be seated in “safe zone” area of the room.
- Students should only be allowed to leave the classroom when an administrator or uniformed officer comes to your room or when directed to move to another location by the police.
- Teachers will take an accurate count of students and report missing students to office.
- Designated personnel to monitor hallways and other areas of the building and to direct students not in class to a safe area.

Administrative Responsibilities:

- Superintendent will be a liaison with police.
- Inform office staff as to appropriate information to give any callers.
- Make list of those being held hostage.
- Refer media contacts to the Superintendent’s Office.
- Contact the Crisis Response Team.

Mail Tampering (Anthrax, etc.)

- Suspicious Package/Letter (Not Yet Opened)
- Contact Administrator
- Shut down heat/air handling equipment and all fans.
- Isolate the room
- Contact Public Safety Officials
- Triple bag the item in a sealable bag.
- Treat isolated room as a crime scene.
- Track package/letter. (Who handled the item?)

Administrator’s Responsibility

- Assist Public Safety personnel in keeping staff/students clear of isolated area.
- Assist Public Safety personnel in determining who has handled the letter/package.
- Suspicious Package/Letter (Opened)
- Contact administrator.
- Shut down heat/air handling equipment and all fans.
- Isolate room.
- Anyone who handled/opened the package will need to wash hands and arms as soon as possible with the mild soap and warm water. Anyone who has had direct contact with the substance will need to shower using warm water and a mild soap. They will need to change

their clothes. The clothes worn should be triple bagged in sealable bags and may be used as evidence.

- Contact Public Safety Officials Administrators Duty
- Assist Public Safety Officials in keeping area clear.
- Assist in identifying who handled the package/letter.

Poisoning

If a student ingests a poisonous substance:

- Contact office.
- Call Poison Control Center at 1-800-222-1222
- Take the ingested substance and the container with you to the phone.
- Call 911.
- The principal's office will notify the parent(s)/guardian(s).

Student/Staff Death

Immediate actions to be taken by building administrator(s):

Obtain facts concerning the death(s)

Notify crisis team

Decide on time/place for a staff meeting

Activate school calling tree

Develop a plan for the day

Meet with ALL building staff

Make announcement to students

Plan for substitute teachers if needed

Notify other schools affected if any

Identify students/staff most affected; plan for support

Arrange Crisis rooms

Prepare teachers statements

Arrange for a remembrance from the school (food, card, flowers)

Visit the family (by appropriate school personnel)

Arrange for appropriate staff to attend services

Assess counseling needs for the child when he/she returns to school

Provide student/family with information about community resources if needed

Helpful Hints on Making the Announcement

Short and to the point.

Don't tell teachers and students at the same time.

Be honest. Use words such as dead, not passed away.

Crisis Response Team should be in affected students' classroom, classrooms where several of

the dead student's friends might be, and classrooms where teachers have requested assistance in making the announcement to their students. If at all possible, close friends of the student should be contacted and brought together in a secluded location in the school and be told what has happened.

Crisis Response Team members should circulate throughout the building looking for trouble spots and offering assistance to students and staff.

The following questions need to be included with the announcement:

I'm having lots of mixed thoughts about this. What were your thoughts when you heard the announcement?

Do you plan to talk to adults at home about this? Who are the adults outside of school you can discuss this with?

If you have experienced losses in your own lives, how are you feeling now? Where are places you can go to discuss these feelings?

What can you do to help your classmates at times like this?

How did you first hear about what happened?

Where were you when you first heard about it?

When did you find out? What did you hear?

What did you first think when you heard about this?

What is the worst thing about this for you?

What is your greatest concern right now?

How did you feel when you heard about it?

What are you feeling now?

What gives you the strength to keep going?

What have you noticed that tells you things are getting better?

Who could you talk to about this when you go home tonight?

What are some things you can do for yourself to help you get through this?

Are there times when things aren't quite so bad? Describe that to me.

How can we help each other at a time like this?

Crisis Team Meeting Tasks

Topics and items that need to be covered at the meeting include:

Sharing the facts of the crisis event so administrators and CRT members have the same information.

Planning the announcement to the student body.

How the announcement will be made, i.e., intercom, written for teachers to read.

When will the announcement be made?

Drafting the announcement. (Written by Crisis Response Team member(s) and submitted to administrator for editing/approval)

Reviewing the letter that is to go home to parents.

Briefing office staff.

Insuring no phone calls are made to the family regarding the student(s) not being in school.

Procedures for reviewing the absence list for at risk students.

Identify and discuss:

High risk groups, staff and students.

Person who will be in contact with the authorities, i.e., police, hospital.

Person(s) to be liaison with the family.

Person to handle the student's belongings, i.e., locker, classroom desk(s), gym locker.

Location for crisis center(s).

Media contact person.

Delegate responsibilities.

Person(s) in charge of staff meeting.

Coverage of phones.

Crisis center coverage

Covering special times and areas, i.e., playground, cafeteria, gym.

Review the outline for the staff meeting.

Substitutes.

Obtain as necessary.

Meeting with subs to brief them.

Identify any itinerant staff that needs to be informed.

Plan for a meeting at the end of the school day.

Discuss memorials.

Student initiated efforts.

Parent efforts.

Notify surrounding schools.

Obtain staff/room list and/or building map for CRT members.

Setting the Meeting Agenda

All CRT meetings will be held at the Elementary School Counselors Office in Gurley.

There should be a well thought out and organized agenda for the before school staff meeting.

Frequently, this agenda is determined early in the morning at the meeting of the school's administrative team and members of the Crisis Response Team. Some key agenda items include:

Current facts and details about the crisis event and dispelling rumors.

Introduction of the Crisis Response Team and discussion of the team's role.

Outlining the plan for the school day and overview of the plan.

How the crisis is to be announced to the students.

Letter to parents.

Availability of substitute teachers.

Where/how crisis team members will be available.

Location of crisis centers for students

Ideas for staff in dealing with students.

Processing with students after the announcement.

Using direct language, i.e., dead, died, killed.

Being honest.

Moving into scheduled classroom activities.

Dealing with a wide range of emotions.
Working with students who feel guilty.
Surfacing of feelings around unresolved losses.
Handling inappropriate student remarks.
Providing ways for students to express their feelings, i.e., artwork, cards, letter to the family.
Support for staff.
Triggering of their emotions about their own previous losses.
Dealing with their guilt, i.e., gave students a failing grade, didn't like the student.
Let CRT know if they need extra support in the classroom or personally.
Substitute's available if needed.
Maintain normal routine as closely as possible.

Media

Refer media to designated contact person (Announce the designated contact person).
Discourage staff from talking to the media
Media personnel are not allowed inside the building.
Discourage students from talking to the media
Memorials-Review school policy if there is one.
Arrange to meet with teachers and other staff who work directly with the student(s) involved in the tragedy.
Announce plans for after school meeting if necessary.

Maintaining the Normal Routine

Normal school day will continue with slight alterations that are deemed necessary.

Before School Meeting

Allow time for adjustments (questions etc.)
Keep ALL TV's and cell phones off!!!!
Computer access should be limited

The After School Meeting

Continue with meeting no matter what.
Briefly reviewing the day's events.
Processing and validating the staff's feelings about the crisis.
Providing characteristics of high risk students
Discussing students' reactions and identifying students about whom the staff may have concerns about.
Discussing funeral arrangements.
When and where
Procedures for staff who wish to attend
Procedures for students, i.e., students will need an excuse, students should be accompanied by an adult, and tests and other assignment make up issues
Discussing staff concerns regarding support for the family.
Informing staff of the continued availability of the crisis response team and the crisis response

plan for the next day(s).

Encouraging the staff to acknowledge and address their own emotional needs during the evening and in the days ahead.

Acknowledging the staff's effort and thanking them.

It is important that Crisis Response Team members strategically place themselves in the meeting room to assist staff if personal issues arise. Team members should do this at all staff meetings held during the time of the school crisis.

Some behaviors staff might observe are:

Children (5 to 11 Years)

Shock/denial

Anger, aggressive behavior

Guilt

Idealization of the dead student/adult

Sleeping/eating problems

Headaches/stomach aches

Withdrawal

Sadness

Poor concentration

Unwarranted fears/worries

Acting younger than their age, i.e., whining, clinging

School phobia or avoidance

Adolescents (12 to 18 Years)

Shock/denial

Anger/aggressive behavior

Rebellion at school/home

Feelings of guilt

Fighting, withdrawal, attention seeking

Poor concentration

Loss of interest in peer/social activities

Lack of feelings

Decline of interest in relationships

Sadness

Idealization of the dead person

Restlessness

Completely consumed by the situation

Giddiness/laughing/joking

School is the Place to Be

Closing school, coupled with a lack of understanding of young people and how they grieve; can create additional crises for students.

During a crisis students need and rely on structure.

If at all possible school will remain in session during a funeral.

After Thoughts

Crisis team may need to provide specific information for staff to assist students including such hints for teachers as:

Take cues from your students about how much class time they need to talk.

Often times there may be rumors or speculations when a student or staff death occurs. If you hear these rumors, discourage them. Remind students to stick to the facts and be respectful of the person who has died.

While some students will be directly affected by the crisis event, others may not be. Some students may be indirectly affected, meaning this news may cause them to revisit deaths and other losses they have experienced.

Everyone grieves differently. You may see a variety of responses in your students. Some may react by making comments or gestures that you may feel are inappropriate. These responses usually come from how uncomfortable they are with the situation. Help students be accepting of all grief responses.

Please do not hesitate to let CRT members know of any students who seem to be experiencing difficulty, especially if they have not sought help.

Be aware of your own experiences with death and loss and how you may be affected by this situation. It is okay to share your feelings with your students and find healthy ways to take care of yourself.

Possession Procedures

Law Enforcement will be involved in removal of all students' possessions.

This is a common procedure followed by Leyton Public Schools.

All possessions will be given directly to the family. They will not be mailed.

The school personnel assigned the task of dealing with the possessions of students or staff should be mindful of the possible need for law enforcement officials to view or review the possessions before they are removed from the school setting. Some crisis response protocols require law enforcement notification prior to removing a deceased individual's possessions from their storage site in the school.

Possessions of High School Students

If the student's possessions are contained in a locker, it is best to clean out that locker when other students are not in school by two CRT members along with law enforcement.

Parents will be given their child's things when given the correct clearance.

All of the items from the locker should be removed and taken to the administrative offices.

A box or a container of some type in which to put the items is better than making several trips between the locker and the administrative offices.

The items in the student's locker should not be disposed of until after all possibility exists that they may be needed by authorities as part of any type of investigation. Use discretion in disposing of these items and do not make any of these items available to other students for "keepsakes."

Possessions of Elementary School Students

Keeping in mind that elementary school students are at varying levels of understanding regarding death and death issues, it is important to assist these children in understanding the finality of death, especially when one of their classmates dies. When an elementary school student dies, the proper handling of his or her possessions is important.

It is important that the teacher(s) not clean out the dead student's desk or remove the student's things prior to when the survivors, in this case the classmates, return to school. With the assistance of one or two members of the Crisis Response Team, the classroom teacher should help the students in the classroom deal with the possessions of the student.

At the appropriate time, students should be encouraged to become involved in deciding what to do with the possessions in the student's desk.

Experience has shown that many of the students in the classroom will want to be involved in deciding what to do with the student's possessions. These decisions include deciding what needs to be collected and given to the student's parents, what belongs to the school and needs to be returned, and what to do with various personal items around the room and possibly in the school hallway.

Meeting with the Student's Family

Determining the appropriate time to meet with the family to offer help, share information, and give them the possessions of their student is an individual matter and should be done in the most compassionate way possible in order to turn an uncomfortable time into one that may provide comfort. Some suggestions for this meeting are:

An administrator or teacher who knows the student should accompany a member(s) of the CRT.

The site of the meeting should be determined by the family, i.e., the home, the school.

If one of the purposes of the meeting is to discuss the funeral time, the meeting should be scheduled prior to when the family begins to make arrangements with a mortuary.

Take your cue from the family as to the length of the meeting.

If necessary, schedule an additional time to meet with the family. They may want school staff to keep them up to date on how students and staff are reacting and may also want school staff to deliver cards, art work, and poems students are writing to the family.

The Funeral

Funerals are one of several ways for mourners to say good-bye to someone who has died.

Whatever your likes or dislikes, opinions or feelings about funerals, they are very much a part of real life. Funerals can evoke relief, anxiety, anger, emptiness, joy, and many other feelings.

Elementary Students

The school's position should be that if the child is going to attend the funeral, a parent or another significant adult should accompany the child.

Junior High

Young students are very much in need of a parent or adult presence at the funeral. Parents or other adults who are transporting young adolescents should attend the funeral and not just “drop them off.” Because of their susceptibility to major mood swings and their need for adult support, young teenagers should be closely monitored by supportive adults before, during, and after the funeral.

High School

Some high school students will need, with the help of an adult, to explore their feelings about attending the funeral. Most will make their decision based on their relationship with the dead student and/or peer pressure.

As is true with all ages of students, parent and adult attendance and support at the funeral is required. CRT members should be particularly alert for high school students who appear to be “having problems” at the funeral and should insure immediate follow-up occurs with those students and their families.

School Staff

Care should be taken not to place staff in a position where they feel as if they are being required to attend the funeral. Some staff members, for personal or other reasons, wish not to attend.

Influencing the Funeral Time and Place

Times and locations may be suggested along with the rationale for having the funeral after school hours and in a location that can accommodate staff and students wishing to attend. Another way school officials and crisis teams can influence the time and place of funerals is to plan meetings with local clergy and funeral directors.

Six Duties for Crisis Team Members Attending the Funeral

- Know what the students have experienced.
- Observe reactions of students and staff.
- Offer assistance where needed.
- Take care of yourself.
- Assess student risk.
- Access to the student’s family and parents of other students.

Teachers can be given information and encouraged to discuss the following points with their students.

It is appropriate to dress up if the student is planning to attend either the visitation or the funeral. Visitation is meant to provide a time to support family members and honor the person who has died. Generally, visits are brief, but some families will plan a formal prayer service during the visitation. At the visitation, the casket will be present and may be open. It is customary to view the casket and/or body. Some families may have a “kneeler” so individuals may offer a short prayer.

The body may not look like the person you remember. Some people may gently kiss or touch the body. It is okay to view the casket in small groups, and it is okay to talk quietly. However, it is best not to congregate around the casket. Move away to allow others the opportunity to pay their respects. Some people like to leave flowers or other remembrances. If there is no table, it is best to leave them with the family. It isn't appropriate to place remembrances inside the casket. It is appropriate to greet family members and to express your sorrow. A simple statement such as, "I am sorry for your loss" will let the family know that you care. Funeral services vary according to the culture and religious preferences of the family. It is respectful to follow the religious customs. Arrive at the funeral site early to allow time to sign guest book and be seated. Attendance at the cemetery (internment) is optional, but it is important to leave soon after the services to give the family a time of privacy.

Memorial Paradigms

Memorials and the need to remember people are frequent issues that arise during or shortly after a school's response to a student or staff member's death.

According to board policy the board of education reserves the right to accept or reject any and all memorials donated or purchased in memory of a student or staff member. Furthermore, the board of education reserves the right to cause all memorials currently on school properties to be discontinued.

Graduation Ceremonies

Graduation from high school is an annual "right of passage". It is thought of as a day of celebration, of positive memories, and of thoughts toward the future. Graduation is not perceived to be a day of sadness, unpleasant memories, and hopelessness. Suggestions for designing graduation ceremonies in school districts, where students have died, include:

- Graduation is a time to recognize the many years of work and achievement of the seniors. If the ceremony plan is to "remember" a student who has died, do this in as short a time as possible and do it at or near the beginning of the graduation ceremony.
- If the graduation ceremony plan is to award a diploma posthumously, read the name of the deceased student and award the diploma in the same graduation order the student would have received it if present.
- If the plan is to award a posthumous diploma at graduation to the deceased student's family, arrangements should be made with the family prior to the graduation ceremony.
- If school tradition is to have students speak at the graduation ceremonies, designated school staff should meet with the students prior to graduation to discuss the content of their presentations. Leyton Public Schools require students to submit their speeches for approval prior to the graduation ceremony.
- No matter how well the graduation ceremony is planned, expect the unexpected. It might be beneficial to reconvene the Crisis Response Team and have them review the graduation exercise plans. They may be able to make suggestions to administrators and staff on identifying and handling unexpected situations.
- Keep the ceremony as positive as possible and in the tradition of precious graduations.

Student/Staff Initiated Responses

Most schools have policies and regulations regarding student and staff conduct. Frequently these are common sense statements that cover issues such as discipline, safety, absences and extra-curricular activities. What can school administrators and crisis team members do about student/staff initiated responses? Some suggestions are:

- Listen carefully to students and staff. Their concerns regarding how the school is managing the response to the crisis event may stem from misunderstanding of what is being done.
- Crisis teams should anticipate various student and staff responses and have a plan prepared to successfully manage them.
- If school policies are in place that deal with some of the student and staff issues, stick to the policies. Usually these policies are drafted by the administration and approved by the board of education during less stressful times than those that may occur during a crisis event.
- Remember, students and staff have not had the training and experience crisis team members have had. They may not consider that what they are requesting may not be possible.
- Stick with what you know based on your training, experience, and knowledge of crisis management and dealing with student/staff initiated responses.

Community Involvement

During a crisis, it is vital the school communicate with all of its various stakeholders. Two of the most effective ways of communicating with your community during a crisis event are:

Utilize print, radio, and television media

Letter sent to parents

If possible, all school employees, certified and classified, should participate in meetings when delicate issues of crisis response are presented and discussed. Because it is always a possibility they may be personally affected by a crisis and because they are frequently asked by members of the greater community about school related issues, it is essential for all school personnel to be knowledgeable about the general school crisis plan.

Letter Templates

FOUR PARTS

Part 1 tells the parents what has happened

Part 2 explains what the school is doing about it

Part 3 gives the parents information that will help them assist their students at home

Part 4 informs the parents about any scheduled meetings and the funeral.

Make letter short and to the point with no advice.

Memorandum to Staff – not to be shared

To: Faculty and Staff
From: (Principal, Counselor)
Date:
RE:

****Confidential – Please Do Not Share This Information with Your Students****

Yesterday, we received news from {name} that {name of student} that {statement of medical condition of student.} At this time, {Parent or requesting adult} has requested that we keep this information privileged and that no one call their home or come by the hospital. They feel that visitors may make this time more difficult. If a student asks you about the situation, acknowledge that you have heard that he/she is ill/injured and that you will tell the student more information when you receive it.

The crisis team will meet this afternoon/morning and they will disseminate all information as appropriate. We will have extra counselors on duty, if and when needed.

Thank you for your assistance and consideration at the time.

Announcement of a death to Staff: (not a students' death)

(Name), will not be with us in school today. Her/his (was killed, died) (circumstances).

_____ and some other students may have a difficult time with the death and may need our help in dealing with this tragedy. If necessary, we have the crisis team or counselors available for students and staff.

Announcement to Staff of student death:

We have called this faculty meeting to inform you that we have had a death involving one of our students {Name}, (died, was killed, etc.) (date, time, location) (and other pertinent facts).

This death may be upsetting to many of our students and staff. We are giving you a statement to read to your class. Please read it verbatim and do not add any other comments. If, you, in your judgment, and any of your students need to talk to someone immediately, the crisis team will be in to assist them.

Announcement to parents of death of teacher/staff member

Dear Parents,

We are all saddened this week by the death of (name), one of our teachers. We have had staff trained in crisis response, and guidance counselors present in our school today to assist the students and faculty with questions and the grief which accompany a situation such as this.

Experiencing, witnessing or even hearing of a traumatic incident may affect a child or adult in a variety of ways; therefore, it is very important that children be given ample opportunities to ask questions and to talk about reactions. For some students a death of someone they know may remind them of some other loss in their lives. For other children this may be their first encounter with death. We have enclosed a pamphlet to help discuss thoughts and feelings about death. This is important in helping your child work through his or her grief.

Funeral services are as follows:

If your child wishes to attend the funeral, please be sure that you or another adult accompanies him/her. It is important that children do not go through this experience alone.

Thank you for your understanding in this matter. You and your child are important to our school community and we want to do what is best for our children,

Sincerely,

Announcement to parents of death of student

Dear Families,

The Leyton School community has been saddened by the death of one of our (grade) students. (Name) died as the result of (cause) that occurred (day) in (location). (Name) funeral will be (date and time) at (funeral home) in (location). Our hearts go out to this grieving family.

We want to let you know what steps we are taking to assist our grieving students. Staff trained in crisis response visited all (grade) classrooms to talk to students and answer questions. If you do not wish for your student to receive follow-up with the school counselor, please call (teacher name) at (school phone number).

You can expect that your child will be affected in some way by this tragedy even if he or she did not know (name) well. I encourage you to talk to your child about what happened. We have enclosed a pamphlet to help discuss thoughts and feelings about death. This is important in helping your child work through his or her grief.

Please call the school or send a note to your child's teacher if you have any question or if you would like your child to talk to the counselor. Again, if you do not want your child to talk about

this tragedy or you would prefer your child not see or hear any material on dealing with grief, please let us know. You and your child are important to our school community and we want to do what is best for the children.

Sincerely,

Announcement to parents of death of student – suicide

On (date) a student from Leyton Schools committed suicide. We are saddened by the death of (grade and name(s)).

The students have been informed of the death(s). Leyton Schools has people on hand trained to help students deal with their questions if they need to talk. Our school is open and rooms are available for students to meet.

Children go through the grieving process in similar fashion to adults. We have enclosed a pamphlet with suggestions of how to talk to your child.

Funeral services will be held (date, time, location). If your child plans to attend please attend with them.

Annual Training List

SafeSchools:

Child Abuse – Mandatory Reporting
Online Safety: What Every Educator Needs to Know
AED (Automated External Defibrillators)
Health Emergencies: Diabetes Awareness
Coronavirus: Managing Stress and Anxiety
Bullying: Recognition and Response
Coronavirus: Cleaning and Disinfecting your Workplace
Student Mental Health: Awareness, Intervention, and Referral
Health Emergencies: Life-Threatening Allergies
Sexual Misconduct: Staff to Student
Bloodborne Pathogen Exposure Prevention
Health Emergencies: Asthma Awareness
Dating Violence: Identification and Prevention
Return to Learn Following a Concussion: Tier I Supports

First Aid
Slips, Trips, and Falls
Drug Free Workplace
FERPA: Confidentiality of Records
Restraint and Seclusion
Sexual Harassment: Staff to Staff

SafeSchools: Food Service Staff

Nutrition Basics
HACCP: Hazard Analysis and Critical Control Points
School Meal Compliance
Foodborne Illness
Food Service Equipment: Sanitation
Food Service Equipment: Safe Use
Food Safety and Kitchen Sanitization
Civil Rights in Food Service

The Jason Foundation – Bullying and Suicide

<https://learn.jasonfoundation.com/courses/bullying-and-suicide/>

KSB School Law

Title IX; Employee Training
Title IX; Coordinator Training

ESU #13

CPI (Crisis Prevention Institute) - Restraint
and De-escalation

School Nurse Training Our Staff – In Person

Medication Aide – As Necessary
CPR – As Necessary

On-going Communication

An Open Message to Parents and Patrons of the Leyton Public School Community:

Leyton Public School District has developed an All-Hazards Safety Plan that is designed to minimize danger to anyone occupying the school, should an emergency occur. Our main objective is to attend to the health and welfare of your children in the event of a crisis.

In most emergencies, your children will remain and be cared for within the walls of the building they attend. In the rare event of an emergency affecting the building your child attends, such as a gas leak, a broken water main, a fire, or a toxic spill, the students will either walk or be transported to an off-campus safe site. The safe site for Gurley is the Gurley Community Hall. The safe site for Dalton is the American Legion Hall. If we have to relocate to these sites, you will be notified.

We ask that you adhere to the following procedure if you hear of any school emergency:

- 1) Be watchful of messages via EZMessaging, our website, and Sidney radio stations. We will do our best to keep the public informed.
- 2) Please do not telephone the school. We have limited telephone lines and we need them to be free in order to contact law enforcement, medical providers, and our other school campus.
- 3) Do not come to the school or the off-campus safe site unless you are asked to come pick up your child(ren). Any emergency involving the school means that emergency vehicles and emergency workers must be able to get to the building. We can't have streets blocked.

Thank you for helping us care for your children.

Chris Geary
Superintendent

Additional Resources

Brochures

For an overview of what each brochure covers, view the [Resources for the Journey of Grief](#) flyer.

[Saying Goodbye: Preparing a Child for a Funeral or Cremation](#)

[Questions Grieving Children Ask](#)

[Questions Grieving Teens Ask](#)

[The Grief of Preschoolers](#)

[The Grieving Child in the Classroom](#)

[Is There Anything I Can Do?](#)

[Caring for Yourself as You Grieve](#)

[Coping With Grief during Holidays and on Other Special Occasions](#)

[Telling the Children: Talking With a Child When a Family Member Is Diagnosed with a Life-Limiting Illness](#)

[Creating Connections When a Family Member Is Diagnosed with a Life-Limiting Illness](#)

[The Spiral of Grief, Part 1: Understanding the Grief Process](#)

[The Spiral of Grief, Part 2: The Journey of Grief](#)

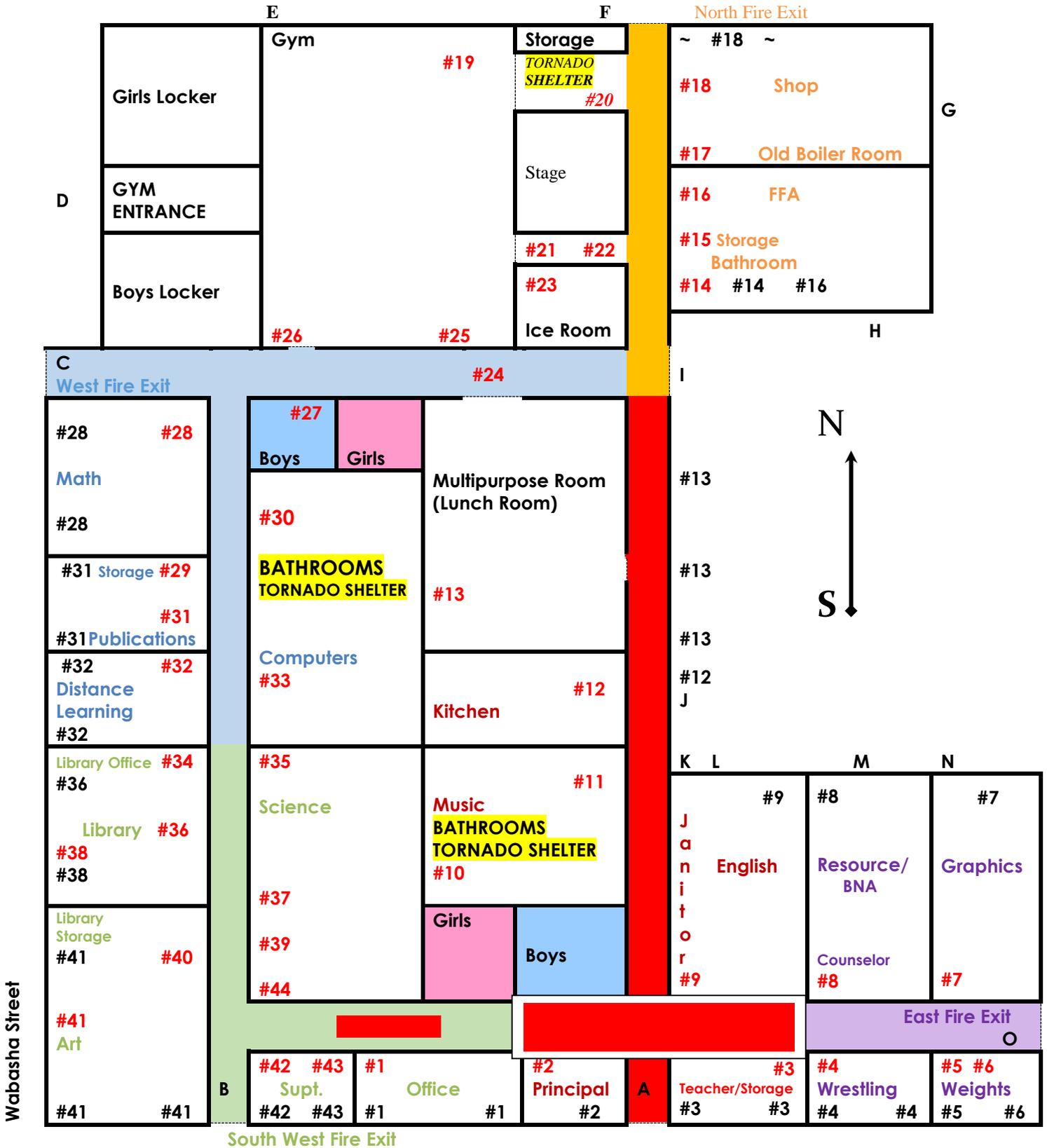
[The Spiral of Grief, Part 3: Hope and Healing](#)

[Supporting Children after the Overdose Death of a Family Member](#)

[Supporting Children & Adults after Someone Has Died by Suicide](#)

Building Plan – Dalton ~ Fire and Tornado Exits

Francis Street



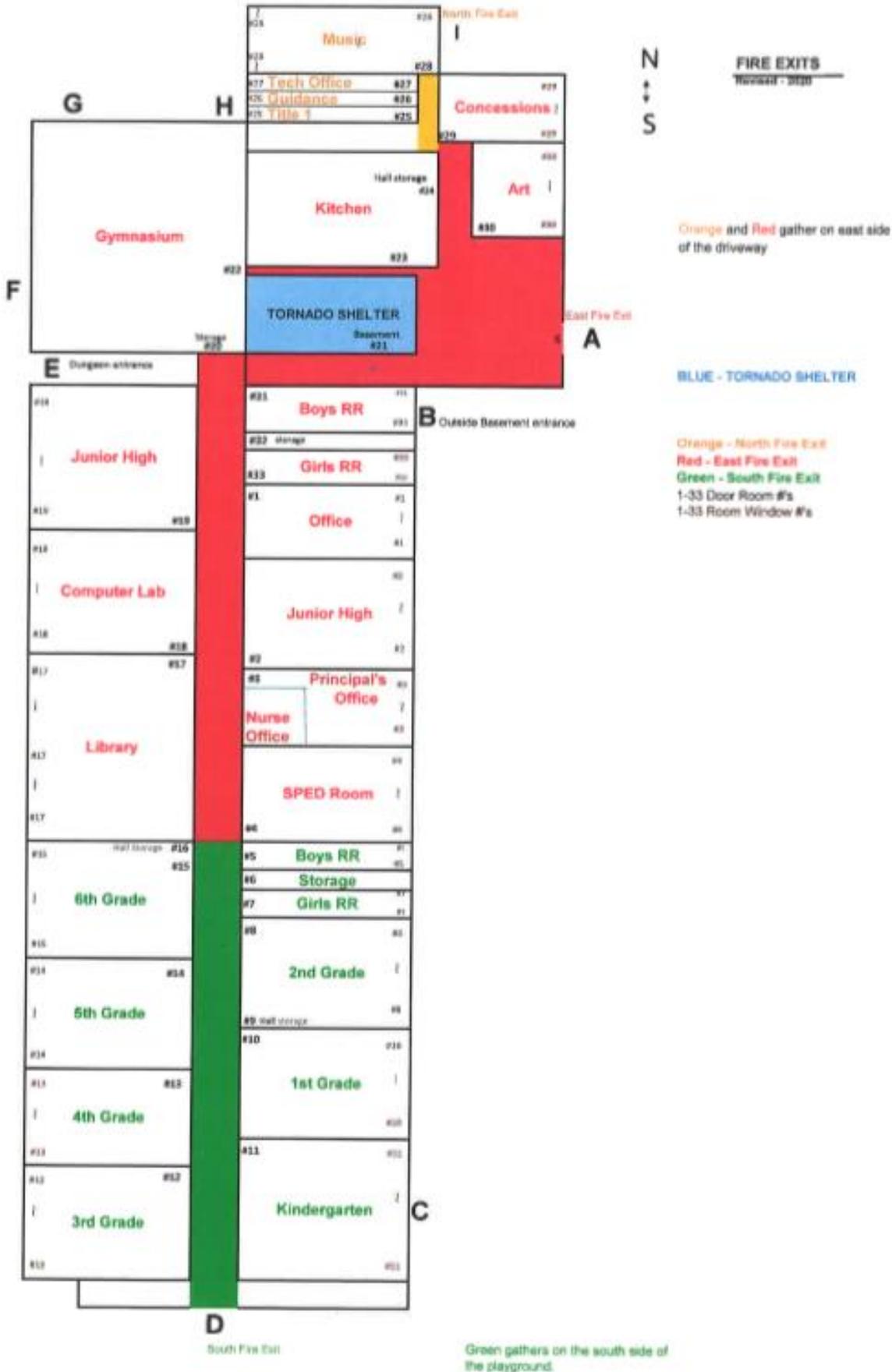
Main Street

FIRE EXITS

Revised ~ 2020

BLUE – WEST EXIT ~ GREEN – SOUTH WEST EXIT ~ ORANGE – NORTH EXIT
 RED – MAIN EXIT ~ PURPLE = EAST EXIT ~ 1-44 Door Rm #'S ~ 1-44 Rm Window #'S ~ A-O Exit Doors

Building Plan – Gurley ~ Fire and Tornado Exits



Board Policy 3041

LEYTON PUBLIC SCHOOLS BOARD OF EDUCATION POLICY #3041

Crisis Team Duties

The crisis team is responsible for planning for the safety and security of the school, staff, and students. The teams will respond to and manage any safety or security incident that occurs in the school setting or which has the potential to disrupt the orderly operation of the school system.

1. Membership on and Chair of Team

The superintendent will appoint members to serve on the crisis team. If the superintendent does not serve on the crisis team personally, he/she shall appoint an individual to serve as the chair of the crisis team. The chair of the crisis team shall have the responsibility of scheduling crisis team meetings, documenting crisis team actions and reporting to the board at least annually on the district's All-Hazard School Safety Plan and other activities of the crisis team.

2. Meetings of the Crisis Team

The crisis team will meet at least twice annually with representatives from local law enforcement and local fire and rescue personnel. At these meetings, the team will coordinate with local agencies to prepare for and communicate about a variety of real world scenarios. The crisis team will meet at such additional times as necessary to fulfill the duties given to it pursuant to this policy.

3. School Self-Assessment

The crisis team shall conduct the self-assessment created by the Nebraska Department of Education as part of its School Safety and Security Standards. This assessment shall be conducted for each school building. The team shall report the results of this self-assessment to the superintendent and to the board of education. Either the superintendent or the chair of the safety committee will also report the results of the self-assessment to the Nebraska Department of Education.

4. All-Hazard School Safety Plan

The crisis team will create an All-Hazard School Safety Plan. The plan must be customized to the needs of each of the school district's buildings. The plan must include all of the components required by the School Safety and Security Standards adopted by the Nebraska Department of Education, and shall meet at least the minimum indicators set by those Standards. The crisis team shall share a copy of the district's All-Hazard School Safety Plan with local authorities and first responders. The chair of the crisis team shall provide a copy of the district's All-Hazard School Safety Plan to the NDE Security Assessor at least one-week prior to the assessor's scheduled visit to the district.

5. Standard Response Protocol (SRP)

Crisis team shall be knowledgeable about the Standard Response Protocol promoted by the "I love u guys" Foundation. The crisis team will coordinate with members of the administrative team to arrange for all students, employees and other individuals who routinely use the district's facilities to receive SRP training and guidance. The crisis team will assess the need for SRP to be implemented at off campus locations where students may be present for school activities. The crisis team will confer with individuals knowledgeable about students, staff or patrons who may have special needs in order for those individuals to be able to understand and implement the SRP.

6. Consultation With Building Principals

The crisis team shall confer with the principal of each building within the district to ensure that visible signage is present in each building which meets the needs of local emergency responders. The crisis team will review the utility of non-required drills in light of the needs and unique circumstances present within each building within the district. Non-required drills recommended by NDE include lock-down, lock out, evacuation, shelter and reunification process. The crisis team will consult with building principals to review both required and non-required drills.

7. Consultation with Threat Assessment Team

The crisis team will consult with members of the threat assessment team to determine if the district's All-Hazard School Safety plan has been appropriately implemented and if it should be modified or updated.

8. Review of Training

The crisis team shall review the training which the school system provides for specified employees in required areas to comply with local, state, and federal regulations. The crisis team shall also review any non-required training which could be provided to appropriate staff to increase the safety and security of the school district and its students, staff and patrons. If the team believes such non-required training would be beneficial, it shall recommend to the superintendent that the training be provided to the identified staff member at district expense.

9. Communication with School Community and Stakeholders

The crisis team will work continuously to improve communication with the school community and relevant stakeholders. This communication shall include, but not be limited to, the communication strategies and protocols identified in the district's All-Hazard School Safety Plan.

10. Communication with the Board of Education

The crisis team will report to the board at least annually on its activities. This report may be included as part of the superintendent's report at a regular board meeting.