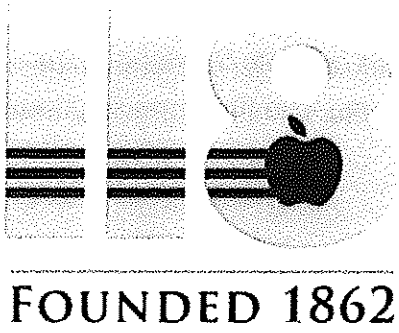


Crisis Management

&

Threat Assessment Manual

Resources for Before, During and After a Crisis.

DANVILLE COMMUNITY CONSOLIDATED
DISTRICT NO. 118

CRISIS MANAGEMENT OVERVIEW:

Mission Statement:

The Crisis Team operates in a district-wide capacity to attend to the emotional and psychological well being of Danville District 118 community by assisting schools to prevent, prepare for, respond to, and recover from school crises.

Crisis Management Purposes:

- Deploy to schools experiencing district level crisis situations
- Coordinate and manage crisis interventions
- Assist schools with the development of comprehensive crisis plans
- Provide professional development and trainings for staff, parents, and community providers
- Provide referrals for community resources Assist as needed in other situations

District Crisis Management Team

Central Administration Representative
Markesha Parker

Director of Special Education
Molly Bailey

Assistant Director of Special Education
Lindsey Nixon

Crisis Intervention Team Coordinator
Stacey Voorhees

High School Administrator
DeMarko Wright

Elementary School Administrators
Robin Fluno, South View
Stacie Sollars, Mark Denman
Tanner DeLaurier, Meade Park

Police Liaison (Danville)
Resource Officer Danielle Lewallen

Police Liaison (County)
Pat Hartshorn

Crisis Management Team Telephone Reference

	Cell Phone	Office Phone
Markesha Parker	(217) 474-4308	(217) 444-1074
Molly Bailey	(217) 597-4385	(217) 444-1080
Lindsey Nixon	(217) 474-9796	(217) 444-1030
Stacey Voorhees	(217)304-6850	(217) 444-1527
DeMarko Wright	(217) 474-9632	(217) 444-1744
Robin Fluno	(217) 260-5129	(217) 444-1801
Stacie Sollars	(217) 260-1860	(217) 444-3201
Tanner DeLaurier	(217) 474-3255	(217) 444-1926
Danielle Lewallen	(217) 304-5755	(217) 444-1708
Sheriff Pat Harshorn	(217) 443-6191 (H)	(217) 442-4080

EMERGENCY DEPARTMENT CONTACTS

1. **Danville Police Department**
   Public Safety Building – 2 E. South Street
   Chief Chris Yates
   cyates@danvillepd.org

   Administrative Secretary Kelly Wills
   217-431-2233
   kwills@danvillepd.org

2. **Vermilion County Sheriff's Department**
   Public Safety Building – 2 E. South Street
   Sheriff Pat Hartshorn

   Office Manager Tracy Brown
   217-444-0102
   tbrown@vermilionsheriff.org

3. **Danville Fire Department**
   1111 N. Griffin Street
   Chief Aaron Marcott
   217-444-3776
   amarcott@cityofdanville.org

   Administrative Secretary Heidi Godley
   217-431-2350
   hgodley@cityofdanville.org

4. **First Student**
   827 Cleveland Street
   Director Jason Calloway
   217-920-1348
   jason.calloway@firstgroup.com

BEFORE A CRISIS

Prevention & Preparation:

The primary goal of prevention and preparation is to form teams and create plans to address the unique needs of each school. Planning and team building can mitigate the impact of crises on school functioning once a crisis has occurred. In addition to creating a school crisis and threat assessment team, a crisis plan and threat assessment protocols, schools should be implementing preventative initiatives that decrease the likelihood of certain types of crises.

School Crisis Overview:

What is a School Crisis?

A school crisis is a traumatic incident that disrupts school functioning. Crises can be sudden, unexpected, or unanticipated. They can affect one individual or the entire school. Crises can occur before, during, or after school and on or off school grounds.
School crises affect all areas of school functioning including attendance, learning, and behavior. During a crisis, school resources can become overwhelmed and additional support in the form of "crisis intervention" might be required. Crisis intervention refers to a set of responses that schools can plan and implement to mitigate any disruption of school functioning caused by a crisis incident. These interventions are designed to address the emotional needs of the school community and facilitate a return to pre-crisis levels of functioning.

In the event of a crisis, it is important that the district act quickly and effectively to provide support to those students and staff who are so impacted they cannot carry on with normal routines, and to maintain an appropriate educational atmosphere in the schools. School crisis response teams need to determine which crisis events are likely to require or benefit from a team response. In general, the following four crisis categories are of concern, but are not limited to:

- Death of a student, a staff member, or a community member whose death affects a significant portion of the school population.
- Major environmental crises, such as a flood or fire.
- Situations that involve a threat to the physical safety of students, such as a school bus accident, even in the absence of injuries.
- Situation that involves a perceived threat to the emotional well-being of students.

Crisis Teams:

Responsibilities of the District's Crisis Management Team

Central Administration Representative:

1. Notify Crisis Management Team Members of the situation and determine the need for a formal meeting.
2. Assign substitute teachers on a priority basis to the affected schools.
3. Collect all information from the affected school as it develops and keep an events log for future reference.
4. Provide media updates.
5. In conjunction with the Police Liaison, facilitate legal issues.

Director of Special Education:

1. Assist in the notification of the Crisis Management Team Members of the situation and determine the need for a formal meeting.
2. Determine therapeutic intervention needs at all affected buildings.
3. Reassign staff as necessary to optimally cover both crisis and non-crisis related duties.
4. Notify buildings of staff reassignment and assist in rescheduling appointments and meetings when necessary.

Crisis Intervention Team Coordinator:

1. Coordinate all intervention of the Crisis Management Team.
2. As deemed necessary, coordinate with the building principal to work with the family.
3. Assess the need for and contact additional direct services from community agencies.

Building Administrator(s):

1. Activate the Crisis Management Plan and Team.
2. Verify facts and inform district administration as necessary.
3. Contact other school principals and assess the need for therapeutic intervention at the other schools and report to the Coordinator or Director of Special Education.
4. Serve as spokesperson for the school. Work with the Central Administration to provide parents and the public with information.

Police Liaison:

1. Maintain communication with the police department, as necessary.

Building Crisis Intervention Teams

Roles & Responsibilities of the Building Crisis Intervention Team

Building Administrator:

1. Notify the Central Administrator of the crisis and confirm information.
2. Arrange a staff meeting for the dissemination of necessary information.
3. If appropriate, contact the parents of the affected student(s).
4. Determine the need for additional teaching staff and coordinate their assignment within your building.
5. With the Coordinator, determine the need for additional interventionists.

Crisis Coordinator:

1. Work with the principal to prepare a statement to be read to the students.
2. If possible, before the students arrive, assist the principal in conducting a faculty meeting. (See proposed Agenda)
3. Communicate all actions of the Building Intervention Team to the District Management Team.
4. Continually check with staff and therapeutic interventionists to identify unexpected developments requiring attention.
5. Assign referred students to appropriate interventionists.
6. Provide direct intervention with staff and students as other duties permit.
7. Coordinate/conduct staff development workshops when needed.
8. Assess the need for and contact additional direct services from community agencies.

Crisis Team: (Social Workers, Nurse, Counselors, Psychologists):

1. Attend all planning and debriefing meetings.
2. Provide direct therapeutic intervention to groups and individuals as assigned.
3. Inform the Coordinator of any unexpected developments or concerns.
4. Notify the Director of Special Education of any changes or conflicts with scheduling. Prioritizing crisis incidents over everyday responsibilities.
5. Address follow-up issues with high-risk students, staff and parents. Follow up with students, staff and families during the days after the incident.

During a Crisis

Response Overview:

The primary goal of school crisis intervention is to help restore the school to pre-crisis levels of functioning. Additionally, providing intervention ensures that traumatic events are not ignored, decreases the spread of rumors and speculation, and provides assistance to students, staff, and the community. A secondary objective of the response is to prevent psychological trauma by providing interventions to the people and community affected by the crisis.

Levels of Response:

School Level Response:

The crisis incident can be managed by in-school resources.

District Level Response:

The traumatic event overwhelms the in-school resources and further support is requested from the Crisis Team.

Internal Procedures for Crisis Management:

In the event of a crisis, the Director of Special Education will notify the staff affected and assign them to the buildings as determined by the Crisis Management Team.
Staff will report to these assigned buildings and perform needed tasks.
A listing of the change of assignment will be provided to the Secretary of Special Education.

The Coordinator will be responsible for calling the Special Education Office when staff is no longer needed and/or if additional assistance is needed in the buildings assigned. The Secretary of Special Education will notify the Director of Special Education of the status of need.

A determination will be made if the staff members are to assist at another site or resume their regular schedule by the Director of Special Education.

How do I talk to students during a crisis?

It can be challenging to find the right words during a crisis event. Below are some tips on how to engage students in conversation about the crises:

Ask questions which probe, for example:
How did you find out about the incident?
Where were you when you found out?
Who were you with?
What facts do you know?
How do you know the victim/deceased/etc.?
What was he/she like?

If possible, resist the urge to immediately ask students how they are feeling about the incident. This question can come across as complex and overwhelming. Instead ask questions, like those above, that have concrete answers. These questions will naturally lead to discussions of feelings and reactions.

What is YOUR role as an adult at the school during a crisis?

- Stay calm.
- Take all threats and/or situations seriously.
- PLAN for crises in ADVANCE.
- Follow through with your role responsibilities.
- Communicate with other members of the crisis team.
- Maintain constant supervision of threatening situations.
- Ask for help at any time if you feel overwhelmed or helpless

Response: Lockdown Procedures

District Lockdown Procedures

Lockdown Procedures

When a situation exists inside the school or in the community, the schools may need to be placed on a soft or hard lockdown. In the event of a lockdown situation the following will occur:

- The district administration building, or police department will notify the school administrator.
- The administrator will announce the soft or hard lockdown on the intercom.
- The office staff will stay by the phones to wait for additional procedures.
- The administrator and school social worker/clinical professional will monitor classes and students and will provide further instructions, as necessary.
- District administration will notify parents as information becomes available.
- Staff should refrain from contacting building or district administration during these times. They will provide updated information as it becomes available.

Soft Lockdown Procedures

A soft lockdown may be initiated for the following:

- Something is happening in the community around the school in which the police, fire or ambulance service is involved (i.e. police chasing a bad guy, a fire close by, fumes in the air)
- Someone may be having a medical situation that requires an ambulance so the hallways need to be cleared so that people coming to help can get to the person in need as quickly as possible
- A stray dog may be in the building and it is not safe for students to be in the hallway

Soft Lock Down- PreK-6th grade

- The administrator will announce the soft lockdown on the intercom.
- All entrances to the building are locked and no one is permitted in or out of the building.
- Interior doors are locked.
- No classes outside.
- Classes continue daily activities as usual, while remaining in the classroom or moving as a group.
- Any student or staff member outside of their classroom must go to their classroom.
- Daily schedule may be modified to ensure students remain in the classroom until lockdown is lifted.
- Administrator will inform staff when given the "all clear."

Restrictive Soft Lock Down- 7th-12th grade

- The administrator will announce the soft lockdown on the intercom.
- All entrances to the building are locked and no one is permitted in or out of the building.
- Interior doors are locked.
- No classes outside.
- Classes continue daily activities as usual, while remaining in the classroom. No student should be in the hallway.
- Any student or staff member outside of their classroom must go to their classroom and remain there until the lockdown is over.
- Passing periods will be delayed.
- Administrator will inform staff when given the "all clear."

Hard Lock Down Procedures

A hard lockdown may be initiated for the following:

A danger exists in the school or immediate area of the school and presents jeopardy to the safety of students and staff.

Hard Lockdown- K-12th grade

- The administrator will announce the hard lockdown on the intercom.
- All entrances to the building are locked and no one is permitted in or out of the building.
- Interior doors are locked.
- Teachers will clear the hallway and bathroom near their classroom and move everyone into the room.
- Staff will direct students to a safe place in the classroom.
- Teachers will lock doors, turn off lights and shut blinds and windows.
- Staff will take attendance, including additional students and be prepared to report to administration.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions.
- If a life-threatening situation exists, exit immediately to a place of safety using ALICE strategies.
- Ignore all bells and alarms unless otherwise instructed.
- Allow no one outside of the classroom or into the classroom until the administrator gives the "all clear."

Following a lockdown situation:

- Staff will monitor student reaction and inform the school social worker of any identified needs.
- The administrator will communicate and debrief with staff via email and/or staff meeting.
- District administrator will update parents via social media, website, Skylert, etc. as needed.

Scripts for Staff

PreK-6 Lockdown Script for Teachers

Be prepared, scripts and discussions may vary by classroom depending on age level and student population

Soft Lockdown:

Teacher: We need to know what to do in different emergencies such as fire or storm, so we practice so that we feel more prepared. Today, we are going to talk about something called lockdowns. First, we are going to talk about something called a "soft lockdown". Does anyone know what that means?

Possible student responses: There is a situation inside or outside of the school building that requires us to stay behind closed doors.

Teacher: That's right. Examples of when we might have to go on a soft lockdown may include the following:

- Something has happened in the community around the school in which the police, fire or ambulance service is involved (chasing a bad guy, house on fire, accident, toxic fumes in the air)
- Someone may be having a medical situation which requires an ambulance and we would want the hallways cleared so that the people coming to help could get to the situation as quickly as possible.
- A stray dog is in the building and it is not safe for students to be in the hallway.

Teacher: During a soft lockdown, there is no special alarm that goes off when this happens. Instead, we will hear a voice over the intercom telling us to go on a "soft lockdown". All that means is that I will walk over to the door, make sure it is locked and then I will give you any additional directions. When that happens, it is important that you are quiet, listen to me and remain calm. If you are not in your classroom (restroom, library, hallway), you will need to come back to your classroom as quickly as possible. All the doors to the school will be locked and no one is allowed to enter or leave the building. We will continue to have class and follow our schedule as much as possible but will remain secure inside our building.

(Discussion if necessary)

Hard Lockdown:

Teacher: Now let's spend a few minutes talking about another type of lockdown. We may have to go on what is called a "hard lockdown" when there is someone in our building who does not belong. We call that person an intruder. It is extremely unlikely that this will occur, but we want you to feel prepared, so let's talk about what to do.

How do you think you would recognize someone who does not belong in our school?

Possible student responses: They are not wearing a badge, no one else knows who they are, someone who has a weapon, someone who looks like a "bad guy".

Teacher: It's tough to think about, but an intruder could be anyone. Trust yourself and trust your gut feeling. If you get an uncomfortable feeling that something doesn't feel right, please tell an adult right away.

Whenever we are required to go on a "hard lockdown", someone will come over the intercom telling us to go on a "hard lockdown". If that occurs, please be calm and quiet and listen for my instructions. I will immediately make sure our door is locked and you will go to our identified safe place in the classroom that is away from windows and doors.

Discussion if necessary

Teacher: There are a couple different directions that I may give depending on the situation. We may need to barricade, evacuate or I may tell you we are going to counter. Barricading means that I feel that it is safest for us to stay in the classroom and block the door. I will have some of you help put things in front of the door and others may turn off the lights or close the blinds. Then we will gather away from the door and remain very quiet.

(Discussion if necessary)

Teacher: If I feel it is safest for us to evacuate or get out of the building, I will tell you how we are going to get out of the room and where we are going to go. We may go out the door, crawl out the window, or we may leave the building and go somewhere safe away from the building. Again, you must remain calm, listen to my instructions and do exactly as I say. It will be important for us all to stay together and be very quiet.

Now let's talk about another direction that could be given. I may say that we are going to counter. In the extremely unlikely event that an intruder got into our classroom, we would need to protect ourselves. The best way would be to distract the intruder so we could get away. We could do that by throwing things at the intruder. Look around and find one thing that you could throw at an intruder so that you could run out the door.

Teacher: At this time, you may practice what evacuating or barricading might look like. Remember – this is where your decision making in the situation plays out. YOU ARE IN CHARGE.

Again, I want to remind all of you that each of these situations are extremely unlikely, but just like fire drills and tornado drills, we want you to feel prepared and safe.

We will be practicing lockdown drills as a school just like we do fire and tornado drill practice. This is NOT a time to run around and act silly, even though it may seem like what we are doing is silly. It is to make sure that we know what to do in order to be safe.

Practice what it would be like if either a soft lockdown or hard lockdown was announced.

Possible Student Questions/Discussion Topics:

What if they are in the hallway when the lockdown starts?

What if they are in the bathroom?

Where does the class go if we leave the building? Discuss rally points discussed by the administrator.

Discuss where exits are located.

Discuss any student concerns.

REMEMBER: Please keep the conversation age appropriate. Reassure students that the school is a safe place and we practice so that we can be prepared for an emergency just like fire, tornado etc.

Grades 7-12 Lockdown Script for Teachers

Be prepared, scripts and discussions may vary by classroom depending on age level and student population

Teacher: We need to know what to do in different emergencies such as fire or storm, so we practice so that we feel more prepared. Today, we are going to talk about something called lockdowns. A lockdown takes place when there is a threat – or a perceived threat – on or near our school and it is safer for us to stay secure. A "soft lockdown" may occur in situations such as if something has happened in the community around the school in which the police, fire or ambulance service is involved (accident, toxic fumes etc.). It also could be that someone may be having a medical situation which requires an ambulance and we would want the hallways cleared so that the people coming to help could get to the situation as quickly as possible.
If an announcement is made to go on a "soft lockdown" over the intercom, I will make sure that our classroom door is closed and locked. We will continue to go about our learning until we are notified that the lockdown is over. If you are not in your classroom (in the library, hallway, restroom etc.), please report back to your classroom as quickly as possible until the lockdown is over. No one may be allowed to pass in the hallways in order for us to make sure everyone is secure in the building. During this time, no one will enter or leave the school.

(Discussion if necessary)

Teacher: There also may come a time that we need to go on a "hard lockdown". If this occurs, there is a threat to our building due to an intruder being in the building. It will be important for you to listen to directions if this occurs. I might give you specific directions based on what will keep us the safest in the situation. I will need you to remain calm and quiet so that decisions can be made quickly to keep everyone safe.
For example:

- I may ask you to turn off the lights and help me barricade the door with desks or chairs to make sure that a potential threat cannot get into our classroom.
- There could come a time during a "hard lockdown" that we may need to evacuate immediately. I would give you an order such as "out of the building now.... leave your stuff...follow me we are getting as far away from the school as possible" Again, it is important to be quiet and listen to my directions.
- There could be a circumstance when an intruder is in our room before we are able to lock the door or an intruder breaks through our door. If we have absolutely no other option, we will throw whatever we can at the intruder to allow us to evacuate or stop the intruder. Again, this is only when there is NO other option such as barricading or evacuating.

A final step involved is communicating with your family and friends. Please DO NOT text or call your family immediately when any type of lockdown occurs because I need your full attention. When it is safe, we want you to be in touch with your families, but we need to send a consistent and clear message. We do not want misinformation to be sent to your families. We will provide you with as much information as possible, as well as a message that you can send home. Our district webpage and alert system will notify your families as well.

Important things to remember:

- Lockdowns occur when danger is present, so we need a calm and quiet classroom in order to avoid drawing attention to ourselves and to make sure we all know what the plan of action involves. The most important thing to remember is to be quiet, listen to me and follow my directions.
- We will be practicing soft and hard lockdown drills as a school during the school year. Please take it seriously and listen so that we can make sure that we are prepared if a real incident that requires a lockdown occurs.

Discuss any questions or concerns that students may have.

Please discuss and practice what it would be like if a soft and hard lockdown announcement was made.

Possible Student Questions/Discussion Topics:
What if they are in the hallway when the lockdown starts?
What if they are in the bathroom?
Where does the class go if we leave the building? Discuss rally points discussed by the administrator.

Discuss where exits are located.

Discuss any student concerns.

REMEMBER: Please keep the conversation age appropriate. Reassure students that the school is a safe place and we practice so that we can be prepared for an emergency just like fire, tornado etc.

Debriefing Scripts & Information

Classroom Debriefing After Lockdown Drill or Incident

Teacher: Thank you for listening and following directions during our lockdown (add drill if appropriate). The lockdown is now over, and it is safe to open our door and move around the building.

If it was a drill ....

"Remember that we practice lockdowns in order to make sure that we are prepared and know what to do to keep safe. Does anyone have any questions or concerns about our lockdown drill?"

Answer any questions and discuss any concerns that you have about how students handled the drill.

If it was an actual soft lockdown incident....

"Remember that we go on lockdown because there was a situation outside of our building in the community (can say inside the building if applicable) that required us to lock the doors of our classroom and school. We stayed secure in the building in order to make sure that we were safe and were able to continue learning. Everything is ok now and we can go about the rest of our day normally. Your families will be receiving information about you being on lockdown today, so they will know if you want to talk to them about it after school. Does anyone have any questions or concerns?

If it was an actual hard lockdown incident, further information will be provided by administration and the district crisis support team to discuss with students.

Classroom Announcements

Classroom announcements should be conducted following the incident. The purpose of the classroom announcements are to:

- Gather information on student's reactions, questions, concerns, information about the event
- Provide factual information to minimize rumors, misperceptions
- Normalize current reactions
- Educate as to possible future reactions and what students can do and where they can go for help
- Encourage students to ask for help if needed/referral

Staff members who would like a social worker to assist in the classroom announcement should inform their administrator or social worker.

Reminder: Refer students needing additional support to the school social worker.

Social workers are available to conduct follow-up classroom presentations in classrooms where more intensive support is deemed necessary.

Building Additions to the manual.

Place the following things in the section:

- School's Crisis Team Members.
- School's staff names, phone numbers/extensions and room assignments.
- School's building map.
- Daily building schedule.
- District phone list

Suicide Prevention Resources

National Suicide Prevention	1-800-273-TALK (8255) or Text HELLO to 741741	suicidepreventionlifeline.org	Call the number listed or chat online to a mental health professional on the website.
Cares Line (SASS) 24 Hour Emergency Mental Health	1-800-345-9049	https://dscc.uic.edu/dscc_resource/illinois-cares-line-24-7/	For ages 17 and under. Eligibility: Uninsured and/or Medicaid.
24 Hour Mental Health Crisis Line	1-815-935-1600	riversidehealthcare.org	Located at Riverside Hospital in Kankakee, IL.
Crosspoint Human Services	1-217-442-3200	https://www.crosspointhumanservices.org/	Crisis services for adults 24/7 designed to assess and provide referral and linkage to appropriate care
The Pavilion (Behavioral Health)	1-217-373-1700	pavilionhospital.com	Inpatient and/or outpatient mental health facility located in Champaign, IL. 24 Hour free assessment available
Crisis Text Line	Text "HOME" to 741741	crisistextline.org	This text line is for anxiety, suicide, depression, physical abuse, bullying, self-harm, emotional abuse, loneliness, & sexual abuse.
OSF Sacred Heart Medical Center	1-217-443-5000	www.osfhealthcare.org	24 hour assessment available
Community Help Line	211	https://www.211.org/	Confidential helpline that can connect you with community resources.

School Threat Assessment Classification Levels:

TRANSIENT/NO THREAT:
Risk to students, staff and school are minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible, lacks detail or realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

SUBSTANTIVE THREAT:

- The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.
  - Threat is more plausible and concrete than a low-level threat. Wording in the threat and information gathered suggests that some thought has been given to the threat and would be carried out (e.g. possible time and place).
  - No clear indication that the student has taken preparatory steps (e.g. weapon seeking) although there may be specific statements seeking to convey that the threat is not empty, (e.g. "I'm serious").

Imminent/DIRECT THREAT: Complete Full Inquiry once safety measures are taken. Make sure all students and staff are SAFE and NOTIFY DISTRICT ADMINSTRATION

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- The threat is specific and plausible. There is an identified target. The student has the capacity to act on the threat.
- Information suggests a strong concern about a student's potential to act violently.
- Threats at this level almost always require immediate law enforcement intervention or hospitalization. Actions:
  Notify District Administration

Note: not all forms will be utilized for each situation. As the investigation takes place, the team may use judgment to determine which components are necessary to ensure a thorough investigation for making sound decisions.

A copy of the Threat Assessment should be:

Kept with the designated school administrator and building mental health professional involved.
Sent to the Special Education Office

Response: Templates & Samples

Sample Classroom Announcements

Death of a Student/Staff/School Community Member

This information should be given to teachers and other staff to read to students at a designated time to share with the entire student body (e.g. homeroom, first period).
If for any reason this is uncomfortable for you, contact the office so a member of the crisis team can assist you.

I want to take some time today to talk to you about something very sad. We have heard the extremely sad news that (insert name of student/staff etc.) has died. (Insert brief information that can be shared about the cause and circumstances of the death).

We encourage you to talk about this with your friends, family and whoever else gives you support. Death is difficult for all of us to deal with. I want to assure you that we care about you and the feelings you may be experiencing. There are support staff here to talk with you if you would need to talk to someone.

Wait a moment to let the students absorb the information. Take time to answer questions and talk to students as you see appropriate. Refer students needing additional support to the building social worker/crisis support team.

Death of a Student/Staff/School Community Member

This information should be given to teachers and other staff to read to students at a designated time to share with the entire student body (e.g. homeroom, first period).
If for any reason this is uncomfortable for you, contact the office so a member of the crisis team can assist you.

I have been asked to read this letter to you because we want to make sure that all students receive the same information about a recent tragedy in our school family. It is with great sadness that I tell you that (Name of student, staff, etc.) has died. (Insert what information can be shared about the cause and brief circumstances of the death).

Death can be difficult for us to understand, especially when it is sudden. This news will upset some of you more than others and will upset you in different ways. Please know that we want to support you during this time. The district crisis team will be available to meet with anyone who would like support in dealing with the feelings they may be having. (Identify specific information on how students can access crisis support)

We encourage you to talk about this with your friends, family and whoever else gives you support.

Wait a moment to let the students absorb the information. Allow a few moments for reflection. Take time to answer and talk as you see appropriate. Refer students needing additional support to the building social worker/crisis support team.

Serious Injury or Illness of Student, Staff, etc.

I received some upsetting news that I want to share with you. We learned that (insert name) was/is (seriously injured, in an accident, suffering from serious illness).
Give basic confirmed facts about the situation without giving too much detail.

When things like this happen, people have all kinds of different reactions such as sadness, shock, fear or anger. The district support staff is available for anyone who would like to speak to someone about the feelings they may be experiencing. (Identify how students can access support services). Please know that we are all here to support each other during this difficult time. I don't know any other information at this time, but will update you as I learn more.

I encourage you to talk about this with your friends, family or anyone who gives you support.

Wait a moment to let the students absorb the information. Allow a few moments for reflection. Take time to answer and talk as you see appropriate. Refer students needing additional support to the building social worker/crisis support team.

Following a Community Incident or Building Situation

(i.e. natural disaster, assault, fumes, fire)

I want to talk with you about (discuss brief facts regarding the community or building situation that occurred). As always the safety of all students is our priority. Our district crisis team met and support staff are available if anyone would like to speak to someone about any concerns you have regarding what occurred. We urge you to talk with your family, friends or whoever is a support to you in order to cope with the feelings you may have. (Summarize information as to what the school has done and what is planned for the following days).

Take time to answer and talk as you see appropriate. Refer students needing additional support to the building social worker/crisis support team.

Re-entry of Student Involved or Impacted by Recent Tragedy

I want to take a moment to talk about (insert student name). As we discussed before, he/she has recently been through a difficult time. (Insert student name) will be returning to school on _____ and I think we should take a moment to talk about some things we can do or not do to make his/her return to school as positive as possible.

Like any other day at school we need to show respect for one another. Please do not bombard him/her with questions about what happened. If he/she wants to talk to you about it, that will be his/her choice. If you want to tell him/her that you are sorry about what happened, that's ok. It is normal to want to be there for a friend in need. The best thing to do is to treat him/her with respect, just as you would want to be treated.

If you have questions or if you see someone treating (insert name) in a way that you feel is inappropriate, please let a staff member know so they can help.

On the morning of the student's return, you may want to have a brief meeting with the student. Assure them that they are an important part of the school and that there is support available to them if they should feel the need. It may be advisable to have check in with the student at the end of the day to see how it went from their perspective, so that modifications or support can be provided if needed.

Agendas for Administrators

Recommended Staff Meeting Information

The meeting with your staff should be held as soon as possible and should be used as a way to inform them of the incident and prepare them for student response needs. A follow-up meeting may be held to debrief and update staff as deemed appropriate.

The following information should be covered:

1. Relate the known facts about the crisis to the staff.
2. Explain steps taken to date to provide support.
3. Distribute the prepared statement to the staff and instruct them how to share the information with their students.
4. Give a description of the resources immediately available to them and their students.
5. If appropriate, remind staff that all media questions are to be directed to the building administrator or District Assistant Superintendent.
6. Rumors about the incident are to be reported immediately to the Crisis Team Coordinator (CTC).
7. Any concerns about the emotional stability and risk of a staff member or student should also be reported to the CTC or Building Administrator as soon as possible.

Director of Special Education and/or Crisis Team Coordinator:

1. Discuss possible scenarios and reactions the staff can expect.
2. Discuss suggestions as to how to respond to student reactions. This will also be accompanied by a handout when appropriate.
3. Discuss the process of referring staff or students to the office for support.

Sample Response to Lockdown/Community Incident

The district is aware and is responding to an incident this morning/afternoon. As information becomes available, we will post to our District webpage, Facebook page and send a Skylert message to keep you updated. We have been advised the area surrounding the school is now closed and cars are not allowed in the area for safety precautions.

Our office has not received any detailed information at this time. Please know that the safety of our students is our top priority and we will take any necessary precautions to ensure their safety.

Sample Phone Response

District 118 is aware of the situation and steps are being taken to ensure the safety of students and staff. As information becomes available, you will receive a Skylert message and our District webpage and Facebook page will be updated. Due to the volume of incoming calls and the importance of answering each and every concern, we have to limit any detailed discussions at this time.

Sample Parent Letters

Regarding Building Lockdown

Dear Parents/Families,

This letter is to inform you about a lockdown that occurred today at (insert school name). Our school is committed to the safety and education of all of our students. We also want to clearly communicate with families about safety issues when they arise.

(Describe the situation)

(Describe what was done)

(Describe what parents can do)
Sometimes lockdown situations can frighten students. Please discuss this situation with your student and let us know if follow-up help is needed at school. (Identify support staff name and number who could be contacted for any follow-up).

Please feel free to contact me if you have any concerns. As always, the safety of our students is our top priority.

Sincerely,

Administrator