

Medford Area Public School District

Administrator's

Quick Reference

Safety Response Plan

1. Determine the seriousness of the situation.
2. Call 911 and secure everyone's safety.
3. Get assistance for victims; protect the crime scene.
4. Gather facts while maintaining confidentiality as appropriate.
5. Notify the families of the people involved.
6. Notify the District Administrator.
7. Assemble the Crisis Team and plan what to do.
8. If appropriate, have IT department activate phone notification to parents and staff.

I: Response

II. Mobilization

III: Ongoing Response

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Suicide Response: Dealing with Aftermath

Principal's Packet

Communication Contact Checklist

Crisis Core Safety Response Team

The purpose of the Core Response Team is to carry out the directives of the Safety Response Plan and provide a planned and caring approach to assist students and staff members in consecutively dealing with the impact of a sudden crisis in our school community. At the time of being notified of a crisis situation, the Crisis Team is instructed to report to the meeting site for further instructions.

CRISIS RESPONSE CENTER:

ALTERNATE SITE:

Crisis Team Composition
District Administrator
All Administrators
Building Student Services
Building Secretary - Recorder & Telephone Center
District Nurse – Hospital Liaison
Police Liaison – Law Enforcement
Buildings & Grounds Supervisor
All Other Staff as assigned

Optional Crisis Team Support Resources:

Aspirus Hospital	715-748-8100
Regional Poison Center	1-800-222-1222
Taylor County Health Department	715-748-1410
Krug's Bus Service	715-748-3194
Law Enforcement	911 or 715-748-2200 Ext. 5
FBI	715-842-2666 or 414-276-4684
Fire Department	715-748-4321 or 715-678-2211

Insert Crisis Intervention Phone Tree

Ensuring Safety – Caution – Secure Building Principals

- ✓ **Institute** lock-down procedures. **Caution or Secure**
 - Account for classes that may be outside
 - Announce: **Caution** (students in hallways return to classroom) or **Secure** (students not in class, immediately go to nearest classroom)

- ✓ **Confirm** that police and emergency personnel have been called (9-911)
Notify District Office
 - Provide description of situation and person(s)
 - Medical assistance needed
 - Designate safe meeting area

- ✓ Intercom, room phones and computer are means of communication

- ✓ **Locate** Crisis Team and inform them of situation
 - Establish communication center
 - Notify classes that are outside
 - Protect the crime scene

- ✓ **Crisis team members activated**
 - Determine need for community resources
 - Notify student services
 - Member check and secure outside areas (playground, athletic field)

- ✓ **Meet** police, rescue and/or fire squad
 - Direct to appropriate areas, use outside door numbers, make sure door is open
 - “GO” emergency kits opened for keys and floor plans and other necessary student/staff information

- ✓ **Account** for all students
 - Staff roll call of missing students
 - Identify available staff members for emergency assignment
 - Law Enforcement will check for unaccounted students
 - Designate safe area

- ✓ **Isolate** witnesses
 - Assign staff to isolate and protect witnesses from other students and media

- ✓ **Prepare** fact sheet
 - Consult with district administrator
 - Determine which staff to notify, as well as, media and parent notification
 - Follow site plan for response (District Office)

- ✓ **Direct** incoming calls to the District Office

- ✓ **Notify** staff/students of “**ALL CLEAR**” at appropriate time

- ✓ **Document** incident and file report for police and District Office

- ✓ **Announce** counseling services and document students receiving counseling

- ✓ **Memo** to staff; parent note from District Office

Evacuation Plan

- ✓ Use PA to **announce “Evacuate”** for an **evacuation route to an alternate site** and to inform if **bus transportation is needed**.
- ✓ **Call 9-911** for police and/or fire department
 - Advise if ambulances are needed and to what location
- ✓ **Isolate** area of greatest danger
 - Advise nurse and staff to administer first aid as necessary
- ✓ **Evacuate** all staff and students to pre-designated evacuation routes
- ✓ Ensure that appointed staff / Crisis Response Team **assist with handicapped students**
- ✓ Advise staff members to **sweep search** all areas of building for stragglers. In case of other needed searches, a team representative will search with police and/or fire representative
- ✓ Ensure that custodian and cafeteria workers have **turned off all motors**, fans and other power-drive equipment
- ✓ **Call** the District Office. The District Office will ensure that the necessary administrators are notified:
 - Advise if primary or alternate evacuation site will be used
 - Emergency release forms from District Office will be sent immediately to sites
 - Advise whether students need to be transported by bus to another site or home
 - The District Office will call the radio station, hospital, newspaper and alert the Administrative Team
- ✓ **Class roster** of students is examined
 - At evacuation site, pre-appointed staff member collects class rosters and notes missing students
 - Search for missing students
 - This information is turned over to law enforcement at evacuation site
- ✓ **Organize system** if students are to be dismissed for the day from evacuation site
 - Set up check out area with emergency release forms
 - Designate area and system for loading buses
- ✓ **Announce “All Clear – Return to Class”** at evacuation sites when/if appropriate
- ✓ **File** an Incident Report
- ✓ **Send** a text message to all subscribers concerning the situation.

Medford Area Elementary School

Evacuation Plan

The principal or designee notifies the police department and district office.

The district office notifies the bus service, radio station, newspaper, hospital and the Administrative Team with media release.

“Evacuation” includes:

- Specific instructions stating whether students will be moved to evacuation site or transported home
- Fire routes used for exiting the building to the evacuation sites or buses

Evacuation Procedures: Garage

Threat Evacuation Site: Krug’s Bus

Non-Threat Evacuation Site: MASH

- Teachers take class roster (if possible)
- Teachers take activity tote (optional)
- Instruct students and staff to remain calm and walk in an orderly fashion to the Krug’s Bus Garage
- Building secretary calls Krug’s in advance (if possible)
- Support staff divide up and help where needed
- Custodial staff locks all doors
- District Office will notify Krug Bus Service

Transporting Students Home:

- Allow students to get jackets and backpacks, if approved by administration.
- Direct students to move quickly and quietly through halls on recommended safe routes to buses

** If MAES and MASH are in need of evacuation, students will go to Krug’s Bus Garage and be transported to the reunification site.

Threat Evacuation Site: Krug’s Bus Garage - 715-748-3194

Non-Threat Evacuation Site: MASH - 715-748-5951

Reunification Site: First Baptist Church - 715-748-2556

MAES Principal’s Cell Number: 715-560-9209

Stetsonville Elementary School

Evacuation Plan

The principal notifies the police department and district office.

The district office notifies the bus service, radio station, newspaper, hospital and the Administrative Team with media release.

“Evacuation” includes:

- Specific instructions stating whether students will be moved to evacuation / transported home
- Fire routes used for exiting the building to the evacuation sites or buses

Evacuation Procedures: Evacuation Site: Sacred Heart Catholic Church

- Teachers take class roster (if possible)
- Teachers take activity tote (optional)
- Instruct students and staff to remain calm and walk in an orderly fashion to the Sacred Heart Catholic Church.
- Building secretary takes emergency forms (sets call forward to Sacred Heart Catholic Church, time permitting)
- Support staff divide up and help where needed
- Custodial staff locks all doors, sets alarm and reports to principal’s office
- District Office will notify Krug Bus Service

Transporting Students Home:

- Allow students to get jackets and backpacks, if approved by administration.
- Direct students to move quickly and quietly through halls on recommended safe routes to buses

Evacuation/Reunification Site: Sacred Heart Catholic Church
322 W. County Road A, Stetsonville
Phone: 715-678-2395

Alternate Evacuation Site: Zion Lutheran Church
203 E County Road A, Stetsonville
Phone: 715-678-2208
Parsonage: 715-678-2204

SES Principal’s Cell Number: 715-560-9209

Medford Area Middle School

Evacuation Plan

The principal notifies the police department and district office.

The district office notifies the bus service, radio station, newspaper, hospital and the Administrative Team with media release.

“Evacuation” includes:

- Specific instructions stating whether students will be moved to evacuation site or transported home
- Fire routes used for in exiting the building to the evacuation sites or buses

Evacuation Procedures: Evacuation Site: Immanuel Lutheran Church

- Teachers take class rosters (if possible)
- Instruct students and staff to remain calm and walk in an orderly fashion to Immanuel Lutheran Church and report to the gymnasium
- Building secretary takes emergency forms and master class lists (sets call forward to Immanuel Lutheran, time permitting)
- Support staff divide up and help where needed
- Custodian lock doors, set alarm and report to principal's office
- Designees for each grade begin process of taking attendance

Transporting Students Home:

- Allow students to get jackets and backpacks, if approved by administration
- Direct students to move quickly and quietly through halls on recommended safe routes to buses

Evacuation Site: Immanuel Lutheran Church
420 Lincoln Street, Medford
Phone: 715-748-2891

Reunification Site: First Baptist Church
670 W. Broadway Avenue, Medford
Phone: 715-748-4936

Principal's Cell Number: 715-965-7376

Medford Area Senior High

Evacuation Plan

The principal notifies the police department and district office.

The district office notifies the bus service, radio station, newspaper, hospital and the Administrative Team with media release.

“Evacuation” includes:

- Specific instructions stating whether students will be moved to evacuation site or transported home
- Fire routes used for exiting the building and parking lots to the evacuation sites or buses

Evacuation Procedures: Garage

Threat Evacuation Site: Krug’s Bus

Non-Threat Evacuation Site: MAES

- Direct students to get jackets, time permitting
- Teachers take class roster (if possible)
- Instruct students and staff to remain calm and walk in an orderly fashion to the Medford Elementary School and/or Simek Recreation Center
- Building secretary takes emergency forms (sets call forward to MAES, time permitting)
- Support staff divide up and help where needed
- Custodian lock doors, set alarm and report to principal’s office
- All students report to the MAES Gym.

**** If MASH and MAES are in need of evacuation, students will be transported home or to an alternate site.**

Threat Evacuation Site: Krug’s Bus Garage - 715-748-3194

Non-Threat Evacuation Site: MAES - 715-748-2316

Reunification Site: First Baptist Church - 715-748-2556

Principal’s Cell Number: 715-965-4064

Evacuation Mobilization

Mobilize Communication Teams

Utilize District Office Leadership

- ✓ Notify District Office that “**ALL CLEAR**” has been announced and update with new information.
- ✓ District Office will call other schools, bus company and media.
- ✓ Crisis Team is called together: Provide updated information and assigned roles as practiced in crisis intervention drills.

Communication Roles:

- ✓ **Family Contact:** Brief memo prepared by principal and/or crisis team and approved by district administrator.
- ✓ **Staff Contact:** Provide memo to necessary school staff regarding current situation.
- ✓ **Outside Resource:** District Office contacts outside agencies or neighboring school districts for assistance using phone tree. List of resources provided to student services team for student and staff referrals.
- ✓ **Media Contacts:** Direct to District Office Communication Command Center

Debrief Students & Staff

Assess Further Needs

**Schedule a debriefing for students and staff to clarify facts versus rumors.
Review “Do’s and Don’ts” checklist.**

Ongoing Response The Following 24 Hours

Crisis Team – Core meeting called before school to provide updated information

- ✓ Provide **Media Statement** to Crisis Team Members:
 - ~Interviews with staff/students will NOT be allowed on school grounds
 - ~The District Office will designate personnel to direct the media out of the way of emergency personnel, during and after the crisis
 - ~Media will be referred to District Administrator
- ✓ Address concerns, rumors, student and staff issues, coordinate continuing counseling needs
- ✓ Review high risk student or staff conditions; offer as much “caretaking” for Crisis Team as possible
- ✓ Continue with “school as usual” if possible. Check on the classes of injured student(s); assign team members if necessary. (“Empty chair concept”) If necessary, set up community meeting with District Administrator to address community concerns, resolve issues, etc.
- ✓ Advise custodial staff to secure injured person’s possessions from lockers
- ✓ Offer optional staff meeting after school

Aftermath of Crisis - Recovery

- ✓ Provide daily fact sheets to staff as long as necessary
- ✓ Follow-up on directly affected families through designated volunteers / Crisis Team members
- ✓ Continue monitoring high risk students and staff members in need of long-term counseling
- ✓ Help staff adjust and deal with their reactions to the crisis
- ✓ Help parents understand children’s reactions to violence
- ✓ Help victims and family member of victims re-enter the school environment
- ✓ Help students and teachers address the return of a previously removed student to the school community
- ✓ Take time to access your personal-emotional needs; consult with your assistant team leader for assistance when needed

Principal Communications in a Time of Crisis

The most important - and first – consideration in any crisis is the health, safety and welfare of students and staff. However, crises, by their very nature, generate both media and public interest. Be prepared for such attention.

In the event of a crisis, the principal should be notified immediately. In consultation with the District Administrator, the principal will determine the immediate communication needs. The primary goal of communication during a crisis will be to keep people informed while trying to maintain:

- Privacy of students and staff
- Minimize the disruption to the educational process; and avoid compromising any investigation or emergency procedures.

The principal (or a designee) shall:

- ✓ **Verify the facts.**
- ✓ **Communicate the facts** as known to the District Administrator, other administrators and board members.
- ✓ **Restrict public and media access to the building.** The principal, in consultation with law enforcement officials as appropriate, will determine access limitations and the best allocation(s) for media. As a general guideline, students will not be interviewed.
- ✓ **Prepare initial statements** in cooperation with District Administrator. In most crisis situations, the media will be aware of the incident immediately and will be on the scene shortly thereafter. An initial statement, providing the basic facts can help contract conjecture. This statement should be given outside the school building by the principal or district administrator
- ✓ **Designate individual(s) to answer phones** and provide these individuals with a factual statement as prepared by the principal or designee. No additional information is to be given without the principal's approval. If call forwarding is available, direct all calls to district office.
- ✓ **Prepare fact sheets** for distribution to staff members and others as appropriate, including media.
- ✓ **Prepare letters to be sent home** to ensure that parents understand what has occurred and what was done.

The First Thirty Minutes

What is done in the first 30 minutes of a crisis is crucial in determining people's perception of the crisis and how it was handled.

- Have appropriate person(s) handle the situation.
- Understand the circumstances and define the problems.
- Consider the options and act decisively to ensure the health and safety of students/staff and protection of property.
- Communicate with staff
- Update students as needed at their level of understanding. **Avoid large group meetings!**

Reminders

Issued AFTER a crisis has occurred in mobilization

In general, we want to handle this incident in an objective and sensitive manner. It is important to maintain our regular school routine. However, a number of our students and staff may be upset, frightened and concerned. We will need the support of each other as we model handling this crisis in our school and community.

Do: Help us control rumors. If asked, provide only the facts as indicated on the daily fact sheets that will be provided for you.

Do: Watch for distraught or depressed students in your classes, halls, lunch periods and restrooms.

Do: Refer concerned or affected students to the Guidance Office for assistance. The Guidance and Student Services staff will be provided for students in need.

Do: Be extra diligent in your supervision of hallways, restrooms, lunch room and any other area or circumstance where students may have less structure than in their classrooms.

Do: Take careful attendance and inform the office immediately if anyone is missing.

Do Not: Speculate on the causes or outcomes related to the incident or follow-up circumstances. Remember, students overhear conversations in the halls and between teachers.

Do Not: Discuss the situation with the media. Any media questions should be referred to the District Office through your office. Use only the fact sheet if you are asked questions about the incident in the community.

There will be mandatory meetings scheduled either before school or after school, following a crisis, where fact sheets and follow-up plans will be shared.

(See Administration Safety Response Manual Sample Letters)

Insert Threat Received for Principals

Bomb Threat

Principal's Office

- ✓ Call 9-911 for police and report that a threatening phone call has been received
 - Do not mention a bomb, if possible, in order to avoid premature media coverage
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified
- ✓ Make decision whether Caution, Secure, or Evacuation will be used
- ✓ Do not use two-way radios or electronic bells
 - Utilize chain of command for responsibilities
 - Use procedure for evacuation
 - Use fire drill procedure for evacuation without alarm
 - Designate main office – command center
 - Re-enter building only after joint decision of police and district office is made

Evaluating the Immediacy of the Threat

Do Not Speculate: Use information from the threat evaluation, the threat itself, the person who reported the threat, etc. Be prepared to provide documentation of the evidence you used in your determination if asked.

	Greater	Lesser
1. How did the person receiving the threat judge it? Why?	Specific serious tone of voice, expressed urgency	Non-Specific – seemed to be a joke
2. Who is being threatened?	Specific by name / group / class of people	Non-Specific – not mentioned
3. What is the threat, how is this to happen?	Specific bombs / knives / guns / blow-up / destroy / mutilate / death	Non Specific – no mentioned
4. When is the action to occur?	Specific time of day / class / date / day / hour / someday / sometime	Non Specific – no mentioned
5. Where is this action to occur?	Specific building / room / bus / school / district / city / place / somewhere	Non Specific – no mentioned
6. Why is this action to occur?	Specific reason / because you all deserve it	Non Specific – no mentioned

Armed Student or Intruder

Principal's Office

- ✓ Call 911 for police. If phone, PA, and/or computer are disabled, utilize cell phone and two-way radios for communication.

If weapon is **SUSPECTED**:

- ✓ Have police officer bring the student to the office with backpack, purse, books and other possessions
- ✓ Ensure that at least one school official and a police officer are present at the search
- ✓ If a weapon is found, police officer removes student from school
- ✓ Notify parents of student
- ✓ Call the District Administrator
- ✓ Follow disciplinary action according to your own code of student conduct
- ✓ File an incident report

If weapon is **VISIBLE**:

- ✓ Call the police
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified.
- ✓ Work with police officers as directed
- ✓ Under advisement of police officers, consider the following options:

Option 1

- ~Announce a "**Caution**" or "**Secure**" on PA system
- ~Direct staff to evacuate any students locked out of their classroom or in public areas to a safe area outside the building.

Option 2

- ~Evacuate the building by PA announcement
- ~**DO NOT USE FIRE ALARM SYSTEM**

- ✓ Remain calm
- ✓ Refer media calls to district office
- ✓ File an incident report

Intruders

Principal's Office

- ✓ Approach the intruders and determine the nature of their presence
- ✓ Ask for identification
- ✓ Direct and/or accompany them to the office
- ✓ If they have no acceptable purpose, ask them to leave
- ✓ If they refuse to leave,
 - Remind them that they are in violation of the law and police will be called
- ✓ If they continue to refuse to leave, call 9-911 for police
- ✓ If the situation is severe, announce a **"Caution or Secure"** on PA system, which means all teachers will lock doors
- ✓ If a **"Secure"** is announced, evacuate any students locked out of their classroom or in public areas to a safe area outside.
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified
- ✓ File an incident report

Utility Accidents

Principal's Office

A. Inside Gas Leak

- ✓ Notify the building occupants by PA, bullhorn or oral announcement to evacuate, whenever a strong gas odor is reported
- ✓ Do not use the fire alarm signal as it may take students into areas of highest gas concentration
- ✓ Call 9-911 and tell the fire dispatcher you smell gas
- ✓ Notify the gas company – MAMS & SES – WE Energy – 800-261-5325 or MAES & MASH – Integrys – 888-367-4403
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified
- ✓ Oversee the evacuation to the designated assembly site
- ✓ Determine when the building is safe for re-occupancy after conferring with the authorities
- ✓ File an incident report

B. Power Outage / Powerline down on School Property

- ✓ Inform the light company of the outage – Medford Electric 715-748-3211 and Xcel Energy 800-895-1999 for SES
- ✓ Instruct the occupants of the building to remain in place or evacuate by using PA, bullhorn, or oral announcement
- ✓ Call the District Administrator's office
- ✓ Notify cafeteria to take action

C. Water Shortage

- ✓ Notify the building's occupants by PA announcement
- ✓ Call Buildings & Grounds Supervisor
- ✓ Call District Administrator's office
- ✓ File an incident report

Severe Weather – Tornado Response

Tornado Warning – A tornado is reported within the area

Principal's Office

- ✓ Use PA to announce the warning immediately
 - Move all occupants to designated areas
 - Issue a command over PA to “Drop and Tuck” (could be immediately where they are at, i.e. under desks)
 - Ensure that appointed staff assist handicapped students
- ✓ Account for all students
- ✓ Parents arriving at school to pick up students should be invited to shelter inside but encouraged not to remove students
- ✓ Keep all exterior doors **closed**.

Post – Tornado

If your building is struck by a tornado:

Principal's Office

- ✓ Call custodian(s) to ensure that gas and electricity have been shut off at the main switch(es)
- ✓ Activate medical response
- ✓ Call 9-911 for ambulance(s) and fire department
- ✓ Locate all injured and move as little as possible
- ✓ All staff should administer first aid until medics arrive
- ✓ Evacuate damaged area cautiously
- ✓ Call the district administrator's office to ensure the necessary administrators are notified (phone, radio, or special messenger)
 - Report any injuries or structural / property damage
 - Advise whether 911 has been called
- ✓ Collect class rosters and search for any missing staff or students
- ✓ Establish a parent information response team as soon as possible
- ✓ Retain students in shelter area until it is considered safe to return to class or go home (released to parents / board school buses)
- ✓ After uninjured students have all been accounted for and released, principal should go to hospital to be with injured students and their parents
- ✓ File a complete incident report

If a tornado passes without striking:

- ✓ Be cautious as there may be other funnels in the area
- ✓ Continue to monitor the radio and TV for current advisory information
- ✓ Notify utility companies of any break or suspected break in lines which might cause danger.
- ✓ Retain students in shelter area until it is considered safe to return to class, go home, be released to parents or board buses. Announce on PA “**All Clear – Return to Class.**”

Tornado Watch – Conditions are right for tornado formation

Principal's Office

- ✓ Make a PA announcement that a tornado **WATCH** is in effect
- ✓ Remind staff and students of what will be expected if a tornado **WARNING** is issued
- ✓ Remind teachers in exterior rooms to close windows and blinds
- ✓ Activate pre-designated staff to monitor radio and TV for warnings
- ✓ Bring in students and staff from playgrounds and other outdoor areas
- ✓ Notify custodian(s) that a utility shut-down may be imminent and **GAS ONLY SHOULD BE SHUT DOWN** if they hear a tornado **WARNING**
- ✓ During a tornado **WATCH** a student may be released to a parent or to one of those listed on emergency release form

Disruptive Events

- ✓ Alert all staff who do not have classes in session
- ✓ Isolate students from the disruption – curtail class changes
- ✓ Use PA to inform students and staff of schedule changes and instructions for personal safety
- ✓ Teachers direct all students to classrooms or classroom settings, if classes are out or in process of changing
- ✓ Identify and direct a staff member to receive and handle incoming calls
- ✓ Keep a telephone line free for communication with the administrative office
- ✓ Do not authorize the release of any individual (student or staff) unless cleared by the building administrator

Structural damage or vandalism:

- ✓ Principal or designee shall alert the Buildings & Grounds Supervisor

Medical Emergency (Student / Staff Injury)

Principal's Office

- ✓ Call parent or those listed on emergency release form
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified
- ✓ File an incident report

Preventive or Supportive Actions

- ✓ In the health room, post the names of building staff who have completed paramedic, emergency medical technician, American Red Cross First Aid, or other special lifesaving or life-sustaining training or expertise such as CPR
- ✓ Provide information to teachers about all students in their classes who have special medical or physical needs, i.e. allergies, fainting, seizures, diabetes, etc.
- ✓ An accident / injury report should be completed and submitted to building principal
- ✓ District Administrator should be notified immediately if an accident is of a serious or unusual nature
- ✓ Maintain an ongoing communication with teachers regarding health issues of students (504 Plans)

Death or Homicide (Student or Staff Member)

No one other than medical personnel can determine death

Principal's Office

- ✓ **Isolate** area, provide privacy
- ✓ **Call** 9-911 for police and ambulance
- ✓ If no breathing or heartbeat, personnel certified in CPR may administer CPR
- ✓ Call School Nurse
- ✓ **Secure** emergency health information of victim; make a copy for medical personnel
- ✓ **Assist** police in locating any possible perpetrators
- ✓ Principal and possibly a teacher will **notify** a parent in person, if possible
- ✓ **Call** the District Administrator's office to ensure that the necessary administrators are notified
- ✓ **Inform** staff by email or staff meeting
- ✓ **Facilitate** investigations by civil authorities
- ✓ **Announce** counseling services and document students receiving counseling
- ✓ **File** an incident report

Building Administrator Guidelines Student Death

The building administrator is responsible for developing, coordinating and implementing the district plan of services in the event of a student death. Open communication among all school staff and sensitivity to the impact of trauma is critical to the implementation of a school-wide program.

- ✓ Convene crisis team meeting to determine accurate information
- ✓ Contact Director of Student Services
- ✓ Consult with a representative of the family regarding funeral arrangements, reclamation of personal property and how the school plans to recognize the death
- ✓ Conduct a staff meeting to provide factual details as soon as possible.
 - Give directive to staff to share details with student body (who, what, where, and when)
 - Refer staff to the resource “Grief” at school
 - Invite all district student service staff to the staff meeting
- ✓ Notify entire school at beginning of school day in the event of a student death. You may read the following statement: “I am sorry to inform you that (first/last name of student) died on (day/date). At this time, out of respect for (first name), we will have a moment of reflection.....Thank you.”
- ✓ Arrange for necessary district support resources
 - Direct the district student services staff to remain with building population most affected until no longer necessary or need to be reassigned arises
 - In the event additional student services are necessary, the building administrator and Director of Student Services may contact nearby school districts to request additional resources
- ✓ Determine need for community support resources
 - Consult with family to determine what, if any, recognition or school/community support services should be provided
 - With the Director of Student Services, determine appropriate agency or clergy contacts and afford opportunity to provide on-site non-sectarian grief counseling, if appropriate or necessary
- ✓ Other Announcements
 - With the Director of Student Services, prepare a statement regarding availability and location of counseling services for staff and students, if appropriate or necessary
 - Refer all media requests for interviews or access to schools to the district office or official district spokesperson

Administrator Guidelines for Family Contact in the Death of a Student

Key Issue: Be sensitive to the grief the family is experiencing and remember that grief can be manifested in a variety of ways. Express concern that the school wants to help in whatever way it can.

Principal's Contact of the Family:

- ✓ Call the family at an appropriate time.
- ✓ Identify yourself and express condolences to the person you are talking to.
- ✓ State the purpose of your call.
- ✓ Inquire as to who would be the best person to talk with.
- ✓ If you are given another person to talk with, re-express condolences and state purpose of your call again.
- ✓ Reassure the person that you and the school would like to help in whatever way possible.
- ✓ Tell them you will be sharing only the basic facts with the student body and you will do everything possible to share information appropriately and accurately. If appropriate, and you know the information is to be shared with students, share it with the family member and ask them to verify the accuracy. Address any questions or concerns they express.
- ✓ Ask if funeral arrangements have been made and tell them how this information will be shared with staff and students. Ask if they have any special request regarding staff/student attendance at the visitation or funeral.
- ✓ If a moment of reflection is planned, share this information with them and ask if they are comfortable with this.
- ✓ Tell the family member that you will take responsibility for collecting any personal belongings of the student and that they may be picked up in the office at their convenience.
- ✓ Ask if they have questions or anything they want to share at this point.
- ✓ Reiterate condolences
- ✓ Ask them to call you back if they have any concerns, questions or requests.

Bus Accident

Principal's Office

- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified.
- ✓ Collect emergency health information for all students on the bus
- ✓ Appoint a staff member to go to the accident site and to report any special health considerations to the medics on-site
- ✓ If an ambulance has been called, the staff member should accompany the ambulance to the hospital with the emergency health information, and should act as a liaison between hospital and school
- ✓ In the event of a serious injury or fatality, the principal or designee will go to the accident site and to the hospital
- ✓ Appoint staff to contact parents and, as the information is available, inform them:
 - Their child is uninjured or injured, and to what extent
 - The medical facility to which student has been taken
 - Contact at the hospital
- ✓ Refer incoming media calls to media relations
- ✓ Inform staff

Abuse / Neglect Reporting

Wisconsin law requires all employees of Wisconsin Public School districts to report suspected child abuse and neglect, Wis. Stat. sec. 48.981(2)(a)16m. In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter, Wis. Stat. sec. 118.07(5).

Immediate Actions

- ✓ Staff member shall contact building principal.
- ✓ Any certified employee of the district who, in the performance of his/her professional duties, either suspects or who has good reason to believe that child abuse/neglect has or will occur should, as soon as possible, contact, in person or by phone, Taylor County Human Services and inform the agency of the facts and circumstances contributing to the suspicion of child abuse or neglect or to a belief that abuse will occur. This may be done by the staff member or in concert with the building principal, nurse, guidance counselor or school psychologist, however, it is clearly the legal obligation of the suspecting school staff to make the referral. If no referral is made, he or she is legally responsible.

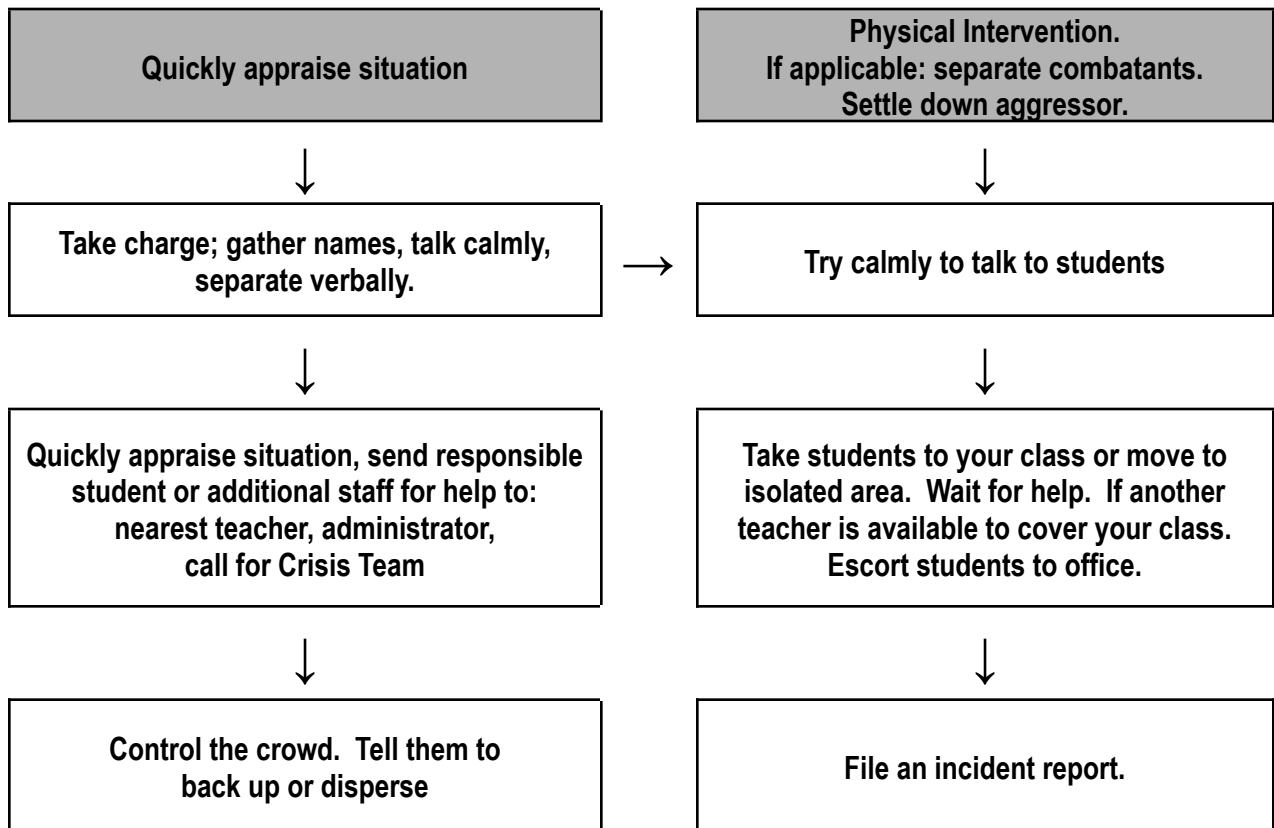
- ✓ Any person reporting a case may request an immediate investigation by the sheriff or policy department if the person has reason to suspect that the child's health or safety is in immediate danger.
- ✓ Any personal interview or physical inspect of the child shall be conducted in a professional manner and in compliance with c. 118.32, '948.50(2)(b) prohibiting strip searches.
- ✓ All district personnel will cooperate in every way possible during the course of the investigation by outside agencies and in providing appropriate assistance to the child involved.

Follow up:

Principal or counselor may call Human Services to verify result of action. Written notice of investigation must be sent to school official within 45 days of referral.

Group Altercation

Do not physically intervene if physical harm can come to you. If an administrator is not available, do the following.



Disruptive Student

Principal's Office

- ✓ Assess situation and intervene if requested by teacher
- ✓ Call 9-911 if student refuses to cooperate
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified
- ✓ Assist police in any way requested
- ✓ Follow disciplinary action according to your own code of student conduct
- ✓ File an incident report

Suicide - Verbal or Written Threats

Principal's Office

- ✓ Contact school psychologist or counselor, for possible analysis and/or consultation
- ✓ Call the District Administrator
- ✓ Consult Staff Safety Response Guide – Quick Reference for specific prevention/ intervention measures
- ✓ File an incident report

Suicide Attempt in Progress

Principal's Office

- ✓ Call 9-911 for police and ambulance
- ✓ Direct nurse to obtain student's emergency health information and take it to the scene (remaining out of student's view)
- ✓ Notify parents
- ✓ Appoint a staff member to handle arriving parents
- ✓ Call the District Administrator's office ensuring that the necessary administrators are notified.
- ✓ Escort police to the scene and stay out of view of student.
- ✓ If suicide was not prevented, inform staff (*provide written and personal condolences to family*)
- ✓ Authorize increased counseling services to students
- ✓ Facilitate any investigations by district and civil authorities
- ✓ Refer to Appendix B for further prevention, intervention and aftermath responses

Principal/Counselor/School Psychologist

- ✓ Call the Student Services, give brief and ask for guidance
 - ✓ Personally go to the scene and take control
 - ✓ If a weapon is visible, use good judgment on whether or not to approach the student
 - ✓ Speak calmly with the student and try to defuse the situation using counseling expertise
 - ✓ If possible, try to get the student isolated and to a telephone in order to call a crisis intervention hotline
 - ✓ Maintain contact with the student. If the school psychologist arrives, work together.
- Do Not Abandon Student!**
- ✓ If suicide was prevented, give the student and parents the phone numbers for the listings shown in “Reminder”
 - Ask the student to sign a “No Suicide Contract”, if released
 - If he/she refuses, document the refusal and refer to local police
 - Work with the parents, the student, administrators and teachers to monitor the student
 - ✓ If suicide was not prevented, coordinate and document increased counseling services to students
 - ✓ File incident report

Sample: “No Suicide Contract”

I _____, promise that I will not kill, harm or injure myself in any manner without first talking with some responsible, caring and supportive adult, either at home or at school.

I also promise that if I should become depressed or feel hopeless at any time of day or night, I will contact someone with whom I can talk.

I acknowledge that I have received the telephone numbers, names and addresses of professional persons and organizations that can be reached 24 hours a day.

Important people in my life with whom I can talk and will contact are:

Name	Relationship	Phone #
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____	_____	_____
Student's Signature	Date	Time

_____	_____	
Witness	Title	

Substance Abuse Alcohol or Tobacco

Principal's Office

- ✓ Bring the student to the office with backpack, purse, books and other possessions.
 - If student is unwilling to comply, remove the rest of the class
- ✓ Call police
- ✓ Ensure that two adults are present
- ✓ Tell the student what is suspected and ask the student to produce the alcohol or tobacco
 - Question student regarding involvement of others
- ✓ If the student denies or refuses, ask the student to empty pockets and all other containers
 - Search locker if needed
- ✓ If alcohol or tobacco is found or if usage has been witnessed, notify parents
- ✓ Call Police Liaison Officer
- ✓ Call the District Administrator's office
- ✓ Follow disciplinary action according to your own code of student conduct
- ✓ File an incident report

Sexual Assault

Principal's Office

- ✓ Call 9-911, if necessary, for police and ambulance
- ✓ Call nurse to pull emergency health information from student registration form and to administer first aid
- ✓ Call grade level counselor to stay with victim
- ✓ Isolate suspect, if possible
- ✓ Isolate witnesses and do not allow them to talk to anyone or to each other
- ✓ Call the District Administrator's office to ensure that the necessary administrators are notified
- ✓ Appoint an administrator or counselor to notify a parent in person, if possible
- ✓ **If 911 was called:**
 - **INFORM** involved staff and provide counseling services
 - **FACILITATE** any investigations by district and civil authorities
- ✓ **If nurse accompanied** victim to hospital, call to check on condition

Missing / Abducted Student

“Missing Child” refers to a student younger than 18 years of age whose whereabouts are unknown to his/her parents, guardians or responsible party. This includes nonfamily abduction, family abduction, runaway child, lost or otherwise missing child and abandoned child.”

The principal or his/her designee is notified immediately and in turn immediately performs the following:

- ✓ Contacts student’s parents to confirm unknown whereabouts
- ✓ Contact dispatch 9-911 and communicate the following:
 - ▶ Student name
 - ▶ Parent name and directory information
 - ▶ Student age
 - ▶ Student height / weight
 - ▶ Hair color
 - ▶ Eye color
 - ▶ Name of last person to see student and when last seen
 - ▶ Last known whereabouts of student / description of scene of abduction
 - ▶ Time last seen
 - ▶ Typical student routine / schedule
 - ▶ Disability status of student
 - ▶ Drug dependency, prescription for health condition or illicit substances
 - ▶ Information on possible abductor, vehicle and direction of travel
 - ▶ Witnesses to abduction
- ✓ Await law enforcement and response personnel
- ✓ With custodial staff, assist law enforcement in search of buildings and ground with special attention to places students may be trapped, asleep, hiding or have limited access to air.
- ✓ Gather information from student services staff regarding any known custody placement / proceedings and relevant family dynamics. Communicate this to law enforcement.
- ✓ Provide law enforcement with any pictures or videos of student and student email addresses through the school.

Medford Area Public School District

Bomb Threat Interview Form

(Locate at Switchboard)
Remain Calm – Let him/her talk first without interruption
After caller delivers initial message

✓ Responsibilities of Person Receiving / Discovering Threat

- Try to get as much information as possible. Take written notes.

Information to Collect	Caller's Message
Exact time and duration of call, email, or time of finding a threatening note	
Description of calling party (gender, age, voice quality, caller ID)	
Background noises that can be identified	
Get exact area of bomb, when it will explode, and as much other information as possible	
Talk calmly to caller. Note use of any threatening language	

✓ Do NOT hang up the phone on which the call came in.

✓ If an email threat, DO NOT delete the item. Print the threat and give to principal/designee

✓ Notify the following:

- Principal / designated alternative
- Telephone company (inform them that a bomb threat has just been received)
- Proceed as directed by building principal

Medford Area Public School District

Crisis Team Summary of Roles & Responsibilities

The School's Chain of Command

Principal: Evaluate seriousness of the problem; and make decision for building level response. Carry out response plan and make decision regarding need for additional district resources or personnel. Oversee and coordinate personnel supervision and direct all media contacts to the district office.

Assistant Principal: Assume supervision of student control, and assist principal with response plan, implementation and personnel supervision.

District-School Safety Coordinator: Evaluate crisis response procedures and district buildings for security processes. Provide inservice to staff and organize public relations for local community groups. Act as consultant to district administrator and deal with media during crisis. Enlist the help of a local law enforcement officer (Police School Liaison Officer) to ensure that all safety issues are considered.

Building Secretary / Recorder: Coordinate duties of office staff and call for substitute teachers / additional district personnel as directed by the administrator. Supervise removal of students from main office area during crisis. Supervise response to incoming calls and limit access to telephones in the building. Control bells and public address system as directed by the administrator.

Building / Maintenance Supervisor: Check building for damage and report such information to the principal. Make emergency repairs as practical and notify Buildings and Grounds Supervisor of emergency needs.

School Nurse / Health Designee / Liaison to Hospital (when available): Administer first aid as needed. Advise principal of extent and degree of injury services and complete documentation of first aid given to students or staff.

Medford Area Public School District

Principal's "TO GO" (*backpack checklist*)

- Current Floor Plan (mark power utility shut-off's and where to disarm fire alarm)
- Safety Response Plan (role specific with team member names and locations)
- Staff Directory
- Teachers' schedules and class lists
- Duplicate set of building keys / marked
- Evacuation site maps (including areas surrounding school for evacuating students and to be used by law enforcement and buses)
- Phone book and list of cell phone numbers
- Paper and pen



To be added as you leave the building

- Cell phone (include numbers of District Office and other cell phone numbers); extra battery pack
- Student Sign Out Sheet from front office

Medford Area Public School District

Staff Review - Inservice

To reduce security risks, it is understood that Crisis Response Teams in all schools will take steps through inservice in the following areas:

1. Faculty and staff will be familiar with the policies and procedures as outlined in the Crisis Response Manual
 - All staff, including support personnel, will be informed on crisis preparedness strategies

Principals will:

- Annually schedule inservice time dedicated to staff, knowing their "Safety Response" responsibilities.
- Regularly check "Go Pack" for usability.
- Assign a member of the Response Team (building secretary) to record events as they occur. The building principal is responsible to prepare a detailed incident report for future review by the Board of Education and other concerned individuals.
- Members of the Crisis Team will make every attempt to preserve the crime scene.

Dealing with the Aftermath Classroom Presentations (Outline)

The following outline can be used regardless of the type of incident. We strongly recommend that a core group of staff be trained to assist team members in conducting classroom presentations so all students can be reached within the first two days. Immediate presentations help to diffuse unwanted student responses. A core group of twelve staff (2 per class) can cover most classes in two days.

1. Introduction:

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

We are here with your teacher to talk about _____, to answer your questions if we can and to affirm some of the reactions

2. Beginning:

This is what we know so far _____.

Have any of you heard anything different? Do you have any questions about the way he/she died?

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

Have any of you had a family member or friend die? Tell us what you remember.

What upsets you most about _____'s death?

3. Normalize:

Let us describe the kinds of reactions that most people have following this kind of situation. (See Emotional Responses)

Emotional Response:

Listed below are numerous emotional responses that students may experience following a tragic event at school. These emotions are normal, healthy responses occurring during the grieving process.

1. Grief:

- a. Feeling an aching sense of sadness and loss.
- b. Thinking that you'll never smile or feel happy again.

Students need to express their feelings for the following reasons:

1. It is better to talk about your feelings than to keep them inside. Feelings lose their power when they are brought out in the open.
2. Each person has a responsibility to him/herself to do something when he/she is feeling bad for an extended period of time. Feeling bad is

normal, but if it lasts too long, a person needs to speak with a professional counselor about it.

2. Anger:

- a. "How could this have happened?"
- b. "This is so unfair."
- c. "I am so angry with him/her; why did he/she do this?"
- d. "No one cared enough about him/her; why didn't someone stop this?"
- e. "Why didn't somebody do something?"

3. Shock:

- a. You feel numb.
- b. "This just can't be happening."

4. Fear:

- a. Wondering who it will strike next.
- b. Wondering about what it feels like to die.
- c. Thinking about what your own death would be like.
- d. Wondering about the thought of suicide – if it gets in your head, are you powerless to overcome it?

5. Guilt:

- a. "Maybe I could have done something."
- b. "He/she did mention something to me about suicide, but I didn't take her/him seriously."
- c. "How can I go about living my normal life, having a good time, when somebody like this just died?"
- d. "I don't feel sad enough, maybe I should be feeling worse than I do."

6. Rejection:

- a. "He/she was my friend and he/she left me."
- b. "My caring and my friendship weren't enough for him/her, I guess."

7. Betrayal:

- a. "He/she promised me, he/she wouldn't do this and he/she broke his/her word."
- b. "We were so close; he/she gave it all up."
- c. "He/she never told me; he/she didn't care enough about our relationship."

8. Hopelessness:

- a. "Life is so rotten."
- b. "What's the use of going on?"
- c. "He/she never told me; he/she didn't care enough about our relationship."

Post-Traumatic Stress

School administrators need to be aware that there are possible serious consequences of psychological trauma after exposure to severe and extraordinary stress. When the body has to adapt to demands from the environment, it is considered to be under stress. These demands for adaptations are called stressors. Stress in itself is neither good nor bad. A stressor can bring joy and pleasure as well as fright and anger. Stress keeps people from becoming stagnant, but with too much stress they can become overwhelmed. Involuntary patterns of feelings, thoughts, or behaviors arise in response to real or perceived danger. These patterns are called coping to defense mechanisms and serve the purpose of reducing the effects of stress. When ordinary coping and defenses are overwhelmed during a crisis, psychological trauma occurs.

Post-Traumatic Stress Disorder (PTSD) may develop when normal responses to abnormal and exceptionally severe stressors become exaggerated and protracted. Similar to bereavement, such responses to extreme stressors do not necessarily constitute a mental disorder. But when symptoms last up to three months it may be considered acute PTSD. Chronic PTSD lasts for more than three months. Or the onset of PTSD symptoms may be delayed for several months after the exposure to the crisis when an individual encounters a circumstance similar to the original stressor that aggravates or rekindles the symptoms.

Either experiencing or witnessing a catastrophic event may result in post-traumatic stress if it is perceived as threatening. These events may include violence, disasters, accidents or traumatic deaths.

- Violence: shootings, beatings, robberies, hostage situations, etc.
- Disaster: tornadoes, floods, hurricanes, earthquakes, etc.
- Accidents: automobile, explosions, airplane, burns, falls, etc.
- Traumatic deaths: suicide, murder, sudden heart attack or stroke, torture, or abuse, etc.

Immediate intense emotional reactions are normal consequences of an abnormal crisis event. When the reactions are prolonged they become a psychological disorder. Some manifestations of the disorder in children include:

- Repetitive play to relieve or gain mastery over the trauma.
- Diminished interest in activities or schoolwork and seems overwhelmed by everyday situations.
- Difficulty falling or staying asleep.
- Nightmares or recurrent distressing dreams of the event.
- Refusal to talk about the trauma. Efforts to avoid thoughts, feelings, activities, or play that arouse recollections of the trauma.
- Constriction of affect, appears to be “emotionally numb.”
- Easily startled or increased arousal (hyper vigilance).
- Lack of orientation toward the future or having a sense of doom about the future.
- Re-experiencing the event through disturbing intrusions of vivid images, thoughts or sounds related to the trauma (flashbacks).
- Frequent crying.
- Irritability or outbursts of anger.
- Inability to recall an important aspect of the trauma.
- Difficulty concentrating.

Psychological first aid and effective screening of students and staff exposed to a violent or traumatic event may prevent the development of Post-Traumatic Stress Disorder. If children are given the opportunity to face the reality of what has occurred, to ventilate thoughts and emotions, and to mourn with the care and support from adults, normal reactions to a crisis may not become abnormal and exaggerated reactions.

Screening by the crisis counselors identifies those who may need continuing support or treatment. Witnesses and victims would need immediate attention. Children who have been exposed to repeated violence or have had previous psychological trauma are particularly vulnerable and should also be referred to a counselor. These students need the opportunity to talk about their feelings and thoughts several days after the crisis and on a weekly basis until they have had a chance to “integrate the experience into their lives and restructure their beliefs about the world” (Peterson and Straub 1992). Parents need to be cautioned to stay alert for any continuing changes in their child’s behavior that would include several of the above characteristics and to notify the school for assistance if they do appear.

People remember traumatic emotional events and, years later, may vividly recall what happened. Sometimes major life changes are made as a result of a crisis. Decisions may be made to take a different direction toward a career, an educational goal, or to devote time and energy to a particular cause. Children mature emotionally as they develop coping skills and defense mechanisms by surviving a personal crisis. A child’s world of innocence is diminished when the bubble of protection is punctured and the realities of danger and loss are experienced. We wish crisis never would have to happen, particularly at school without the nurturing of the family present. But if children are given the opportunity to express and process their reactions, they are much more likely to grow from a crisis experience instead of develop distressful symptoms of post-traumatic stress.

Referral to outside mental health sources should be considered.

District Office Communication Command Organization Safety Response Plan

District Administrator: Media spokesperson. Acts as the communications center director for media releases, key messages, and interviews. The District Administrator will, notify bus service, prepare statements for the media and notify as appropriate.

Student Services Director: Coordinate with the counselors, psychologists, and nurses at the site of the crisis. Provide backup resources (local, clergy, counselors, etc.) to assist a crisis site or evacuation site.

Safety Coordinator: The role of the safety coordinator is one of administration and coordination. The safety coordinator works with instructional and non-instructional areas of the safety program.

The safety coordinator will:

1. Assist in the development of the philosophy of the total safety program.
2. Serve as a consultant in organization of instruction, research, emergency planning and the legal aspects of safety.
3. Facilitate instruction with safety committees and others upon request.
4. Assist in determining staff needs, recruitment, orientation and assignment of personnel.
5. Provide annual dialoguing on safety.
6. Assist and advise staff members on safety programs, procedures and standards for identifying, analyzing and removing hazards and evaluating emergency equipment.

Sample Media Statement to Lock Down Situation

“On ____ (date) ____, at ____ (time) ____, ____ (a) or (number) ____ Medford Are Public School student(s) was(were) injured at ____ (location) _____. The building went into a lock down situation to secure the safety of the remainder of the student body and facilitate the response emergency personnel who were contracted immediately. The injured been transported to ____ (location) _____. Names will not be released at this time.

The situation at the building at this time can best be described as ____ (description) ____.

Following the lock down, staff and students were given general information about what occurred. Student Services personnel are(were) on site to talk with students. Staff and students will meet tomorrow at ____ (location) ____ for further discussion.”

(If criminal activity is involved....add the following)

“Specific information relative to criminal behavior during the incident will only be available from the law enforcement agencies involved...and not from the School District Office.”

Sample Letter to Parents

Following a Bomb Threat / Evacuation

Date:

Dear Parents:

Following a threat of (a bomb, armed intruder, etc.), we found it necessary to put our building into an Evacuation procedure. For approximately _____ minutes, your child was placed in the safest and most secure situation that we could provide the. Following the all clear signal (classes resumed, students were evacuated to _____, or students were transported home.

Should you wish to phone and talk with one of our team members, please feel free to call for more information. We have also scheduled a community informational meeting for _____ (date, time location) _____. At that time, we will identify the different kinds of reactions you might expect to see in your child.

Thank you for your cooperation and understanding in this matter.

Sincerely,

(Name), Principal
(Name of School)

Sample Memo to Staff

Student Injury

Date:

To: All Staff

From: Principal

Re: Accident at School

We have had a serious injury of a student in one of the (number) grade classrooms early this afternoon. You may have heard the commotion and see emergency personnel enter the building. Your students may be anxious and upset. Please only tell them there has been an accident and the police and firemen are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of other accidents in their neighborhood or home. Reassure them that there is no danger to them.

Do not permit students to enter at this time. Exit the building and re-enter through the (direction) entrance to reach the cafeteria or gym. If your classroom is located in the (direction) wing, remain in class until you receive further notice.

We will identify the student for you after the family has been contacted and will give you additional information as soon as it is available. There will be a faculty meeting in the media center at (time) with the crisis team and Student Services. Please plan to attend.

Sample Letter to Parents

Student Suicide

Date

Dear Parent(s) of Students:

The (Name) School Community was saddened to learn of the reported suicide of one of our students. The death of any young person is a loss which, in one way or another, affects each of us. The tragic circumstances of (Name of Person) death are perhaps more shocking and more difficult to accept.

We have asked the assistance of the crisis team to help our school community deal with this loss. We are doing everything we can to help your child and our staff through this tragic experience. You may anticipate more questions and a need to talk about the suicide at home.

(Name) funeral will be held at (Name of church) located at (address), on (date and time). Your child may be excused from school to attend the funeral with written permission from you. We encourage you to make arrangements to accompany him/her. You will need to provide your own transportation. The school will remain open for those students who choose not to attend the funeral.

(Name) classmates and teachers have decided to receive donations in his memory and will make a contribution to the (name of donation site). Please contact the school office at (telephone #) for further information.

If you have any concerns regarding your child's reactions to this loss, (name), School Nurse and (name), the school counselor, will be available to assist you.

Sincerely,

(Name), Principal
(Name of School)

Community Collaboration

Interagency Communications Commission: Interagency Commission with countywide representation committed to providing programs to prevent children from becoming at-risk, reduce duplication of services, and increase protective factors to ensure a safe environment and healthy students.

Prevention Council: Network of agencies committed to prevention programs and collaboration among service providers to improve quality of living for Taylor County families.

Early Childhood Subcommittee: Identifies barriers and issues within Taylor County which hinder the healthy development of young children, and generates appropriate resources and/or solutions through interagency collaborative problem-solving.

Parent Resource Center: A district representative serves as the Parent Resource Center. The Board, which is a cooperative effort of community resources, is working together to give parents education and support.