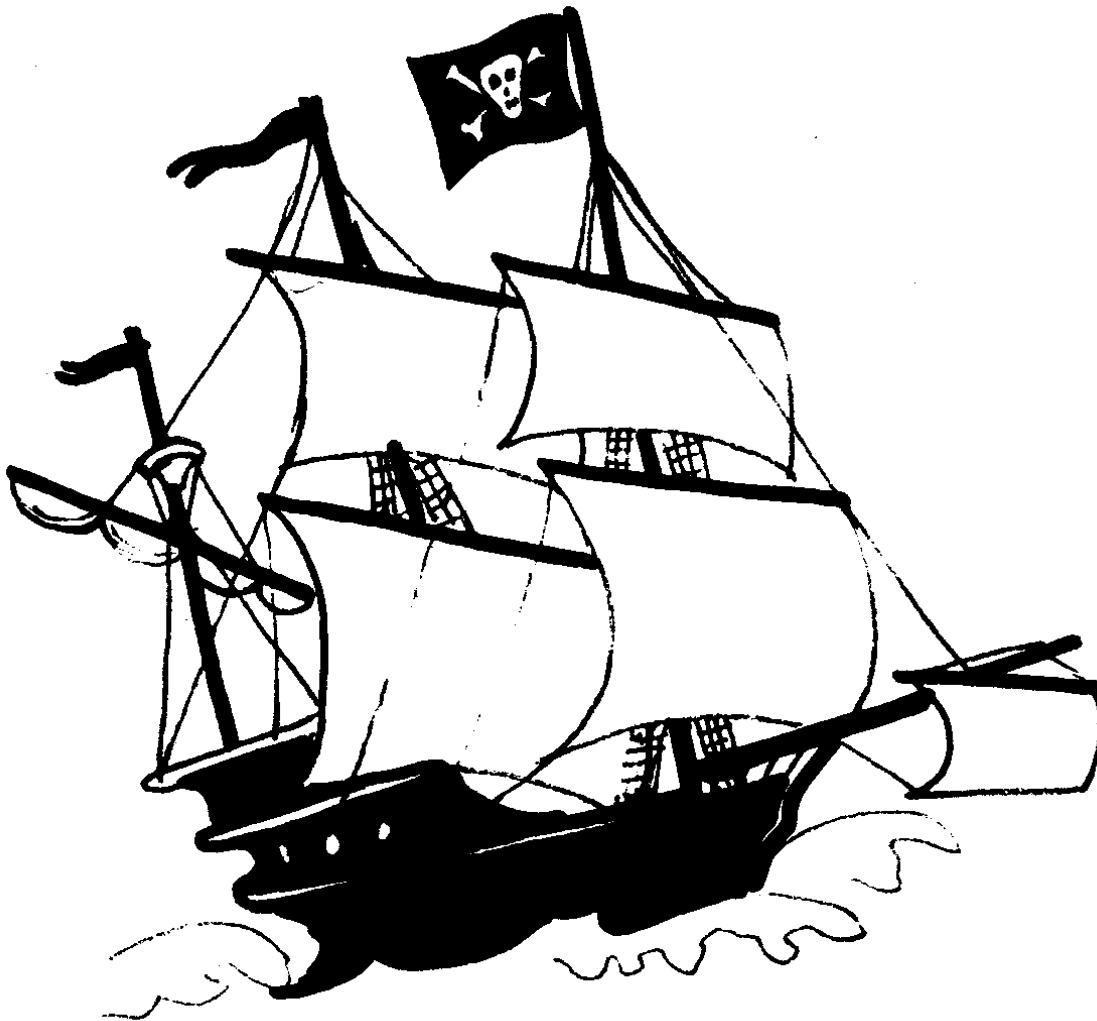


Calico Rock School District Crisis Plan  
Revised 2014-2015



## **Calico Rock District Crisis Intervention Team**

1. Anita Cook, Principal, First Aid, CPR, AED
2. Wayne Gipson, Counselor, First Aid, AED
3. Kasey Sharp, RN
4. Gwenda Sample, School Nurse
5. Jeff Whiteaker, First Aid, CPR, AED
6. Josh Wright, First Aid, CPR, AED
7. Mike Mason, CPR, Diabetic Aide

### **Support Personnel**

1. Mitch Arnold, Director of Maintenance
2. Alan White, Director of Transportation

### **Administrative Support**

1. Mr. Jerry Skidmore, Superintendent of Schools
2. Anita Cook, Community Relations

### **Crisis Resource List**

Ambulance Service	1-870-297-8889
Advocates for Battered Women	1-800-332-4443
Arkansas State Police Office	1-501-279-6238
Arkansas Department of Corrections	1-870-297-3324
Centers for Disease Control	1-800-CDC-INFO
Child Abuse & Neglect Hotline	1-800-482-5464
Community Medical Center	1-870-297-3726
Families, Inc.	1-870-994-7060
FBI	1-501-221-9100
Harding Univ. Marriage & Family Counseling	1-501-279-4315
Izard County Health Department	1-870-368-4966
Izard County Juvenile Court Officer	1-870-895-4137
Izard County Sheriff	1-870-368-4203
Office of Emergency Service	1-501-268-4810
Poison Control	1-800-376-4766
Prosecuting Attorney for the 16 <sup>th</sup> Judicial District	1-870-793-8825
Rape Crisis Center	1-501-268-1955
Rape Crisis Line	1-800-813-5433

Sexual Assault Center	1-877-432-5368
Youth Suicide Prevention Commission	1-501-682-2007
Suicide Prevention Hotline	1-800-784-2433

Izard County School Districts:

Melbourne High School	1-870-368-7070
Counselor: Phyllis Vickery, Sally Adkisson	

Norfolk High School	1-870-499-7191
Counselor: Mrs. Landrum	

Izard County Consolidated	1-870-258-7700
Counselor: Mrs. Burke	

**Other Mental Health Professionals**

Families Incorporated: 870-994-7060



## SUICIDE THREAT

Step 1. Go through the SLAP model with the student.

- a. How **S**pecific is the plan?
- b. How **L**ethal is the proposed method?
- c. How **A**vailable is the proposed method?
- d. What is the **P**roximity of helping resources?

If you get all the way through the model, call for help immediately. If not, go through the six-step crisis intervention plan.

1. Define the problem
2. Ensure safety
3. Provide support
4. Examine alternatives
5. Make a plan
6. Obtain a commitment (no harm agreement)

Step 2. If the student has suicidal intentions but does not go through the SLAP model, such as the student does not have a plan or the means to follow through on a suicide threat. Notify the parents or guardian immediately. Give specific written recommendations as follows:

Close supervision of the child

Check in with the child frequently

Structure activities so the child is not alone

Get to another resource

If the child begins to talk about a plan, the parents need to get immediate help

Set up a follow-up appointment

Give them a community resource that is free - Harding

University Marriage and Family Therapy Center 501-279-4347

Check into long term counseling – (options)

1. Dr. Don Birmingham 501-268-5511

2. Therapy Center 501-279-0533

3. Family Inc., Counseling Services 870-994-7060

4. Harding University Marriage & Family Therapy Center-  
501-279-4347

Step 3. Additional agreement with the child

No Harm Agreement

In the child's handwriting  
Statement that they will not harm themselves  
Statement that if they do think about harm they will contact:  
Parent if at home, counselor if at school, they will tell someone  
Set up regular appointment times.  
We both sign the agreement.  
Copies go to the child, parents, and counselor.

Step 4. If the student will not sign the No Harm Agreement:  
Go back to SLAP and assume the child is suicidal  
Determine if the police need to be called.  
Do not leave the student unattended.

Step 5. If the student does not go all the way through SLAP and we cannot get in touch with the parents:  
Have the principal sign the No Harm Agreement along with the counselor and the student to show that we did try to contact the parents.

Step 6. Send written documentation to the administrator.

Step 7. **DOCUMENT EVERYTHING.**

### **WARNING SIGNS**

I wish I were dead.  
I want to quit.  
I hate myself.  
I hate my life.  
I can't do this anymore.  
What do you think happens when people die?  
I'm getting out.  
I'm tired of my life.  
I've had it!  
I'm through.  
Depression

## Questions

Are you thinking of hurting yourself?  
Have you thought about killing yourself?  
How would you do it?  
Are you thinking about it today?

### **AFTERMATH OF A COMPLETED SUICIDE**

- Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals.  
Inform them of the situation.
- Step 2. Start debriefing the students that were the closest to the deceased.  
Find out where these students are.  
Find out their needs.  
Find out how they are handling the situation.  
Contact their parents.
- Step 3. Meet the needs of the other students.  
Some casual acquaintances of the deceased may be very upset.  
Let the students know there are counselors available if they need to talk to someone.
- Step 4. Teachers may identify the students who need to be seen individually.
- Step 5. Small groups
- A. Talk about why it happened. (They may have cognitive distortions initially.)
  - B. Talk about the good qualities of the student.
  - C. Say good-bye. (Letters, scrapbook to parents, etc.) Do not put anything on the walls. Put everything into a box to give to parents.
  - D. Help students turn loose – reach acceptance.
  - E. Resolve the issue.

Step 6. MAKE SURE THERE IS NO ASSEMBLY OR FUNERAL AT SCHOOL.

Everything should be kept low key, yet meet the needs of the students.

Step 7. Have a meeting at the end of the day to determine how the next few days will be handled.



# **DEATH OF A STUDENT**

## **Death of a Student at School**

- Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals.  
Inform them of the situation.
- Step 2. Make sure that all students are out of the area where the incident happened.
- Step 3. All students that witnessed the event should be taken to an area where they receive immediate counseling.
- Step 4. All other students stay in their classrooms. Shut down, no students are allowed in the hallways.
- Step 5. Have the teachers check their e-mail. Give them information on what has happened and how to handle the situation with the students in their classrooms.
- Step 6. The Crisis Intervention Team will meet with students on a need basis. Make sure friends of the student are accounted for and taken care of.
- Step 7. Small groups for students as needed  
Talk about what happened.  
Talk about the good points of the student.  
Say good-bye (letters, scrapbook to parents, etc.)  
Help students turn loose-acceptance.  
Resolve the issue.
- Step 8. Meet with the staff at the end of the day to determine how to handle the next day.

## **Death of a Student Outside the School**

- Step 1. Call the Crisis Intervention Team. Inform them.
- Step 2. Check on the students close to the student that died, make sure they are ok, and who needs counseling.
- Step 3. Inform the teachers of what has happened and tell them to keep the routine as normal as possible. Also, tell them what to tell the students. This can be done through e-mail. (Teachers may refer to the counselor any students who need additional help.)
- Step 4. Crisis Intervention Team should be meeting with students that need help. Additional school counselors may be called as well as mental health professionals depending on the number of students needing counseling.
- Step 5. Small groups for students as needed
  - Talk about what happened.
  - Talk about the good points of the student.
  - Say good-bye (letters, scrapbook to parents, etc.)
  - Help students turn loose-acceptance.
  - Resolve the issue.
- Step 6. Meet with the staff to determine how to handle the next day.

## **ALLEGATION OF ABUSE FROM A STUDENT**

Step 1. Assess the allegation and determine identity of the alleged abuser.

Step 2. Insure the safety of the student.

Make sure the perpetrator does not have access to the child.

Make sure the student does not leave the school premises.

Get immediate medical attention.

Step 3. Notify the Authorities

Call the resource officer at school. He or you should call the

State Police to notify them of suspected child abuse.

Notify the Department of Youth and Family Services.

Notify the Principal.

Notify the Parents (when appropriate.)

Step 4. Prepare the student for what is going to happen next.

Look at the alternatives.

Provide support.

Make a plan.

Get a commitment.

Step 5. Follow-up

Contact the Department of Youth and Family Services and find out where the student is living.

Contact the student.

Step 6. **DOCUMENT EVERYTHING.**

## **Bomb Threat**

Do not use radios or cellular telephones

Staff:

1. Notify the principal or designee. They will provide any direction you need or follow designated school procedures.
2. If you are asked to evacuate:
  - a. Leave lights on
  - b. Do not lock doors
  - c. Take your grade book or roll sheet

Administrator or Designee:

1. Contact the Superintendent or designee. They will provide any direction you need and will call the appropriate law enforcement agencies.
2. The Administrative Team/School Safety officer will conduct a visual inspection of all common areas.
3. Ask staff to make a visual check of their area and send information to the front office.
4. Law enforcement officials will decide if fire or medical personnel need to be called.
5. If evacuation is necessary, ask staff to:
  - a. Leave lights on
  - b. Do not lock doors
  - c. Take your grade book
6. Ensure all personnel answering telephones are aware of the policies and procedures implemented by the school district and the local law enforcement regarding obtaining information from a caller.

**Bomb Threat Call Checklist**

Fill out immediately after bomb threat call.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Phone #/Ext called: \_\_\_\_\_

Record the exact words of the threat: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions to ask caller:

1. Where is the bomb right now?
2. When is the bomb going to explode?
3. What kind of bomb is it?
4. What does it look like?
5. Is there more than one bomb?
6. Why did you place the bomb?
7. What is your name?

Instructions or directives made by the caller: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of caller's voice:  
Male: \_\_\_ Female: \_\_\_ Young: \_\_\_ Middle Age: \_\_\_ Old: \_\_\_

Accent? \_\_\_\_\_  
Is the voice familiar? \_\_\_\_\_ if so, whom did it sound like? \_\_\_\_\_

Speech pattern or abnormality: \_\_\_\_\_  
Other characteristics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Background sounds:

Street noise?\_\_\_House noise?\_\_\_Factory machinery?\_\_\_PA system?\_\_\_Motor vehicle?\_\_\_Animal noises?\_\_\_Clear?\_\_\_Music?\_\_\_Other?\_\_\_\_\_

Threat language:

Foul?\_\_\_Irrational?\_\_\_Message read by caller?\_\_\_Taped?\_\_\_Incoherent?\_\_\_ Well-educated?\_\_\_

Time caller hung up\_\_\_\_\_Remarks:

Name of person receiving threat:\_\_\_\_\_

Title:\_\_\_\_\_

Address:\_\_\_\_\_

\_\_\_\_\_

Phone number:\_\_\_\_\_

Date and time reported to

police:\_\_\_\_\_

How

reported:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time of response:\_\_\_\_\_

## Bomb Threat, continued

This is after all of all students, faculty, and staff have been accounted for and the safety of the building has been ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met.

If remaining in the school building, someone should be posted at every door. No one can leave without permission and their leaving must be recorded. The school is responsible for every student.

Step 1. Call the Crisis Intervention Team, all school counselors, and all mental health professionals.

Step 2. Assess the situation:

- What services are needed?
- Which students need intervention?
- What are the needs of the majority of students?
- What are the needs of staff and faculty?
- What are the needs of parents?
- What are the needs of the community?

Step 3. Provide Support:

A. Faculty and staff

- They need to know they are safe.
- They need to be debriefed.
- They have to meet the needs of the students and need to be told how to do this.
  - Some students are afraid.
  - Some students need to know how to handle the situation.

B. Majority of students

- Address their safety concerns
- Give factual information
- Remind students not to use cell phones

## **Bus Transportation Accident**

### Bus Driver:

1. Immediately notify proper law enforcement and at least one of the following: Jerry Skidmore, Alan White, or Mark Sanders.
2. Secure the bus so that passengers do not wander off the bus and people passing by do not board the bus. This will make it easier to complete your passenger list.
3. Set out warning devices, such as triangles or cones so that other motorists can see your vehicle more easily.
4. Determine if there are injuries.
5. Move the bus to the side of the road ONLY if it can be moved and the passengers would be safer.
6. Your main concern should be for your passengers' safety. If the bus is not badly damaged and it is in no danger of being struck by other vehicles, keep the passengers on the bus. This way you will know where they are and they will be safe.
7. Refer any media to the administrator or designee.

### Transportation personnel:

1. Upon arriving at the scene, immediately assess the situation for immediate safety concerns.
2. Fill out accident reports, leaving no blanks and take pictures, using entire roll of film or digital media.
3. Refer any media to the administrator or designee.

### Schools:

1. Contact parents of involved students to make them aware the children have been in an accident and relay necessary information.
2. Conduct follow-up on all children who received medical treatment within three days of incident.



## **Child Missing, Abducted**

A student should be released from school only to custodial parents or guardians designated on the student's school record.

If a student is missing from campus:

### Staff:

1. Notify the principal or designee of missing student. They will provide any direction you need.
2. Be prepared to provide the principal or designee with as much information as possible such as name, sex, race, age, grade, physical description, distinguishing marks, etc...

### Administrator or designee:

1. Contact the Superintendent or designee. (Jerry Skidmore)
2. Call the proper law enforcement agency. (Izard County Sheriff 1-870-368-4203)
3. Contact the parent or guardian listed on the student's school records.
4. When law enforcement arrives, they will take control and work closely with school officials and relatives. If possible, have a description of the student (school picture, description of clothing) and a suspect, if known, for law enforcement officials.
5. Identify a team to work on the crisis response while the school maintains its daily routine.
6. Consider preparing a memo to inform staff and parents of facts and actions taken.
7. Arrange counseling for students and staff, if necessary.

## **Criminal Activity**

- Step 1. Notify the administration and the resource officer.  
Call 911 if necessary.
- Step 2. Assess the situation and call the Counseling Intervention Team if necessary.
- Step 3. Depending on the severity of the situation-contact the teachers and have them keep the students in their classrooms.
- Step 4. Provide support for students. Also, provide support for those affected by the criminal activity. Explain to the students involved what to expect from the proper authorities.
- Step 5. Meet with the administrators, the counseling team, and the resource officer to decide the best course of action to take.

## **Intruder Situations**

### Staff:

1. Notify principal or designee. They will provide any direction you need.
2. Stay in classroom, take roll, keep students in room and await further instructions.

### Administrator or Designee:

Step 1. Call the administration, resource officer, or 911. (Jerry Skidmore)  
Assess the seriousness of the situation.  
Call the Crisis Intervention Team.

Step 2. Get everyone possible out of the area.

Step 3. Talk to the person (student or parent) and try to use a calm voice and “talk them down” by taking them through the six-step model as follows until help arrives:

1. Define the problem
2. Ensure safety
3. Provide support
4. Examine alternatives
5. Make a plan
6. Obtain a commitment

Step 4. Let the authorities or administrators handle the situation as soon as they get there.

## **Warning Signs**

Tense muscles  
Bulging or darting eye movements  
Starting or completely avoiding eye contact  
Closed defensive posture  
Body tremors  
Agitated  
Pacing  
Heightened voice pitch, volume, and rapid speech  
Profanity and threats  
Confused speech

\*There is a high correlation between threats of violence and acting on those threats. Just maintain safety until help arrives.

## **Tornadoes, Hurricanes, and Thunderstorms**

### Tornado watch received during school hours:

1. Principal or designee will notify all staff in the school.
2. Teachers will continue with regular classroom activities.
3. School will dismiss at the normal hour in the regular manner, but drivers will follow regular routes using due caution.
4. Review school procedures for establishing safe areas.

### Tornado warning received during school hours:

1. Principal or designee will receive this warning by way of the radio tuned to the weather channel, call from Superintendent, law enforcement or Civil Defense Office.
2. Principal will inform staff.
3. Staff and students will immediately proceed to the east gym shelter and everyone should then crouch low, head down, protecting the back of the head with the arms.
4. Teachers will take roll and notify principal or designee if anyone is missing.
5. The secretary will secure necessary records. Counselor will close the vault.
6. All qualified personnel will render first aid if needed.
7. Staff and students will not return to their classrooms until the principal or designee declares an "all clear".

### Tornado sighted but no warning during school hours:

1. If time permits, take students to designated area
2. If time does not permit, go to nearest enclosed hallway, not to open corridors; avoid open spaces and outside hallways; avoid areas with large roof expanses such as the gymnasium, cafeteria, or auditorium.

The appropriate drill will be followed to ensure safety of students. Everyone will remain in the drill position until the disaster is over and the all-clear signal is given.

All students, faculty, and staff must be accounted for and the safety of the building has to be ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met.

If remaining in the school building, someone should be posted at every door. No one can leave without permission and their leaving must be recorded. The school is responsible for every student. Everyone must be accounted for.

### After the storm:

Step 1. **Call the Crisis Intervention Team**, all school counselors, and all

mental health professionals.

**Step 2. Assess the situation:**

- What services are needed?
- Which students need intervention?
- What are the needs of the majority of students?
- What are the needs of staff and faculty?
- What are the needs of parents?
- What are the needs of the community?

**Step 3. Provide Support:**

**A. Faculty and staff**

- They need to know they are safe.
- They need to be debriefed as to what has happened and the severity of the situation.
- Remind them to try to control their emotions and remain as calm as possible.
- They have to meet the needs of the students and need to be told how to do this.
  - Some students are afraid.
  - Some students need to know how to handle the situation. (Teachers should try to model appropriate behavior.)
  - Some students need follow-up. (Refer to the counselor.)

**B. Students**

- Address their safety concerns.
- Give factual information.
- Optional counseling is available for students who are having trouble.
- Try to keep the normal routine of classes, if possible.
- Open house (if there was damage at the school)-make sure things appear “normal”
  - If needed, paint the walls the same color
  - Make sure the bulletin board is the same
  - Teachers leave everything the same
  - Not the time to change things, students need “normal”

If specific students had losses due to the disaster, make sure they receive counseling to help them cope.

**C. Parents**

Hold a meeting to explain the situation-if school has to be conducted in another place or cancelled for a few days.

Address safety concerns.

Do some debriefing with parents.

Identify specific parents that need follow-up (referral)

**D. Community**

Meetings that are factual

The school may be used as a relief shelter if it was not damaged and other areas in the community were.

A list of resources for help

\*Enlist media help in informing the community of the facts and that the safety of students is top priority during the situation and afterwards. Parents may be informed of the best way to pick up their children after the disaster. Media has the power to help the community regain a sense of safety and limit confusion and hysteria.

## **Fire**

### **Staff:**

1. Notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.
2. If the fire alarm has sounded:
  - a. Take grade book and ask students to take with them anything easily accessible
  - b. Check evacuation route posted on wall
  - c. Close all doors and windows
  - d. Turn off lights
  - e. Exit from building quickly and quietly
  - f. Move at least 50 feet from the building, avoiding parking lots or areas that would impede emergency vehicles and personnel
  - g. Take roll and notify principal or designee immediately of any absence. Do not re-enter the building.
  - h. If you do not have students and have been assigned a numbered evacuation zone, check for any students remaining in the building, check that all doors and windows are closed and that lights are off.

### **Administrator or designee:**

1. Once the alarm has sounded, check surroundings immediately to verify that a fire threat exists before evacuation procedures begin.
2. Have all personnel assigned to a zone move to their areas to check for any students remaining in the building and to turn off lights and close doors.
3. If all zones report "all clears", issue an order to re-enter the building.
4. If fire or injury is reported in a zone, follow appropriate emergency procedures.

## **Weapons Situation**

### Staff:

1. Notify principal or designee.
2. Remain calm.
3. Avoid heroics.
4. Don't threaten.
5. Keep a safe distance.
6. Avoid abrupt, sporadic movements.
7. Look for a place to dive or jump.
8. Negotiate minimally until the principal, designee, or law enforcement arrives.

### Administrator or designee:

1. Assess the situation. Decide whether to call a lockdown or to handle the situation on a need to know basis.
2. Call the IZARD County Sheriff's Department 911 or 1-870-368-4203
3. Contact the Superintendent Jerry Skidmore
4. Inform another administrator or designee of the threat; insuring classes do not change until an "all clear" has been issued.
5. Provide as much information as possible.
  - a. Be prepared to act as a resource and liaison between school and police.
  - b. If needed, have a map of the school available for police.
6. Gather as much detailed information as possible and try to determine
  - a. Location, identity, and detailed description of the individual
  - b. Location and description of weapon
  - c. Any pertinent background information on individual, including possible reason for carrying a weapon
7. Isolate individual or suspect. If the weapon is in a locker, prevent access to it.
8. Remain calm. Try not to raise your voice, but if necessary do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
9. Avoid heroics; look for a place to dive or jump. Keep a safe, non-threatening distance.
10. Do not use force or touch the person or weapon if interaction with the individual is imminent. Avoid sudden moves or gestures.
11. Negotiate until law enforcement arrives.
12. Meet with the police when they arrive. They will advise you on how they intend to proceed.