

# Comprehensive School Safety Plan

## 2022-2023 School Year

**School:** Trillium Charter School  
**CDS Code:** 12 62976 0115154  
**District:** Trillium Charter School  
**Address:** 1464 Spear Ave.  
Arcata, CA 95521  
**Date of Adoption:** 11/30/22  
**Date of Update:** 04/04/23  
**Date of Review:**  
- **with Staff** pending  
- **with Law Enforcement** Nov. 2022  
- **with Fire Authority** Nov. 2022

**Approved by:**

| Name               | Title                             | Signature | Date |
|--------------------|-----------------------------------|-----------|------|
| Jillian Tilles     | Board President                   |           |      |
| Angelina Torres    | Board Member                      |           |      |
| Dr. Susanne Sarley | Board Member                      |           |      |
| Casey Crabb        | Board Member                      |           |      |
| Bobbie Backman     | Board Member                      |           |      |
| Marianne Keller    | Director                          |           |      |
| Katie Dens         | Teacher, Interium Board Secretary |           |      |

## Table of Contents

|  |    |
|--|----|
| Comprehensive School Safety Plan Purpose.....  | 4  |
| Safety Plan Vision.....  | 4  |
| Components of the Comprehensive School Safety Plan (EC 32281).....   | 6  |
| (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....                                     | 6  |
| (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....  | 7  |
| (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....                                     | 8  |
| (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....  | 8  |
| (E) Sexual Harassment Policies (EC 212.6 [b]).....   | 8  |
| (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)..... | 10 |
| (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....                                  | 10 |
| (K) Hate Crime Reporting Procedures and Policies.....  | 12 |
| (J) Procedures to Prepare for Active Shooters.....   | 12 |
| Procedures for Preventing Acts of Bullying and Cyber-bullying.....   | 12 |
| Safety Plan Review, Evaluation and Amendment Procedures.....   | 13 |
| Safety Plan Appendices.....  | 14 |
| Emergency Contact Numbers.....   | 15 |
| Safety Plan Review, Evaluation and Amendment Procedures.....   | 16 |
| Trillium Charter School Incident Command System.....   | 17 |
| Incident Command Team Responsibilities.....  | 18 |
| Emergency Response Guidelines.....   | 19 |
| Step One: Identify the Type of Emergency.....  | 19 |
| Step Two: Identify the Level of Emergency.....   | 19 |
| Step Three: Determine the Immediate Response Action.....   | 19 |
| Step Four: Communicate the Appropriate Response Action.....  | 19 |
| Animal Disturbance.....  | 19 |
| Armed Assault on Campus.....   | 19 |
| Disorderly Conduct.....  | 19 |
| Earthquake.....  | 19 |

Explosion or Risk Of Explosion .....19

Fire in Surrounding Area .....19

Fire on School Grounds .....19

Flooding .....20

Loss or Failure Of Utilities .....20

Psychological Trauma.....20

## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at [trilliumcharter.weebly.com](http://trilliumcharter.weebly.com).

## **Safety Plan Vision**

Trillium Charter School is a small but thriving TK-5th grade program in Arcata, CA.

Trillium was founded with a school mission to nurture strong community values within a diverse curriculum, and this has remained true throughout 20 years of school growth and change.

Trillium provides a supportive learning environment where all students are valued as unique individuals and are encouraged to take pride in their school and personal achievements.

School staff embraces cooperative learning strategies that foster a safe and supportive environment for students of all backgrounds, abilities, or identities.

Trillium's Safety plan is designed to ensure a safe environment for all students and staff through prevention, preparedness, and coordinated response to significant incidents or potential disasters.

Staff training, school procedures, and community partnerships have been used to inform this plan in compliance with state and federal guidelines and policies.



## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Trillium Charter School Safety Committee**

Board Members: Casey Crabb, Jillian Tilles, and Angelina Torres. Dr. Susanne Sarley, Bobbie Backman, Staff members: Katie Dens, Marianne Keller, and Sarah Haggood

### **Assessment of School Safety**

Assessment of overall school safety and progress has identified the following:

- \* Trillium resides in a facility originally designed residential and this poses unique challenges for facility and grounds maintenance under high-use conditions
- \* Trillium has maintained a low incidence of suspensions for 5 consecutive school years
- \* Trillium has had 4 incidences of trespassing or vandalism that required police intervention since 2019
- \* The intersection of Spear and Alliance is a high traffic area that makes street crossing directly in front of the school potentially unsafe.
- \* The school is located within 30 ft. of a 4-way stop, deeming us ineligible for a school-crossing crosswalk. The city and the school has posted signage in both directions, but visibility is limited.
- \* On-campus parking is limited and families must navigate street parking during drop-off, pick-up times

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Trillium utilizes the following inspections, procedures, and staff trainings for site safety:

Health Dept. Food Safety Inspections  
Fire Safety Inspection  
Annual Facility Inspection  
Fire and evacuation drills  
Earthquake preparedness

Staff trainings include:

mandated reporting  
CAL-OSHA site safety  
handling of toxic substances  
blood born pathogen exposure prevention  
food-handling (when appropriate)  
epipen administration training

CPR and First-aid training or recertification is encouraged and offered on site when available.

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

\* See Mandated Reporting Attachment

## **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

### **Disaster Plan (See Appendix C-F)**

In the event of an Emergency

Under Government Code 3100, school staff, except for legal aliens, are considered disaster service workers and are subject to disaster service activities which may be assigned to them.

If a disaster occurs during school hours, they may be required to remain at school by the school director or designee.

Employees are to remain on school grounds during an emergency, until personally released by the director or designee.

Employees with small children or elderly relatives under their direct care will have priority for release.

It is the responsibility of all employees to be familiar with emergency and safe school procedures and their role in carrying out the directives provided in the plan.

In the event of a disaster or school emergency each employee will be given a specific assignment.

#### **Fire, Earthquake, Natural Disaster**

If an evacuation is necessary (fire, earthquake), students will move to a safe location in the following order and all families will be contacted:

Campus evacuations for student safety will walk to Pacific Union School, or if that route is unsafe due to Tsunami or flooding or other unsafe conditions,

is recommended to then walk to CAL Poly Humboldt and follow their emergency preparedness procedures.

If that route is also deemed unsafe, staff will wait for instructions from local emergency authorities to identify the shortest route to a safe location with community resources

#### **Lockdown**

Lockdowns may occur when unsafe animals or humans are on or near our campus. If the school is on forced lockdown, gates will be locked, doors, windows, and curtains will be closed.

Staff and students will move to the back of the school (K classroom).

We will not release children until the lockdown is completely over and imminent danger has passed.

During the school year, Trillium holds fire, evacuation, and earthquake practice drills to prepare students for emergencies.

Some of these are "scheduled" in-advance and may be announced, others may not.

#### **Medical Situations**

Certificated staff members and some supplemental staff are trained in first aid and CPR. These staff members will take lead roles when significant injuries occur.

EPI-Pens are stocked on campus and staff members undergo annual training for identification of anaphylaxis and medication administration.

In the event that a serious injury or allergic reaction occurs staff will call 911, then contact parents/guardians or authorized emergency contacts when immediate family members cannot be reached.

All students maintain signed consent for treatment forms in their school file authorizing staff members to make medical decisions in the event of an emergency.

Medications may be administered to students on campus as prescribed by a physician & when a signed consent form is on file.

Emergency cards and medical records are kept on file and are required to be updated by parents/guardians annually and when contact information changes.

\* See Crisis Planning attachments

In the event of a disaster or crisis, Trillium's staff will coordinate the efforts of school personnel and parents with those of police officers, mental health agencies and medical professionals to address the emotional responses that evolve from traumatic and critical situations.

Schools are better able to function with minimal disruption in the immediate aftermath of a crisis if they have sufficient structure in place to coordinate services when the crisis occurs.

Although adjustments will need to be made to student activities, such as postponing exams or substituting instructional activities with supportive classroom discussions about the crisis event, it is best to continue routine school activities as much as possible.

## **Public Agency Use of School Buildings for Emergency Shelters**

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

\* See Pupil Suspension and Expulsion Attachment

### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

Trillium desires to provide a safe and orderly work environment for all employees. As part of the our comprehensive safety plan, strategies are in place to protect employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur. Any employee against whom violence or any threat of violence has been directed in the workplace shall notify administration immediately. As appropriate, the administration shall initiate legal and security measures to protect the employee and others in the workplace.

The administration may pursue legal action on behalf of an employee against a student or their parent/guardian to recover damages to the employee or their property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

Employees will have opportunities to receive training in crisis prevention and intervention techniques in order to protect themselves and students.

Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The administrator or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

### **Reporting of Injurious Objects**

Employees are required to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity.

The employee shall use their own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the administration immediately
2. Immediately notify the administration who shall take appropriate action
3. Immediately call 911 and notify administration
4. When informing the administration about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

### **(E) Sexual Harassment Policies (EC 212.6 [b])**

The Steering Committee is committed to maintaining a safe school environment that is free from harassment and discrimination.

The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone.

The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise

supports a complainant in alleging sexual harassment.

Trillium strongly encourages students who feel that they are being or have been sexually harassed



on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the office staff, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment shall notify a teacher, staff member, or the school director.

Once notified, the Director shall ensure the complaint is addressed through a complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

#### Instruction/Information

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment.

Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the schools procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

#### Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4- 12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

#### Record-Keeping

In accordance with law, the Director or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

#### Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

#### Complaint Procedures

All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint.

All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Title IX Sexual Harassment Complaint Procedures.

Other sexual harassment complaints shall be investigated and resolved pursuant to Uniform Complaint Procedures.

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Trillium Charter School's site does not include a parking area and families must use driveway drop-off or street parking when transporting students to and from school. Additional safety signage has been posted for east and west bound traffic along Spear Ave. and in the school driveway. Trillium has partnered with public safety agencies, other city and county agencies, school staff, parents/guardians and community members in the development of neighborhood safety practices.

#### **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Trillium Charter School Student Conduct Code**

#### **Conduct Code Procedures**

It is a priority of the administration and staff in the school that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a

positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. Our staff strives to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage achievement, participation in community projects, and positive student conduct.

Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations and utilize conflict resolution techniques when needed.

#### The Trillium Code of Behavioral Conduct

All students at Trillium are expected to abide by a code of conduct that supports personal responsibility, positive choices, and harmony within the school community.

Behavioral expectations are ultimately guided by the Trillium Values. By following these basic principles all students are given equal opportunities to willingly participate in campus activities.

Appropriate restrictions will occur as the natural consequence of poor choices or unacceptable actions. All consequences are designed to demonstrate both why a behavior is unacceptable and how it can be improved in the future.

Students will be invited to take part in the forming of class rules at the start of each term; however, these rules do not substitute nor supersede established school guidelines.

The Trillium staff follows a consistent pattern of Remind, Redirect, Refer for all students needing behavioral intervention. Repeated need for reminders is acceptable as long as there is observable behavioral improvement.

#### Behavior Interventions

Refusal to redirect will automatically result in a referral and move the student to the next level of intervention as follows:

- 1) Reminder of school rules
- 2) Redirection to alternate activity
- 3) Referral to Teacher for further assistance
- 4) Conflict Resolution to problem solve student issues
- 5) Referral to office for further assistance
- 6) Notice to parent to follow up at home
- 7) Request for parent conference with teacher and/or Director
- 8) Behavior Contracts
- 9) Community Service or In-School Suspension
- 10) Out-of-school Suspension
- 11) Expulsion

Not all students will experience behavior interventions in this exact order.

The Trillium Staff reserves the right to manage behavior interventions in a discretionary manner for the most successful outcome with both the individual student and the school community in mind.

#### School Suspension

It is not possible to designate specific rules covering every possible situation that students may encounter. Common courtesy and sensitivity to the rights and responsibilities of others will properly guide students through most situations, however, it should be clearly understood that all students are held accountable for their actions.

With that in mind, Trillium Charter School and the California Department of Education define the following behaviors as unacceptable and subject to mandatory suspension:

Physical violence of any kind, including kicking, biting, shoving, hitting, scratching, spitting, or any other action intentionally causing or attempting to cause harm to another

Bullying, harassment, intimidation, or discrimination both verbal, written, or through the use of technology

Use of inappropriate language or gestures

Repeated disruption of the learning environment

Theft, destruction of property, and vandalism

Truancy or leaving campus

**(K) Hate Crime Reporting Procedures and Policies**

See Bullying at School attachment "

**(J) Procedures to Prepare for Active Shooters**

\* Section under review. See lock down procedures.

**Procedures for Preventing Acts of Bullying and Cyber-bullying**

\* See Bullying at School attachment

**Safety Plan Review, Evaluation and Amendment Procedures**

The Trillium Steering Committee will review this plan annually or as determined by the CDE. Once a site review has been completed, Trillium School Safety Plan will be posted on our school website and submitted to the Pacific Union School Board.

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

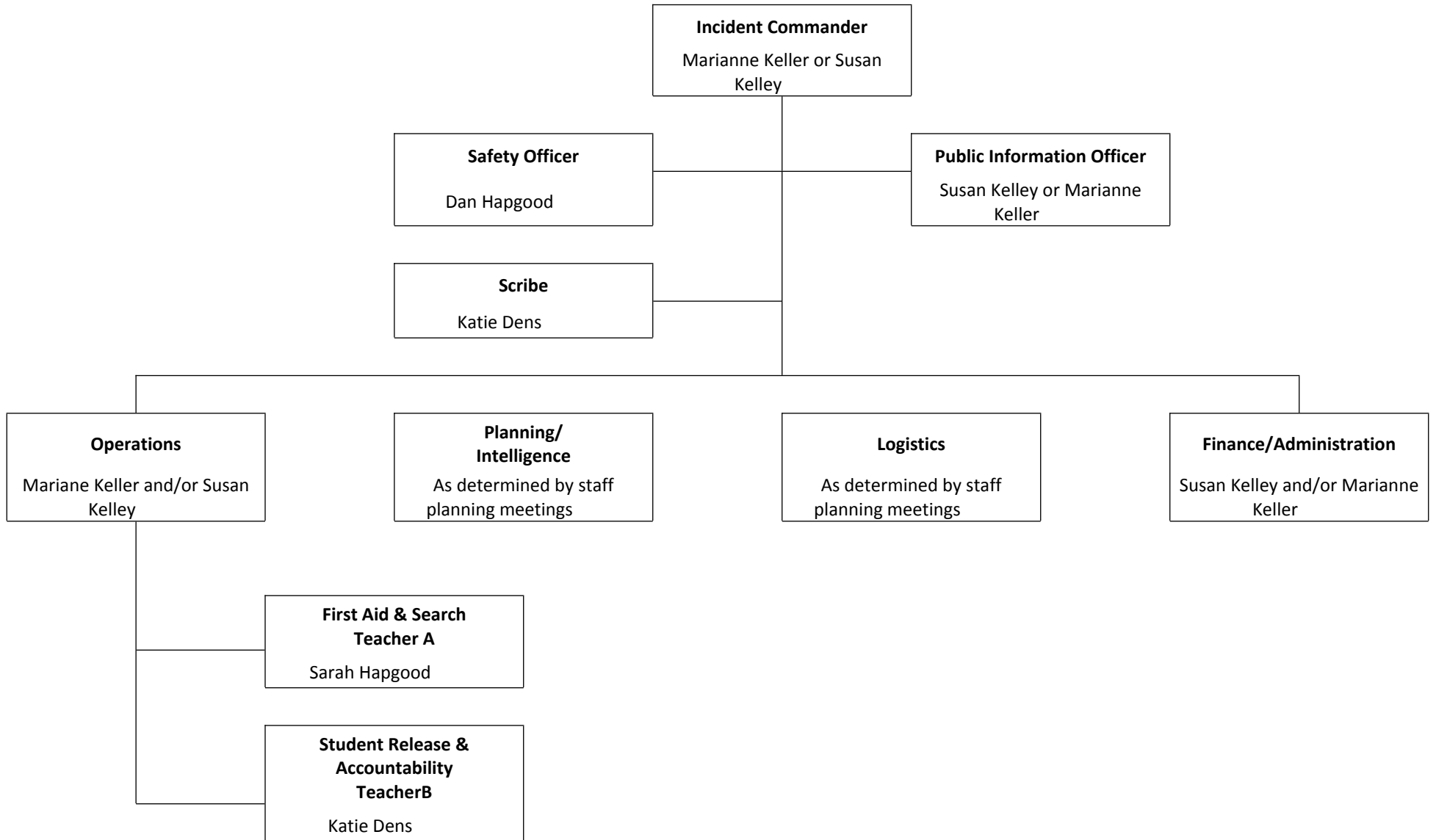
| Type                           | Vendor                             | Number         | Comments                 |
|--------------------------------|------------------------------------|----------------|--------------------------|
| Emergency Services             | Emergency Services                 | 911            | * use for active shooter |
| Law Enforcement/Fire/Paramedic | Arcata Fire Dept.                  | 707-825-2000   |                          |
| Law Enforcement/Fire/Paramedic | Arcata Police officer response     | 707-822-2424   |                          |
| Law Enforcement/Fire/Paramedic | Arcata Police non-emergency        | 707-822-2424   |                          |
| Other                          | Humboldt Child Protective Services | 707-388-6600   |                          |
| Local Hospitals                | Mad River Hospital                 | 707-822-3621   |                          |
| Law Enforcement/Fire/Paramedic | Humboldt Sheriff's Office          | 707-445-7251   |                          |
| Other                          | Poison Control                     | 1-800-222-1222 |                          |
| Law Enforcement/Fire/Paramedic | Coast Guard Emergency              | 707-839-6113   |                          |
| American National Red Cross    | Local Red Cross                    | 707-832-5480   |                          |

**Safety Plan Review, Evaluation and Amendment Procedures**

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc)                | <b>Date and Time</b> | <b>Attached Document</b><br>(description and location) |
|---|----------------------|--|
| Committee read and acknowledged safety plan *review pending   | 11/30/22             |  |
| Williams Settlement HCOE Inspection   | 10/21/22             |  |
| Met with Arcata Police officer for school ingress/egress and active shooter/lockdown planning consult | 11/3/22              |  |
| Arcata Fire Inspection  | 10/17/22             |  |
| Health Dept. Kitchen Inspection 1 of 2  | 10/24/22             |  |
| Health Dept. Kitchen Inspection 2 Of 2  | pending              |  |
| Areas in need of further review identified at board discussion *adoption pending                      | 03/03/23             |  |
| Facility Inspection Tool  | pending              |  |
| Board adoption  |                      |  |



**Trillium Charter School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

1. The school office will function as a Incident Command and Communication Center and assist with all telephone use for communication with the District Office, 911 operators, teachers, and families
2. Office staff is responsible for publishing day's roster of all children and staff on campus and distributing to Director, Teachers, First Aid, Search & Access, or Emergency Crews
3. The office communication center will maintains communication with families and directs on-campus communication to maintain a constant flow of updates as available

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

\* See Disaster Procedures Section

### **Step Two: Identify the Level of Emergency**

### **Step Three: Determine the Immediate Response Action**

### **Step Four: Communicate the Appropriate Response Action**

#### **Animal Disturbance**

See crisis planning attachment

#### **Armed Assault on Campus**

\* See lockdown procedures & crisis planning attachment

#### **Disorderly Conduct**

\* See code of conduct

#### **Earthquake**

Earthquake Emergency Procedure System

The staff shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to, the following: (Education Code 35297)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A DROP procedure in which students and staff members:
  - a. Drop to their knees
  - b. Take cover under a table or desk
  - c. Protect their head with their arms
  - d. Face away from the windows
3. Protective measures to be taken before, during and after an earthquake
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system.

#### **Earthquake Education**

DROP procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 35297)

#### **Explosion or Risk Of Explosion**

See crisis planning attachment

#### **Fire in Surrounding Area**

See crisis planning attachment

#### **Fire on School Grounds**

See evacuation maps and crisis planning attachments

**Flooding**

See evacuation maps and crisis planning attachments

**Loss or Failure Of Utilities**

See crisis planning attachment

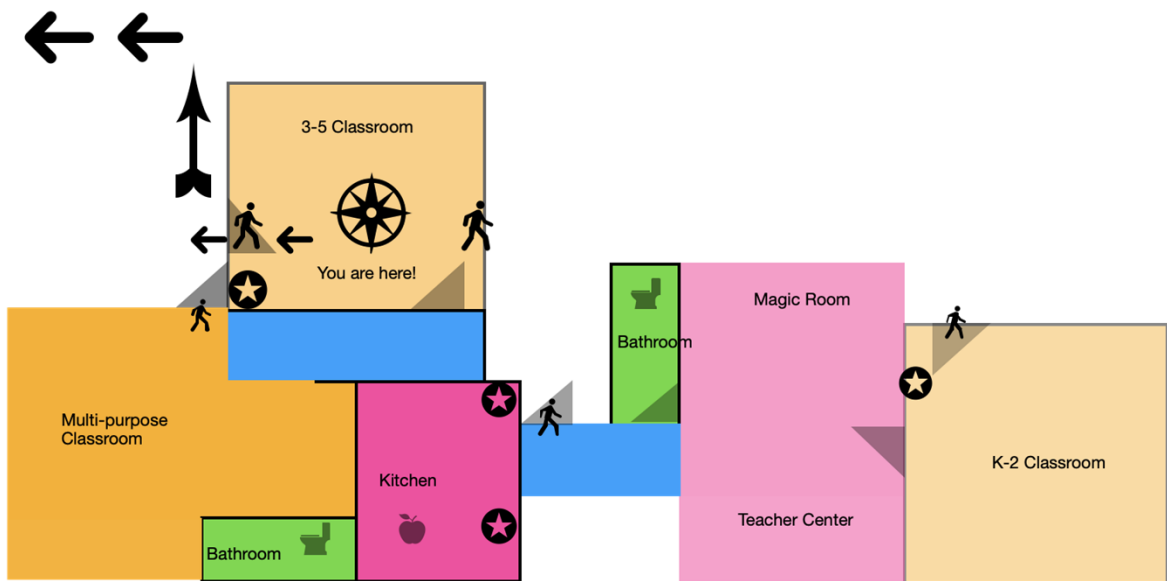
**Psychological Trauma**

\* See attachments for suicide prevention, student referrals, and mental health assessment

✓ Meeting place  
End of driveway  
Under Sign

Type to enter text

# Emergency Exits



★ = Fire extinguisher  
= Doorway  
= Exit

Trillium's program offers age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction Education Code 51900.6

Staff members require live scan fingerprint clearance prior to working with students and all have updated mandated reporter trainings outlining child abuse identification and reporting procedures.

#### Definitions

Child abuse or neglect includes the following

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment \*Penal Code 11165.6

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning \*Education Code 44807

An injury caused by a school employee's use of force that is reasonable and necessary to quell disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student \* Education Code 49001

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student \*Education Code 49001

Homelessness or classification as an unaccompanied minor \* Penal Code 11165.15

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of employment, he/she has knowledge of or observes child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any school employee who reasonably believes that they has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer.

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team.

Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child they reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

#### Reporting Procedures

##### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county

welfare department.

Humboldt County Child Welfare Services (707) 445-6180

<https://humboldt.gov/497/Child-Welfare-Services>



## Information Management

**Classified Support Staff.** It is very important to recognize that classified staff may be traumatized by the crisis event. Their trauma may increase as they answer phones and repeat sensitive information. They may also not be able to participate in staff meetings where they would receive helpful information and support. If this is the case, they should be offered supportive services as needed.

**Suicide.** All facts must be verified, and the family must be consulted before any information is disseminated. The fact sheet should be truthful; however, it should not include specific details about the method. It is important that the notification be void of glorification and does not condone or vilify the act. The memo/fact sheet should be read in classrooms, not in an assembly or over the loudspeaker. Teachers must be alerted to warning signs of suicidal risk and immediately refer students for whom they may be concerned. (See "Special Considerations/Suicide", page 56)

**Funeral/Memorial arrangements.** The school may disseminate information regarding funerals/memorials only when the family requests that it do so. Families may also have preferences regarding the attendance of students. (See: "Special Considerations/Funerals and Memorials", pages 52-53)

**Updating information.** In some cases, there may be the need to repeatedly update the school and media may need frequent updates on developing medical or other information.

**Alerting other schools.** The crisis may affect neighboring schools where siblings attend or where teachers know the student or staff member in crisis. It is important to alert those schools, provide them with information and, if possible, assist them in crisis management.

- Help the team decide the best method for information to be distributed to the media and public. For example, is one press conference better than several interviews?
- Make it clear to the staff who the contact person will be for press inquiries.
- Coordinate press interviews with school staff.
- If a number of reporters arrive, open media center. The center should allow reporters to congregate, should include postings of news releases and maps or diagrams of the school when appropriate.
- Arrange briefings and press conferences as needed.
- Produce news releases as needed.
- Provide information in foreign languages when needed.
- Maintain a media contact log with summary of information that was released to the media.
- If appropriate and necessary, give media personnel access to site and supply them with media badges.
- Release damage figures when obtained.
- Be sensitive to reactions of media personnel. If they experience adverse reactions to the event, they may require assistance.

#### Following the Crisis:

- Continue to release status reports.
- Gather records kept during the event and prepare summary, actions taken, inquiries made, responses given.
- Collect media responses to crisis (newspaper articles, television spots).
- Survey the crisis team to obtain suggestions about media response and areas for improvement.
- Provide the crisis response coordinator with a summary of media activities during the crisis.
- Debrief with individuals involved with the media and evaluate the effectiveness of the response.

#### Throughout all phases:

- Ensure that all information is clear, concise, confirmed and approved by the appropriate school authorities before it is released to the media or public. Unconfirmed information and speculation should be avoided.
- Monitor information for accuracy and correct errors as quickly as possible.
- Request sufficient staffing and telephones to handle media and public calls.
- Make sure that all site-level spokespersons are thoroughly briefed about all aspects of the emergency.
- Keep the superintendent informed about all activities that are planned or completed.
- Keep in contact with community spokespeople about information that is released.

## Chapter Four

### Recovery

#### Releasing and Debriefing the Team

- **Debriefing**
  - Review the events of the day.
  - Identify students/staff needing ongoing support/intervention.
  - Revise intervention strategies (e.g., plan for upcoming days).
  - Evaluate and review effectiveness of the process and procedures used during the crisis. Should be completed by the crisis team with input from the staff. If necessary, update the crisis plan.
  - Monitor reactions of crisis team members – “compassion fatigue”.

#### **What ongoing reactions should be expected?**

It is impossible to predict a “typical” long-term reaction to a crisis event. Reactions may last for months in spite of appearing to be resolved. It is useful to assume that grieving or other reactions are being felt by those affected, whether they behave as we would expect them to or not.

Certain dates or events may trigger intense reactions.

- Birthdays of the deceased and of the grievers
- Holidays
- The anniversary of the crisis event: day of the week, month, year
- Dates that hold events that were significant
- Music – certain songs
- Certain events
- Specific activities or rituals that were shared with the deceased
- Returning to school after a vacation
- Unrelated life stresses (schoolwork, grades)

#### **What should be done after the crisis?**

The Crisis Intervention Team must continue to provide response and support beyond the initial crisis period in order to enhance recovery.

#### During the first month after the crisis event:

- Family Contact
  - Stay in touch with the family/families affected.
  - Keep close watch on student family members.
- Parents
  - Be available for phone consultation.



- Send follow-up letters with information on helping children who have experienced a crisis event.
  - Hold a parent informational night.
- Students/Staff at School
    - Monitor students and staff who were particularly affected by the crisis event.
    - Refer for additional counseling support as needed.
    - Formulate ongoing support groups for staff and/or students.
    - Mobilize resources, i.e., student assistance programs, peer helpers, district consultants, community resources, parent groups.
- Volunteers
    - Some people may want to volunteer their services following a crisis. Screen volunteers carefully. Some volunteers may be unrealistic about their role and responsibilities or come forward to work out problems of their own. Use them only with supervision.
- Planning a school memorial or memorial activity
    - The Crisis Intervention Team should participate in any planning for memorials.
    - Any memorial activity, fundraising, permanent objects, etc. need careful planning and review. (See “Special Considerations/Campus Memorials,” page 53)
    - Work with families and friends outside of the school to insure that their plans are consistent with the planning and policies of the school.
- Classroom Issues
    - Encourage classroom flexibility. Help teachers find a balance between curriculum goals and the use of time to express feelings through discussion, art, creative writing assignments, etc.
- Staff Support
 

The Crisis Intervention Team should continue to be available to staff members. Encourage the staff to:

    - Eat regularly.
    - Take breaks during the day – even 10 minutes away from the activity.
    - Make plans that include fun and/or relaxation
    - Attend organized debriefing meetings. This is the place where everyone can share ideas about classroom activities as well as express feelings.
    - Acknowledge each other frequently for the hard work everyone is doing.
    - Trust themselves and their intuition.
    - Ask for help if they need it.

During the Next 3 to 6 Months:

The Crisis Intervention Team may wish to meet regularly or on an occasional basis to:

- Provide emotional support to one another.
- Review any on-going issues related to the crisis event and make decisions about necessary interventions.

- Monitor on-going memorial planning/activities.
- Revise the school crisis plan as needed.

The Crisis Intervention Team may need to both inform and remind staff and students that things may not return to the pre-crisis event state. They may need to recognize and accept that there will be a “new normal” state that will be established. They may also be encouraged to look for and recognize personal growth that may have occurred as a result of the crisis event. Additionally, there may be improvements to the school operation that may have been decided upon as a result of the crisis event.

## Cultural Diversity

The manner in which various cultures experience and express reactions to traumatic events can vary widely. Emotional responses may not be congruent with or familiar to the crisis responder. Cultural traditions surrounding the event (e.g., death, funerals and memorials) should be explored with the student/staff member and personal choices honored. It is never safe to assume that an individual belongs to a particular culture, nor that they choose to engage in the traditions of that culture. It is important to be aware that individuals may respond in a manner different than the responder would expect and that the most helpful response is to ask the individual what is normal for him/her and how they would like to be assisted.

Whenever possible, all written communications, such as the letter to parents, should be translated. Likewise, bilingual/bicultural team members or translators should be available to students/parents who need them. Phone translation services, while cumbersome and expensive, are available from AT&T.





## Campus Memorials

*(Adapted from the National Association of School Psychologists, 2002)*

### ▪ Memorial Activities Following Traumatic Events

Memorial activities following a crisis event serve an important function in the healing process for both students and staff. Such activities provide the opportunity to express emotions in a variety of ways besides talking. Creating memorials helps to bring closure to a period of grieving and serves as a point from which to move on with regular school activities. Memorial activities can take many forms, from writing letters and cards to establishing living memorials (e.g. raising funds for a particular charity or creating a prevention program). Not all memorial activities will have the same focus. For example, memorial activities following a large-scale event (e.g. Oklahoma City bombing) may be much different than activities conducted following the accidental death of a student.

One of the most important components of memorial planning includes providing a range of opportunities to express feelings. When planning formal memorial activities, it is important not to move too quickly following the crisis event. Planning for a memorial can be therapeutic and loving; however, it should not take away from time spent addressing the psychological and acute needs of the individual. Some individuals may interpret memorial activities as a closure that may prohibit the time they need to grieve, cope and heal. No activities should discourage continued time for grieving and healing. It is important to recognize that one size does not fit all in regard to memorials following crisis events.

### ▪ Memorial "Do's" and "Don'ts"

**Do** focus on the needs and goals related to students and include parents and community members in activities as appropriate.

**Do** be sensitive to developmental and cultural differences when developing memorials.

**Do** develop living memorials (e.g. anti-bullying) that address the problems that lead to crisis event.

**Do** introduce something to prevent other crises from happening. Try to move the students from the role of "victims" to that of "doers".

**Do** emphasize signs of recovery and hope in any memorial activity.

**Do** encourage communication (e.g. letter writing and exchange of ideas).

**Don't** try to accomplish all things within the school setting. There are many places where school staff, administrators, and faculty may contribute that do not occur at school.

**Don't** assume that "one size fits all" when it comes to developing a memorial.

**Don't** allow the memorial to be a forum of hatred and anger toward the perpetrators of the crisis.

**Don't** focus the memorial on the uncontrollable aspects of the crisis.

**Don't** allow a memorial to simply recount tales of the trauma.

**Don't** force students to participate or share feelings and ideas.

#### ▪ Developmental Considerations

It is important to consider the developmental level of the students involved when planning memorial activities.

- Young children need to find ways to express their grief even when they do not fully understand what has happened. They are also likely to react to the adults around them so it is important to allow them time to process. Activities such as the following might be helpful.
  - Allow the students to make drawings. They can be sent to the family of victims, to people who helped during the crisis (fire, police, ambulance), or they can be sent to children who have been victims of a disaster. This will allow them to share and express their feelings.
  - Set up a recycling program where the students help to recycle lunch materials and donate the money to an organization that helps during a disaster or crisis (e.g. Red Cross).
- Adolescents benefit from activities that enable them to contribute to the efforts of the school and community in regard to recognizing victims and helping to prevent future tragedies. Secondary students should be involved in the planning and might like activities such as the following:
  - Develop prevention strategies (e.g. increasing anti-bullying activities).
  - Write letters to government officials to express their concerns.
  - Set up a mentoring program with a local elementary school.
  - Write cards and letters to the victim(s) family.
  - Use symbols of hope and life. Light candles.
  - Establish living memorials (e.g. anti-bullying curriculum, conflict resolution).
  - Donate money to a charity that supports prevention.
  - Give a small fountain that includes rocks that have a positive message written on them to the family or families of the victim(s).
  - Develop a memory book with drawings, poems and songs that can be presented to the family.
  - Have banners in the hallway for students to write their feelings and thoughts.

#### ▪ Cautions

It is important to consider several cautions when planning memorial activities. First and foremost, there are special considerations when there has been a death by suicide (please refer to the suicide section for specific recommendations). If a temporary memorial site has been established and includes cards, letters, stuffed animals, flowers, etc., it is important to use sensitivity when removing it. One recommendation is to present the items to the family of the victim(s). Staff must review all items for appropriate language and messages prior to delivering to the family. The stuffed animals could be donated to a children's shelter.

Schools often want to remember students or staff by establishing permanent memorials around the school. This may include dedicating the yearbook, planting a tree, putting up a plaque/picture, or even dedicating a walkway or building. It is important to carefully consider this type of tribute. First of all, these types of memorials serve as a constant reminder of the death that has occurred. As the years go by, the number of memorials

increases, and the school is surrounded by reminders of death and trauma. Secondly, it may be difficult for schools to provide the same activities and/or memorials for each individual once a precedent has been established. This may lead to a painful or potentially contentious comparison of memorial efforts. If the school decides to establish a permanent memorial, one suggestion would be to establish a scholarship or ongoing memorial fund for prevention or disaster relief. It is important to review school board policy prior to creating a permanent memorial.

It is crucial to monitor all memorial activities on a daily basis. This is important for several reasons. First of all, the school staff needs to make sure that no inappropriate messages (e.g. those that espouse hate or violence) are part of the memorial. Also, review of written/drawn messages can lead staff to students who are in need of mental health support because of extreme grief reactions or who are potentially a danger to themselves.

Memorials should be created in a culturally sensitive manner. There needs to be an awareness of important traditions and rituals.



## Funerals

- **The school may assist the family and students in the following ways:**
  - The school should respect the wishes of the family in regards to the funeral. When large numbers of students and staff would like to attend, ask the family to consider holding the funeral outside of school hours.
  - Notify students and staff of the family's wishes regarding who may attend and the time and location of the service.
  - Inform students that funeral attendance is voluntary and the decision of individual students and their parents.
  - Encourage parents to attend with their student.
  - Prepare students for grief reactions that may be displayed
  - Normalize the feelings and expressions of grief
  - Give permission to leave if it is too uncomfortable
  - Educate students regarding appropriate dress and behavior at a funeral.
  - Have support personnel at the funeral.
  - Continue to provide crisis intervention services on the school site after the service (students may have maintained denial until attending the service and may struggle more after the service than before.)
  - Inform students of the policies and procedures for release from school.
  - Students, with parental permission, should be able to attend funerals. However, special arrangements (including closing school early or sending students from school to funerals) are not advisable.
  
- **Reasons to attend funerals include:**
  - An opportunity to say good-bye.
  - Our way of marking the passing of a human life.
  - A social or public grief process that provides an opportunity to pay tribute, to share memories, to hear new things about a loved one's life.
  - A time for all who are sharing in this loss to support each other.
  - A sense of closure and allowing movement to the next level of grieving and adjustment.
  - A chance to address the spiritual dimension of the death.
  
- **Helping students with what to expect during the service.**
  - What will the facility be like? Who will be there? Who will officiate?
  - Will there be an open casket and/or viewing?
  - Feeling uncomfortable is okay. It is normal to experience sadness, fear, and anxiety.
  
- **What do you say? How do you express your sympathy?**
  - *HELPFUL:* "This must be so difficult."; "I don't know what to say, but I came because I care"; "I miss him so much."; "This is so sad for all of us."
  - Best of all, encourage family and friends to share their favorite memories.
  - *NOT HELPFUL:* Explanations or platitudes such as: "It was God's will," "At least he didn't feel any pain," or "He's in a better place."



## DEBRIEFING

### OVERVIEW

Crisis events may be overwhelming for many people that are witnesses of it. In these cases of large affected groups, class debriefings may be appropriate. Debriefings are an attempt to regain group cohesiveness and acknowledge feelings that are overwhelming to students. The purpose is to give students the facts of a crisis situation, which dispels rumors, and to allow students an opportunity to express their feelings and reactions. It also creates a good way to help identify those that are in need of further intervention.

There are many different models of debriefing. Two popular and well known models will be presented to use. They are The Sanford Model of Critical Incident Stress Debriefing and The National Organization for Victim Assistance Debriefing Model. The Sanford Model of Critical Incident Stress Debriefing is a guided discussion used to reduce emotional stress after a person has had a traumatic experience. It was developed by Nancy Sanford when she helped out in Oklahoma City Schools after the federal building was bombed. The National Organization for Victim Assistance Debriefing Model focuses on, and presents what it means to have, safety, security, ventilation, validation, prediction, and preparation.

Also presented are activities that can be used by both elementary aged and junior high aged students to help them deal with the feelings and thoughts that have occurred due to the crisis. Some of these activities are play reenactment, puppets, art, and creative writing.

- ① Staff meeting for concerns
- ② Notify teachers about available counseling services for staff and students
- ③ Check with parents (~~child's~~ child's distress/trama)

## DEBRIEFING

TO: Classroom Teachers

DATE:

FROM: Crisis Intervention Team

RE: Crisis Intervention Referrals

The crisis event we have just experienced has affected us all deeply. It is expected that several of your students will require crisis intervention assistance. We have already begun to identify some of these students based on their crisis event exposure and on the presence of other factors that may have made them vulnerable to this event. However because you know your students better than most support staff we would also like to ask for your help in identifying students in need of crisis intervention. Please read the following information on the signs to look for in making crisis intervention referrals and complete one of the attached crisis intervention referral forms for each student you would like us to see. Please let us know if we can assist you in any way.



## DEBRIEFING

### ASSESSING A STUDENT'S NEED FOR PSYCHOLOGICAL FIRST AID

For some of your students this event may cause entry into a crisis state. This means that they are having difficulty coping with (or solving) crisis-generated problems. Consequently, these students will feel out of control and unable to adapt or adjust. Youth who lack the perspective of adults and have yet to develop a broad array of coping strategies are particularly vulnerable to a crisis event. Because of not being able to cope with crisis-generated problems, the student in crisis will display signs of acute distress. Manifestations of this distress are variable. In fact, there will probably be as many different crisis reactions as there are students who will enter the crisis state. There are, however, several general symptoms. They include emotional, somatic, and behavioral reactions. If you feel that any of your students are displaying a significant number of these reactions, please refer them to the crisis intervention team. Specific examples of these reactions are:

| <b><u>Somatic</u></b>     | <b><u>Emotional</u></b>      | <b><u>Behavioral</u></b>      |
|---------------------------|------------------------------|-------------------------------|
| Loss of energy/weakness   | Exaggerated startle response | Avoidance of crisis reminders |
| Rashes/persistent itching | Guilt about surviving        | Unable to concentrate         |
| Nightmares/night terrors  | Irritability/frustration     | Rapid/halting speech          |
| Bowel/bladder problems    | Diminished affect            | Short attention span          |
| Change in eating habits   | Discouragement               | Reliving the event            |
| Sleep disturbances        | Hopelessness                 | Poor achievement              |
| Skin eruptions            | Helplessness                 | Repetitive play               |
| Headaches                 | Fear/anxiety                 | School phobia                 |
| Amnesia                   | Confusion                    | Hyperactivity                 |
|                           | Despair                      | Disobedience                  |
|                           | Excited                      | Poor memory                   |
|                           | Crying                       | Restlessness                  |
|                           | Anger                        | Aggression                    |
|                           |                              | Regression                    |
|                           |                              | Agitation                     |

In addition to these crisis reactions, a crisis intervention referral may be considered if the exhibits some of the following symptoms:

1. Doubts regarding the ability to recover.
2. Denies problems or states she or he can take care of everything him- or herself.
3. Blames problems on others, is vague in planning, and is bitter.
4. Continuous retelling of the disaster.
5. Has blunted emotions, little reaction to what is going on around self right now.
6. Shows high spirits, laughs excessively.
7. Complains of significant memory gaps.
8. Talks about feeling detached from body.
9. Shows uncharacteristic signs of self-neglect.

10. Repeats ritualistic acts.
11. Is unable to make simple decisions or carry out everyday functions.
12. Uses drugs and alcohol excessively.
13. Has an unreasonable fear that someone or something is out to get their family.
14. Demonstrates a drastic change of personality or temperament.
15. Hallucinates, is disoriented, or otherwise shows obvious signs of disturbed mental process.
16. Evidences, for a month or longer, symptoms that are considered normal but have become disruptive to the student's social, mental, or physical functioning.

Finally, the following crisis reactions are suggestive of the need for an *immediate* crisis intervention referral:

1. Suicidal thinking.
2. Talks about feeling like killing self or others.
3. Obviously self-destructive behavior (e.g., intentionally hurting self; or has repeated "accidents" that result in injury).
4. Directly involved in the crisis event.
5. Close physical proximity to the crisis event.
6. Considered self to be in extreme danger during the event.
7. Familiar with victim(s) of the crisis event.
8. Victim(s) were/are family members.
9. Experienced significant stressors before the crisis event occurred.
10. Previous trauma or loss within the last year.
11. Previous trauma or loss similar in nature to the crisis event.
12. History of student mental illness or within the student's family.
13. Student is worried about the safety of a family member or a significant other.
14. Absence or unavailability of resources, such as family and friends, both at home and at school that might otherwise assist the student in coping with the crisis event.

## **DEBRIEFING**

### THE SANFORD MODEL OF CRITICAL INCIDENT STRESS DEBRIEFING

#### **Directions:**

First divide the classroom evenly into small groups of 5 or 6 students.

The Sanford Model of CISD consists of 4 questions and one additional question: A fact question, a thought question, a feeling question, an assessment question, and a coping question.

The rules are very simple:

- Everything spoken and heard is confidential
- Each person has a turn answering the question asked by the leader. Each person should give themselves time to think and answer. Don't rush yourself.
- Only one person speaks at a time. The job of the others in the group is just to listen, not comment or question, just listen.
- Give your support to the person non-verbally. If someone gets upset, you may want to give them a hug or put your hand on their arm, or offer a tissue.
- Each person will speak until the leader says, "Thank you very much, next person please." Then the next person in the group will answer the same question.
- If someone stops speaking before his or her time is called, the group sits silently until time is called. When the leader says, "Thank you, next person please," then the next person in the group begins speaking.
- If someone is speaking when the leader calls time, that person ends his or her sentence and the next person begins.

The first job of each group is to select the person who will go first. Ask the person who has been selected from each group to raise his or hand. Then you will know that the class is ready to begin. The group will proceed in a clockwise direction.

1. The first question is a **FACT** question. (EX: Where were you and what were you doing when the shooting began) (Timekeeper note: 2 minutes per person)
2. The second question is a **THOUGHT** question. (EX: What was your first thought when you realized that it was a shooting?) (Timekeeper note: 2 minutes per person)
3. The third question is a **FEELING** question. (EX: What have your reactions/emotions/feelings been since the shooting?) (Timekeeper note: 2 minutes per person)
4. The fourth question is on **ASSESSMENT**. (EX: What would help you feel safer right now?) (Timekeeper note: 2 minutes per person)

5. The fifth question is on COPING. (EX: What has helped you to cope in the past and what can you do during the next week to help yourself?) (Timekeeper note: 2 minutes per person)

Leader Instructions: At this point, thank all the students for their participation. Give them time to speak together more in their groups – to ask questions or comment on what someone said during the process (Timekeeper note: 4-5 minutes). Say, “Thank you very much” when you end their free discussion time.

## VENTILATION AND VALIDATION

VENTILATION refers to the process of allowing the victim/survivor to “tell their own story.”

1. Victim/survivors often need to tell the story of the crisis event over and over.
2. Anticipate memory and time distortions.
3. Help the victim/survivor to identify appropriate words to express reactions and responses to the experience.
4. Use age appropriate techniques – consider art for all ages.
5. ACTIVE LISTENING.
6. Be aware of body language, facial expressions and voice tone.

VALIDATION is a process through which the crisis responder makes it clear that most reactions to horrific events are not abnormal.

1. Validation is based on effective hearing by caregivers.
2. Choose your words carefully.
3. Emphasis should be on the fact that most types of reactions such as fear, anger, frustration, guilt, shame and grief are not unusual but that each victim/survivor’s situation is unique.
4. Be alert to any signs of potentially harmful responses and follow through with assessment of risk, parent contact and referral information.  
Collaborate with site team.
5. Keep conversations focused on the victim/survivor. Avoid “telling your story.”

### Helpful Hints:

1. Open discussions with words such as “I am sorry that this tragedy happened to you.”
2. Ask survivors to describe the event.
3. Ask survivors to describe where they were and what they were doing when they first heard/saw the event.
4. Ask survivors to describe their reactions and responses at the time of the event and during the time since the event.

## SAFETY AND SECURITY

SAFETY is an issue for victim's who survive. Providing for their safety involves:

1. Assure physical safety
  - A. Assess medical needs.
  - B. Is the victim, their family, friends or neighbors in any danger?
  - C. Assess victims at risk for suicide.
  - D. Is there a safe place where victims and their loved ones can stay until the crisis passes?
2. Assure the victim's connection with caregivers
  - A. Assess the support system for victim.
  - B. When appropriate, have groups of survivors meet and talk.
  - C. Provide information on community services and resources.

Individuals who have survived the death of a loved one are not often concerned about their own safety. But they do need to be given a sense of SECURITY. Survivors may suffer feelings of helplessness and powerlessness. They need to feel taken care of. Providing for victim security involves:

1. Provide privacy for expression of emotions.
2. Ensure confidentiality.
3. Reassure survivors their reactions are acceptable and not uncommon.
4. Help survivors begin to take control of the events going on around them.

### Helpful Hints:

1. Make sure the victim/survivor feels safe/secure when you talk with them.
2. Respond to need for nurturing – but be wary of becoming a rescuer.
3. Help the victim/survivor identify and contact loved ones who they trust and who will be there for them.
4. Help victim/survivor solve immediate problems.
5. Help the victim/survivor re-establish a sense of control over small things, then larger, in their lives.

## PREDICTION AND PREPARATION

One of the most important concerns of survivors is "What is going to happen next?"

1. Assist survivors in PREDICTING the practical issues that will face them in the aftermath. Provide concrete information.
  - A. If a crime has been the cause of the disaster, victims may become involved in the criminal justice system as witnesses. Many events result in civil litigation. In either case, predict the long haul.
  - B. Often survivors are not aware that they must identify loved ones who have died or they are not prepared to deal with funeral arrangements or notification of relatives. These issues should be addressed as quickly as possible.
  - C. Survivors should be counseled on media issues. Sometimes media coverage can cause a great deal of distress for victims and survivors.
2. Assist survivors to predict possible emotional reactions.
  - A. Help survivors to describe the emotions of the crisis reaction and grief reaction.
  - B. Stress reactions that might occur in the family should be addressed. It is not uncommon for parents to underestimate the effects of a crisis on children. Provide appropriate parent handouts.
  - C. Certain things can trigger physical and emotional response after a tragedy, such as birthdays, holidays, anniversaries, even sights and sounds.
3. Assist survivors to PREPARE AND PLAN for the issues raised above.
  - A. Provide survivors with as much information as they want. If they ask and you do not know, find out and follow through. Do not make promises you can't keep.
  - B. Provide survivors with referral to additional resources for counseling, advocacy or assistance from school or community resources.

### Helpful Hints:

1. Remind survivors to focus on living one day at a time.
2. Encourage survivors to talk and write about the event.
3. Suggest and assist survivor to establish a daily routine.
4. Help survivors plan time for memories and appropriate memorials.
5. For some survivors, finding a buddy who can support them during times when they confront practical problems (like getting to school on time) is helpful.

Useful Phrases:

1. "I am sorry this tragedy happened to you."
2. "I'm glad you are here talking with me now."
3. "This wasn't your fault." (When this is clearly so)
4. "Your reactions are not an uncommon response to such an event."
5. "It must have been upsetting to see (hear, feel, smell) that."
6. "I can't imagine how terrible this must be for you."
7. "You are not going crazy."
8. "Things may never be the same, but they can get better and you can get better."
9. "If you can't tell me what happened to you, try to tell me what has been happening to your family or friends."



## DEBRIEFING

### ELEMENTARY SCHOOL ACTIVITIES

#### Play Reenactments:

For the younger children, availability of toys that encourage play reenactment of their experience and observations during the traumatic event can be helpful in integrating these experiences. Toys might include ambulances, dump trucks, fire trucks, building blocks, and dolls.

#### Puppets:

Play with puppets can be effective in reducing inhibitions and encourage children to talk about their feelings and thoughts. Children will often respond more freely to a puppet asking about what happened than to an adult asking the questions directly. Help encourage the children to develop skits or puppet shows about what happened in the event. Encourage them to include anything positive about the experience as well as those aspects that were frightening or disconcerting.

#### Art and Discussion Groups:

Do a group mural on butcher paper with topics such as "What happened in your neighborhood (school name or home) when \_\_\_\_\_?" This is recommended for small groups with discussion afterward, facilitated by an adult. This type of activity can help them feel less isolated with their fears and provide the opportunity to vent feelings. Have the children draw individual pictures and then talk about them in small groups. It is important in the group discussion to end on a positive note, (e.g., a feeling of mastery or preparedness, noting that the community or family pulled together to deal with the crisis) in addition to providing the opportunity to talk about their feelings about what took place.

#### Share Your Own Experience:

Stimulate group discussion about disaster experiences by sharing your own feelings, fears, or experiences. It is very important to legitimize feelings to help feel less isolated.

#### Disaster Plans:

Have the children brainstorm on their own classroom or family disaster plan. What would they do if they had to evacuate? How would they contact parents? How should the family be prepared? How could they help the family?

#### Reading:

Read aloud, or have the children read, stories or books that talk about children or families dealing with stressful situations, pulling together during times of hardship, etc.

#### Creative Writing or Discussion Topics:

In a discussion or writing assignment, have the children make up a "happy ending" to a traumatic event/disaster. Have the children make up a disaster in which their

favorite super-heroes “save the day.” Have the children describe in detail a very scary intense moment in time and a very happy moment. Create a group story, recorded by the teacher, about a dog or cat that was in an earthquake, flood, etc. What happened to him? What did he do? How did he feel? You can help the students by providing connective elements; emphasize creative problem solving and positive resolution.

Playacting:

In small groups, play the game, “If you were an animal, what would you be?” You might adapt discussion questions such as “if you were that animal, what would you do when \_\_\_\_\_?” Have the children take turns acting out an emotion in front of the class (without talking) and have the rest of the class guess what the feeling is and why he/she might have that feeling (good as well as “bad” feelings).

Other Disasters:

Have the children bring in newspaper clippings on disasters that have happened in other parts of the world. Ask the students how they imagine the survivors might have felt or what they might have experienced. “Have you ever had a similar experience or feeling?”

Tension Breakers:

A good tension breaker when the children are restless is the “co-listening” exercise. Have the children quickly pair up with a partner. Child #1 takes a turn at talking about anything he/she wants to while child #2 simply listens. After three minutes, they switch roles and #2 talks while #1 listens. When the children are anxious and restless, any activities that involve large muscle movements are helpful. You might try doing your own version of jazzercise (doing exercise to music) like skipping, jumping, etc.

*Source:* Los Angeles Unified School District: Student Support Services.

## DEBRIEFING

### JUNIOR HIGH ACTIVITIES

Classroom activities that relate the traumatic event to course study can be a good way to help students integrate their experiences and observations while providing specific learning experiences. In implementing the following suggestions (or ideas of your own), IT IS IMPORTANT TO ALLOW TIME FOR THE STUDENTS TO DISCUSS FEELINGS THAT ARE STIMULATED BY THE PROJECTS OR ISSUES COVERED.

#### Home Room Class:

Group discussion of their experiences of the event is particularly important among adolescents. They need the opportunity to vent as well as to normalize the extreme emotions that may have come up for them. A good way to stimulate such a discussion is for the teacher to share his/her own reactions to the event. The students may need considerable reassurance that even extreme emotions and "crazy thoughts" are normal in a traumatic event/disaster. It is important to end such discussions on a positive note (e.g., what heroic acts were observed, etc.). Break the class into small groups and have them develop a disaster plan for their home, school or community. This can be helpful in regaining a sense of mastery and security as well as having practical merit. The small groups then share their plans in a discussion with the entire class. Conduct a class discussion and/or support a class project on how the students might help the community recovery effort. It is important to help them develop concrete and realistic ways they might be of assistance. Community involvement can help overcome the feelings of helplessness and frustration and deal with "survivor's guilt" and common reactions in disaster situations. Have a home safety or preparedness quiz. What would you do under certain circumstances (e.g., found a hurt child, no water, no electricity, an earthquake hit the area, etc.). Talk about what is necessary to survive in the wilderness. How does this knowledge apply to a community following a disaster? Encourage students who have had first aid training to demonstrate basic techniques to the class.

#### Science:

Do special projects on stress, physiological response to stress, and how to deal with it.

#### Creative Writing:

Ask the students to write about an intense moment that they remember very clearly (not a day or an hour but a short period of time lasting no more than three minutes). Make up a funny disaster. Pretend you are a "super-person" and have the opportunity to save the world from a terrible calamity. Write a story about a person who is in a disaster and give it a happy ending.

#### Literature or Reading:

Have the students read a story or novel about young people or families who have experienced hardship or disaster. Have a follow-up discussion on how they might react if they were the character in the story.

### Psychology Class:

Initiate a discussion on how course content might apply to the stress reactions they observed during and following a traumatic event. Discuss posttraumatic stress syndrome. Have a guest speaker from community mental health or a therapist involved in counseling flood victims speak to the class.

### Peer Counseling:

Provide special information on common responses to traumatic events. Use structured exercises utilizing skills they are learning in class to help each other integrate their experiences. Point out that victims need to repeat their stories many times. They can help family and friends affected by the event by using the listening skills they are developing in class.

### Health Class:

Discuss emotional reactions to the event and the importance of taking care of one's own emotional well being. Discuss health hazards in a disaster, (e.g., water contamination, food that may have gone bad due to lack of refrigeration). Discuss health precautions and safety measures. A guest speaker from public health and/or mental health might be invited to the class. Invite someone from the fire department to talk to the class about home safety.

### Art Class:

Have the students portray their experiences or observations of the event in various art media. Have the students to a group project, such a mural, showing the community recovery efforts following a disaster.

### Speech/Drama:

Have the students portray the catastrophic emotions that come up in response to a traumatic event. Have the student develop a skit about some aspect of the event.

### Math Class:

Have the class solve mathematical problems related to the impact of the event.

### Social Studies/Government:

Study governmental agencies responsible for aid to victims. How do they work? How effective are they? Write letters or petitions to local or federal agencies responsible for changing the way disasters are handled. Discuss the political implications of the event within a community.

### History Class:

Introduce historical events/disasters. Discuss how the victims/survivors of these events might have felt. Have the students bring in newspaper clippings on current events on other parts of the world. What kinds of experiences might the victims have had? Have you experienced anything similar?

*Source:* Los Angeles Unified School District: Student Support Services.

Earthquakes are unpredictable events of nature. They may be slight tremors, which are hardly felt by anyone, or great events of destruction, which can cause the death of hundreds of people. As a result of the potential threat that this natural event has on the lives of people across the world it is most important that we are prepared to survive during this unpredictable event.

Schools house up to hundreds of students each day and, as such, the threat of an earthquake is very great. It is most important that schools undertake regular earthquake drills, which will help to familiarize both students and staff to the ways in which to survive during an earthquake. The following are the recognized procedures by which an earthquake drill is planned and undertaken in schools.

## **STEPS IN PLANNING AN EARTHQUAKE DRILL**

There are six (6) recognized components of an earthquake drill. These are:

### *1. The alarm phase*

During this phase students and staff are alerted by a loud warning device, most likely the school bell. This must be a pre-arranged signal known by all so that the response will be immediate.

### *2. The response phase*

In this phase everyone should head for cover - students should get under their desks, tables, chairs or under the door jamb. They should make sure to move away from windows, glass or light fixtures, which pose a serious threat to the student if it should break or get loose. If there is no cover available then the student should crouch and try to protect his/her head.

### *3. The evacuation phase*

After remaining in each respective safe-place until the shaking stops, students and teachers should then evacuate the school building(s). The evacuation proceeds through pre-determined safe

routes and the evacuees should then gather outside in a safe area, away from buildings. For instance, this safe area can be the playfield, the netball court or the basketball court, once the area is away from buildings, trees and even poles. This safe area is called the assembly point.

#### *4. The assembly phase*

At the assembly point the evacuees must be grouped in order. For example, classes are grouped together and even further grouped in alphabetical order or in order as they appear in their respective classrooms.

#### *5. The head count phase - otherwise called the roll call phase.*

During the head count phase teachers determine if everyone is present. This can be done by calling from the register the names of students and ticking off those present. In the event of a real earthquake, a search and rescue team would have to be dispatched to look for those who are missing.

#### *6. The evaluation.*

After the head count there should be an evaluation, where the school identifies the snags in the drill, problem areas or potential problem areas and then can further aim to rectify these problems for a future earthquake drill.

Once these steps are taken in planning an earthquake drill then students and school staff will be more prepared for the unpredictable strike of an earthquake and loss to life and limb will be lessened.

## **XV. Pupil Suspension and Expulsion**

The School complies with Education Code Section 47605(c)(5)(j) regarding student suspension, expulsion, and involuntary removal. All students at Trillium are expected to abide by a code of conduct that supports personal responsibility, positive choices, and harmony within the school community.

All behavioral expectations are ultimately guided by the Trillium Values, and by following these basic principles all students are given equal opportunities to willingly participate in campus activities.

Appropriate restrictions will occur as the natural consequence of poor choices or unacceptable actions. All consequences are designed to demonstrate both *why* a behavior is unacceptable and *how* it can be improved in the future. Students will be invited to take part in the forming of class rules at the start of each term; however, these rules cannot substitute or supersede established school guidelines.

The Trillium staff follows a consistent pattern of **Remind, Redirect, Refer** for all students needing behavioral intervention. Repeated need for reminders is acceptable as long as the behavior shows improvement.

### **Behavior Interventions**

Refusal to be redirected will automatically result in a referral and move the student to the next level of intervention as follows:

- 1) Reminder
- 2) Redirection
- 3) Conflict Resolution
- 4) Referral to Teacher
- 5) Referral to Administrator
- 6) Notice to parent
- 7) Request for parent conference
- 8) Behavior Contracts
- 9) Community Service or In-School Suspension
- 10) Suspension
- 11) Expulsion

Not all students will experience behavior interventions in this exact order.

The Trillium Staff reserves the right to manage behavior interventions in a discretionary manner for the most successful outcome with both the individual student and the school community in mind.

### **School Suspension**

It is not possible to designate specific rules covering every possible situation that students may encounter. Common courtesy and sensitivity to the rights and responsibilities of others will properly guide students through most situations, however, it should be clearly understood that all students are held accountable for their actions.

A detailed list of grounds for suspension and expulsion can be found in CA Ed. Code section 48900-48925. Behavioral guidelines are in effect at all school related activities, including traveling to and from school, fieldtrips, and school sponsored events both on and off campus.

**Procedures for Suspension:** A comprehensive set of disciplinary policies is essential to ensure a safe and effective educational environment.

Trillium Charter School will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process. In a situation where a student's conduct has warranted suspension, the following procedures would be utilized:

1. The administrator or administrator designee may carry out disciplinary procedures involving suspension.
2. A teacher may suspend a pupil from his/her classroom for the day or part of the day (on-campus suspension). In these cases, the pupil may be sent to a "designated classroom" or the office. Appropriate work should be assigned. If supervision is unavailable, the parents will be required to pick up their child.
3. Parents/guardians of students with multiple violations resulting in suspension will be required to participate in a student study team meeting to develop a behavior management plan for their student.
4. Ongoing assessment of behavior plans, student records, and classroom performance will be used to monitor the success of students with multiple suspensions. Students with suspensions exceeding ten will be formally reviewed and considered for expulsion.

#### **Grounds for suspension or expulsion:**

Any student, including a student with a disability, may be subject to mandatory or discretionary suspension or expulsion when it is determined that he/she caused, attempted to cause or participated in infractions listed in CA Education Codes and school policies.

Students may be suspended for a first time offense if the administrator deems the student presents a danger to persons or property or threatens to prevent instruction.

#### **Procedures for Suspension and Expulsion:**

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the administrator with the student, and parent/guardian if necessary. At the conference the reasons for the disciplinary action and



supporting evidence will be discussed. The student will be given the opportunity to present his/her version and evidence in his/her defense. The conference may be omitted if the administrator determines that an emergency situation exists, or if the student's behavior poses a clear and present danger to the lives, safety or health of students, school personnel, or themselves.

2. **Notice to Parents/Guardians:** At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone. It will be followed up with timely written notification, which will state the specific offense committed by the student. The notification will specify the exact date the student is expected to return to school. In addition, the notice may also request a meeting with the parent/guardian.
3. **Length of Suspension:** The length of suspension may not exceed five (5) consecutive school days or 20 total days within one school year unless an administrative recommendation has been made and agreed to by the student's parent/guardian. All arrangements will be made to provide the student with classroom material and assignments to be completed and returned upon the completion of suspension.
4. **Appeal of Suspension:** The parent/guardian of a suspended student may appeal the suspension decision directly to the administrator or Steering Committee. Any appeal will be expeditiously reviewed. Suspensions of 10 days or more will include a hearing overseen by a neutral third party, at which time information may be presented on the student's behalf, and questioning of any witnesses will be permitted. Parents have the right to seek legal counsel or bring in an advocate. If the administrator or Committee determines that the student has not violated one of the rules in the California Education Codes or agreed upon behavioral guidelines or believes that extenuating circumstances should mitigate the consequences of such action, then the suspension decision may be modified.
5. **Homework Assignments During Suspension:** In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Trillium's staff reserves the right to administer appropriate, alternative consequences for offenses that could warrant suspension if circumstances deem alternative action a more suitable consequence,

such as in-school suspension or community service. All suspensions will be reported in writing to the student's parents /guardians, and the Pacific Union School District superintendent.

**Recommendation for Expulsion:** Students will be recommended for expulsion if the administrator confirms that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
- The number of suspensions totals 20 in one school year

Students will not be involuntarily disenrolled, dismissed, transferred, or terminated without written notice of this intent provided to parents/guardians at least five school days before the effective date of removal. This applies to non-disciplinary actions.

The parents of a student recommended for expulsion are entitled to initiate hearing proceedings in order to determine whether the student should be expelled. The hearing will be presided over by the Steering Committee or an administrative panel appointed by the Committee. To ensure an unbiased process, such a panel could include teachers or administrators from outside the charter school.

This notice would include:

- The date, place and time of the hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of Trillium Charter School's disciplinary rules related to the alleged violation
- The California Education Code specific to the infraction
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

The administrator or designee, following a decision to expel, shall send written notice of the decision to expel to the student's parent/guardian, district of residence, and the County Office of Education. This notice shall include the following:

- The student's name and date of expulsion
- The specific offense committed by the student
- Notice of the parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Trillium Charter School

In the event of a decision to expel a student from Trillium Charter School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate placement of the student.

**Appeal of Expulsion:** A request for appeal of expulsion must be received within five (5) working days after the written notice is received by the parent/guardian. The student is considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the request for appeal is received by the administrator, and must be attended by parent(s)/guardian(s). In the case of expulsion a fair and impartial panel of representatives appointed by the Steering Committee will hear the appeal, and its decision will be final.

### **Suspension/Expulsion of Students with Exceptional Needs:**

**Suspension:** Special education students are subject to suspension on the same grounds as general education students provided that suspension is not considered a change of placement as deemed by the student's IEP team and/or state and federal law. Special education students may be suspended if he/she poses an immediate threat to the safety of himself or herself or others.

1. Suspension will be imposed only when other means of correction fail to bring about proper conduct.
2. If suspensions total more than 10 days in one school year, a Manifestation Determination will be held to determine if the behavior is a result of the disability. The student's educational services will also be reviewed.
3. A Manifestation Determination Review shall be held for students with disabilities in accordance with Special Education regulations.

**Expulsion:** Students with disabilities are subject to expulsion only if all of the following conditions are met:

1. The IEP team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
2. The team determines that the student had been appropriately placed at the time that the misconduct occurred and services have been fully in place.

### **Emergency Intervention: Local Agency Phone Numbers:**

- Emergency: Call “911” from the Landline Phone
- Arcata Fire Department: 707-825-2000
- Arcata Police to report a crime/officer response: 707-822-2424
- APD general phone number (non-emergency): 707-822-2428
- Child Welfare Services Humboldt: 707-388-6600 (M-F 8a-5p)
- CWS 24hr Hotline to Report Abuse: 707-445-6180
- Coast Guard Emergency (24/7): 707-839-6113
- Coast Guard (non-emergency): 707-839-6103
- Humboldt County Sheriff’s Office: 707-445-7251
- Humboldt County Sheriff Anonymous Tip Line: 707-268-2539
- Humboldt Housing & Homeless Coalition: Call “211” from landline or visit [211humboldt.org](http://211humboldt.org)
- Highway Patrol: 707-822-5981
- Mad River Hospital: 707-822-3621
- PG&E: 1-800-743-5000
- Poison Control: 1-800-222-1222
- Public Health: 1-855-707-9355 or 707-445-6200
- Red Cross: 707-832-5480

### **Crisis Information:**

- Active Shooter: dial 9-1-1
- Bomb Disposal Unit: 707-445-7251
- County Roads + Emergency Info: 707-445-7421
- Earthquake Info: 707-269-6020
- Highway Conditions: 1-800-427-7623
- National Weather: 707-442-6484
- Tsunami Info: [www.tsunami.gov](http://www.tsunami.gov)

\*\*For all Fire, Medical, or Police Emergencies CALL 9-1-1 first, then immediately alert the Administrator and/or Office Manager, and all staff members on duty at the facility.

If necessary, follow applicable evacuation or sheltering procedures. If leaving campus take student emergency cards and your phone to the arranged meeting place.

## **PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT**

### **RULES AND PROCEDURES ON SCHOOL DISCIPLINE**

#### **PHILOSOPHY OF DISCIPLINE**

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.

Additionally, the school staff recognizes that the middle school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences.

#### **ELEMENTS OF A GOOD DISCIPLINE PROGRAM**

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and District policies.
6. The program recognizes the responsibilities and the rights of students and staff.

7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
  - A. by all staff members at all times.
  - B. strictly, but not rigidly (beware of "automatics").
  - C. in substantial part by adult modeling.
  - D. using techniques that promote the growth of positive self-esteem.
  - E. as close to the source as is possible.
  - F. by keeping parents informed.
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

### **PRINCIPAL'S STATEMENT TO EDMS STAFF**

#### **EXPECTATIONS IN DEVELOPING & MAINTAINING DISCIPLINE**

As Principal of our school, I will expect;

Each teacher to have a defined system of classroom management. A written description of this system, including representative examples of the progressive interventions you intend to employ, will be approved and filed by me. Whenever possible and appropriate, teachers are encouraged to use standards and systems that are consistent with other village/department members.

You can expect

Each administrator to assist and support you in every reasonable way in developing, implementing, and refining that system as needed.

I will expect

That when you refer a student for discipline:

1. The student has been made fully aware of classroom and school rules and knows what rules he/she has violated.
2. Teachers within a village will discuss any continuing behavior problems and schedule a team conference with the student and parents when appropriate.

ICOE-SWB-School Emergency Response Grant Comprehensive Safety Plan Template  
Developed February 2005

3. That information will be provided on the referral regarding previous actions you have taken regarding this specific issue.
4. You have exhausted the interventions at your disposal (i.e., you have done everything you can do) and you have followed the guidelines established by the administration and staff on what constitutes an appropriate behavior referral.
5. The behavior was so serious or so blatant as to make immediate removal from the classroom necessary.
6. The written referral will be explicit in stating the offense(s).
7. You will send the student out of class with a referral only if his/her continued presence in the class would disrupt or prevent teaching and/or learning.
8. If necessary, the referral will be delivered to the office at a time convenient to the staff member so that the issue may be handled most efficiently, causing a minimum of lost class time.

You can expect

1. Each administrator to support your position in every reasonable way.
2. A response time on your referral of one, or at most, two days.
3. The availability of an administrator to discuss unresolved referrals after school on any given day.
4. That the administrator will exercise independent judgment regarding disposition of referrals.

I will expect

1. That each teacher will go to the doorway of his/her classroom after each class period as often as possible and assume control of student behavior in the corridor.
2. That each staff member will hold students accountable for their behavior on the school grounds at all times.

You can expect

1. Administrator support, investigation, and follow-through as indicated.
2. A response to referrals from incidents outside the classroom to be the same as to those within.

[Enter Principals Name]  
Principal

## **WHAT TO DO WHEN PROBLEMS APPEAR**

Both behavioral and academic problems are present in some of our students. Teachers often ask for guidelines for dealing with these problems. Here they are:

1. Talk to the administrator assigned to your grade level.
2. Call parents at first sign of concern. Inform the parents of your observations, ask for their ideas, assistance, and support in serving the student. Keep a log of your calls.
3. If possible, talk privately to the student about your concerns.
4. Behavior concerns—look through students' CUM file. Any official suspensions will be in file, also look for teacher comments on report cards. Look for patterns of behavior. We use In-House Suspension whenever possible, as it is preferable to having students at home unattended—and it saves the district money. Serious infractions (fighting, threats, etc.) do result in official suspension. Unresponsive students can be moved to other schools or expelled.
5. Referrals—please remember if you write a student referral, you are required to call the parents. You are writing the referral and can answer the parents' questions firsthand. Administrators will also call parents, but we can only give secondhand information on the incident.
6. Academic Concerns—Again, look through student CUM. This will contain test scores, report cards, and a student history. You may want to ask the grade level administrator to schedule a Student Study Team (SST). This will involve a meeting with the student, parents, administrators, students' teachers, and perhaps the psychologist



The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Director or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Director or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans. Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and uniform complaint procedures.

Examples of Prohibited Conduct Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.

Bullying includes, but is not limited to, any act described in Education Code 48900(r). Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

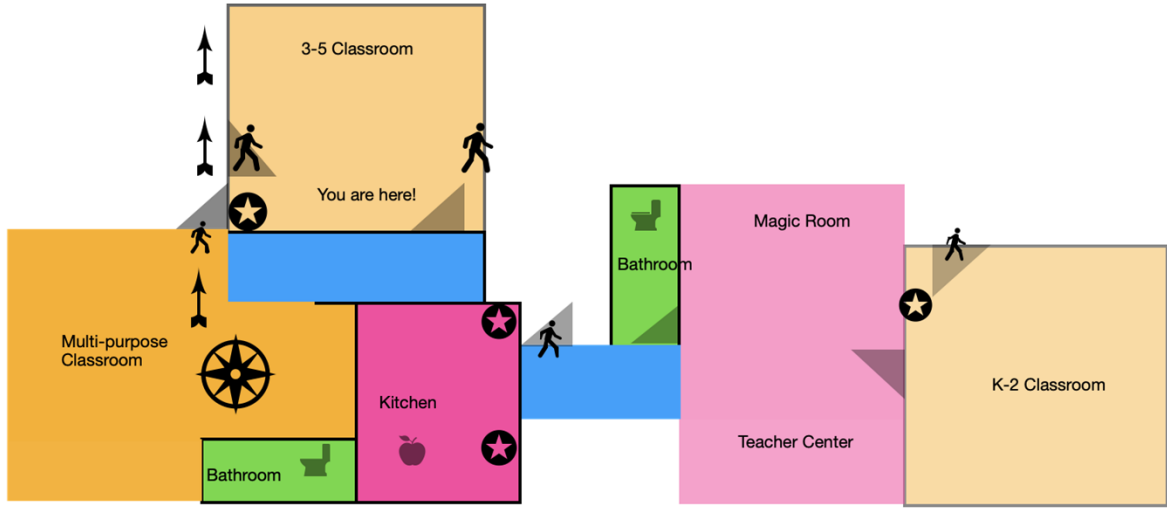
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Director or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

✓ Meeting place  
End of driveway  
Under Sign



★ = Fire extinguisher  
= Doorway  
= Exit

# Humboldt Bridges to Success Crisis Mental Health Services Referral

Email to: [hbtsreferralsnorth@co.humboldt.ca.us](mailto:hbtsreferralsnorth@co.humboldt.ca.us) & [albeec@eurekacityschools.org](mailto:albeec@eurekacityschools.org)  
(most responses within 24 hours)

For use by the following school districts: Arcata School District, Big Lagoon Union Elementary School District, Blue Lake Union Elementary School District, Fieldbrook Elementary School District, Green Point School District, Jacoby Creek School District, Maple Creek Elementary School District, McKinleyville Union School District, Northern Humboldt Union High School District, Orick Elementary School District, Pacific Union School District, Peninsula Union School District, Trinidad Union School District and Charters within the region.

**Requests requiring an immediate response call (707) 445-7715  
and request a clinician to respond to your school**

Date of Request: \_\_\_\_\_

Student's Last Name: \_\_\_\_\_ Student's First Name: \_\_\_\_\_

DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Interpretation Services Needed for Student or Family:  Yes  No

Language Spoken: \_\_\_\_\_ Medi-Cal # (if known): \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Has parent been notified of referral:  Yes  No (reason): \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

**Reason for referral:** (Please include any known services or interventions, past or present)

Current Medications (If known): \_\_\_\_\_

Student is:  Foster Care  Homeless  English Learning

**Referral Source:**

Name: \_\_\_\_\_ School Site: \_\_\_\_\_

Phone: \_\_\_\_\_ Administrator: \_\_\_\_\_

*Office Use:*

|                        |                   |                       |
|------------------------|-------------------|-----------------------|
| Clinician:             | Navigator:        | Family Support Coach: |
| Date of First Contact: | Return to Sender: |                       |

## HBTS Crisis Triage Referral Checklist

| Check if present | Students Current Behavior that supports referral to HBTS  |
|------------------|---|
|                  | <b>Thoughts of suicide:</b> verbally saying, writing or insinuating that they'd like to kill or hurt themselves, talking about death.                                       |
|                  | <b>Increased agitation:</b> verbal threats, violent behavior, destruction of community property, aggressive outbursts, increased impulsivity                                |
|                  | <b>Psychosis:</b> "out of touch" with reality, hears voices, sounds, or sees things that others cannot see or hear, is confused, has strange ideas, is paranoid/suspicious. |
|                  | <b>Unexplained physical symptoms:</b> Facial expressions look different, unusual movements, headaches, stomachaches, staying home sick often.                               |
|                  | <b>Isolation from school, family, and friends:</b> no interest in activities, stops seeing friends, stops doing HW, not attending school.                                   |
|                  | <b>Displays abusive behavior:</b> hurts others, is self-harming, dangerous use of alcohol or drugs.   |
|                  | <b>Inability to Cope with Daily Tasks:</b> not eating/eating too much, not sleeping/sleeping all day, is coming to school abnormally dirty/ungroomed.                       |
|                  | <b>Mood Swings or Changes in Regular Mood:</b> suddenly depressed/irritable/anxious, inability to stay still, rapidly shifting emotions, drastic change in regular mood.    |

| Check if present | Current Stressors Student is experiencing   |
|------------------|---|
|                  | <b>Changes to family structure:</b> caregivers separate/remarry, difficult transitions between two households.  |
|                  | <b>Loss of loved one:</b> family member, friend, pet, due separation, relocation, or death.   |
|                  | <b>Changes in peer relationships:</b> High stress transitions between peers groups, romantic partners, conflict/arguments with peers.                             |
|                  | <b>Strained family relationships:</b> Conflict or arguments with caregivers, siblings, removal from home, violence in the home.                                   |
|                  | <b>Academic Stress:</b> Worrying about or overwhelmed by homework, projects, tests or grades, struggling with work, radical change in work output or performance. |
|                  | <b>Negative Peer Interactions:</b> Youth is being bullied, feeling singled out by peers, or feelings of loneliness, recently embarrassed in a peer setting.       |
|                  | <b>School disciplinary actions:</b> Suspensions, detentions, SARB referral  |
|                  | <b>Cultural Stress:</b> Perceived or real discrimination, cultural disrespect or invalidation.  |
|                  | <b>Drug or Alcohol Use:</b> coming to school intoxicated, increased use, changes in pattern of use.   |
|                  | <b>Other:</b>   |

## Humboldt Bridges to Success

### Covid-19 Related Services Remote Communication Form

Due to the current COVID-19 nationwide public health emergency, some services are to be temporarily delivered via remote communications such as audio or video communication technology. Please speak with Humboldt Bridges to Success Co- Coordinators (Julie Beach and/or Carolyn Albee), if you have questions about service delivery in your region. Since this delivery of services differs from our typical face-to-face format, it is important that our families and students understand that some of these technologies may not fully comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA), but the technologies appear to be compliant with the Federal Educational Rights and Privacy Act (FERPA), which governs privacy of educational records.

This bulletin introduces the COVID-19 Related Services Remote Communication Form to be utilized with students during the COVID-19 nationwide public health emergency. This form provides staff with a script, along with yes/no questions that allow for the parent/guardian to provide verbal consent to Humboldt Bridges to Success (HBTS) related services during this unique time. Verbal consent is to be documented by selecting yes in the first two questions, filling in the parent's/guardian's name on the line where it says "enter name of parent/guardian." In order to begin providing related services, the form is to be dated and signed by the staff person gathering verbal consent.

Once verbal consent is obtained, the form is to be routed to Humboldt Bridges to Success regional email box and Carolyn Albee, as identified on the top of the referral form specific to your region.

Written consent will be gathered at the parent's/guardian's next face-to-face contact with HBTS staff. The form will be rerouted to the referral source.

Please be sure to document your efforts in obtaining consent (both verbally and in written format) on the referral form.

Humboldt Bridges to Success- Eureka Central Region  
Covid-19 Related Services Remote Communication Form

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

Due to the current COVID-19 nationwide public health emergency, services are temporarily being delivered via remote communications such as audio or video communication technology. Before discussing any services with you, I want to ensure you understand that, although we have made efforts to ensure that these technologies are private and operate in accordance with FERPA, some of these technologies are new to the providers and have not been fully tested. Some potential concerns include the use of a non-secured connection, meaning the typical privacy regulations and security protocols for information sharing are not in place.

Do you understand what this means? YES  NO

If you understand, are you ok with continuing our discussion? YES  NO

This is to confirm that [enter name of parent/guardian] \_\_\_\_\_ gives their verbal consent to Humboldt Bridges to Success (HBTS) staff and County of Humboldt Department of Health and Human Services Behavioral Health (DHHS-BH) related programs to communicate with them regarding their Personally Identifiable Information (Confidential Information) temporarily using remote communication technology, for example virtual means of communication such as FaceTime or Skype.

**I understand:**

- While using remote communication technology, HBTS staff will make sure to be in a confidential space and maintain confidentiality throughout the service. However, HBTS staff will not be able to ensure the security of remote communications.
- I may opt out of remote communication technology at any time in writing. Related Services Remote Communications during the COVID-19 nationwide public health emergency

## **Humboldt Bridges to Success**

### **COVID-19 Related Services Remote Communication Form**

- The student maintains his/her own privacy, and confirms that he/she can do so. The student will notify HBTS staff if he/she feels that he/she cannot maintain his/her own privacy.

**I understand the above statements and with my verbal consent, opt in to receive services via remote communication technology. This consent shall remain in effect until revoked in writing.**

**Verbal Consent given**

Date: \_\_\_\_\_ Staff Signature \_\_\_\_\_

**Written Consent [this section to be completed at the next face-to-face contact]**

Client Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## SYMPTOMS AND FIRST AID

### ELEMENTARY SCHOOL

#### Somatic Reactions:

- Headaches
- Complaints of visual or hearing problems
- Persistent itching and scratching
- Nausea
- Bowel or bladder problems
- Sleep disturbances, night terrors

#### Emotional and Behavioral Reactions:

- Inability to concentrate, drop in level of school achievement
- Irritability
- Aggressive behavior
- Disobedience
- Sadness over loss of possessions
- Regressive reactions (excessive need for adults attention, clinging, crying, whimpering)
- Resistance to going to school
- Preoccupation with own actions during event as they relate responsibility and guilt
- Retells and replays the event; distorts the event cognitively; obsessively details the event
- Concerned about own safety and safety of others, such as siblings
- Afraid of feelings (to cry, to be angry)
- Concerned for other victims and their families

#### Suggested First Aid:

- Reassure the child with realistic information.
- Permit acting out the experience; acknowledge the normalcy of the feelings.
- Temporarily lessen expectations of optimum performance in school and at home.
- Encourage verbal expression of thoughts and feelings about the crisis and any associated loss.
- Allow unstructured art or writing projects.
- Provide structured, but not demanding, chores and responsibilities.
- Encourage physical activity.
- Give older children useful tasks to perform.
- Encourage constructive activities on behalf of the injured or deceased.
- Contact parents/guardians.

## SYMPTOMS AND FIRST AID

### JUNIOR HIGH SCHOOL

#### Somatic Reactions:

- Headaches
- Vague complaints of pains
- Overeating or loss of appetite
- Bowel irregularities
- Sleep disturbances, nightmares, night terrors

#### Emotional and Behavioral Reactions:

- Antisocial behavior: aggression, rebellion, withdrawal, seeking attention
- Use of alcohol, drugs, sexual acting out
- Sibling rivalry
- Drop in school performance
- Sadness, depression, apathy
- Guilt about survival
- Self-conscious about fears and sadness
- Enters prematurely into adulthood (leaves school gets married)

#### Suggested First Aid:

- Provide the young person with reassurance that his or her feelings and fears are normal.
- Encourage group discussion about the crisis.
- Initiate resumption of routine activities.
- Discuss the relationship between acting out and the impact of the crisis.
- Rehearse safety measures to be taken in future disasters.
- Encourage physical activity.
- Encourage the young person to take part in home or community recovery efforts.
- Encourage unstructured art or writing projects.
- Contact parents/guardian.

**PARENTS: WAYS TO HELP YOUR  
TRAUMATIZED CHILD**

- Pay more attention, spend more time, be more nurturing and comforting.
- Do not be surprised by any significant changes in behavior or personality.
- Let them know where you are going, when you will be back. Call if out for a long time and reassure.
- Let them tell their story. Listen and normalize reactions they are having.
- Help them to understand that defiance, aggression, and risk behavior is a way to avoid feeling the pain, the hurt, and the terror they experienced.
- Collaborate with the school support services.
- Tolerate regressive behaviors such as nail biting, thumb sucking, night light needs.
- Help them to understand relationships between their anger and their trauma and find safe ways to express (drawing, exercise, talking).
- Share your own trauma or frightening experiences.
- Emphasize if they are feeling guilt/shame that they did not choose for this to happen and they are not responsible.

William Steele: *Kids on the Inside Looking Out After Loss*. (1994) *Institute for Trauma & Loss in Children*

## **BEHAVIORS SUGGESTING THE NEED FOR A MENTAL HEALTH REFERRAL**

### **Alertness and Awareness:**

Consider referral to a mental health agency if the client:

- Is unable to give own name or names of people with whom he/she is living.
- Cannot give date or state where he/she is or tell what he/she does.
- Cannot recall events of the past 24 hours.
- Complains of memory gaps.

### **Actions:**

Consider referral if client:

- Is depressed and shows agitation, restlessness, and paces.
- Is apathetic, immobile, unable to arouse self to movement.
- Is incontinent.
- Mutilates self.
- Uses alcohol or drugs excessively.
- Is unable to care for self (e.g., doesn't eat, drink, bathe, or change clothes).
- Repeats ritualistic acts.

### **Speech:**

Consider referral if the client:

- Hallucinates (hears voices, sees visions, or has unverified bodily sensations).
- States his/her body feels unreal and he/she fears he/she is losing his/her mind.
- Is excessively preoccupied with one idea or thought.
- Has the delusion that someone or something is out to get him/her and their family.
- Is afraid he/she will kill self or another.
- Is unable to make simple decisions or carry out everyday functions.
- Shows extreme pressure of speech --- talk overflows.

### **Emotions:**

Consider referral if the client:

- Is excessively flat, unable to be aroused, completely withdrawn.
- Is excessively emotional and shows inappropriate emotional reactions.

*Source:* Brock, S.E., Sandoval, J., & Lewis, S. (2001). Preparing for crisis in the schools: A manual for building school crisis response teams. (2<sup>nd</sup> ed.). New York: Wiley. Adapted from "Training manual for human service workers in major disasters," by Institute for the Study of Destructive Behaviors and Los Angeles Suicide Prevention Center, 1978, pp.18-19. Rockville, MD: National Institute of Mental Health.

## HANDLING A CLASS AFTER A STUDENT DIES

Nearly every teacher involved with a death in the classroom or in the school community needs help in handling his or her class. The following strategies, which involve many sharing experiences, will help:

1. Don't be impassive about a student's death. Share reactions with the class.
2. Let the children talk and write about their feelings
3. Listen to whatever students have to say. Never shut off discussion.
4. Make sure the class knows the details of the student's illness. Especially for younger children, separate the illness of the child who dies from any medical problems his or her classmates experience.
5. Never tell young children, "God took Sally away because He loves her," because children will wonder if it's a good idea to be loved by God. Likewise, don't say, "Sally went to sleep;" you may create a class of insomniacs.
6. Don't force a "regular day" upon grieving students, but at the same time, don't allow the class to be totally unstructured. Offer choices of activities such as letters, journals, and discussions.
7. Ask the students to write personal sympathy notes either to the parents or to a student who has suffered loss. Give an address for these notes or offer to deliver them yourself.
8. Older students may want to plan more concrete expressions of concern. Allow them to arrange a schedule for making food such as casseroles and desserts. Help them raise money for a memorial scholarship fund, medical research donations or a cause especially commemorative of the dead student through functions such as car washes, dances or basketball games.
9. Make sure that visitation times are well publicized, perhaps with a tactful lesson on funeral etiquette.
10. Explain how students should treat a bereaved student who is returning to school. Emphasize that trying to avoid or being overly solicitous to the student will not help. Point out the need to resume normal relationships.
11. Remember that your class may remain quiet and depressed for some time afterward (perhaps even a month), and that some students may begin to act out noisily and physically as a way of affirming that they are still alive.

# SUICIDE PREVENTION

## WARNING SIGNS

**Threats:** Threats may be direct (“I want to die.” “I am going to kill myself.”) or, unfortunately, indirect (“The world would be better without me”, “Nobody will miss me anyways”). In adolescence, indirect clues could be offered through joking or through references in school assignments, particularly creative writing or art pieces. In concrete and pre-operational children, indirect clues may come in the form of acting-out, violent behavior often accompanied by suicidal/homicidal threats.

**Plan/method/access:** Suicidal thoughts must be distinguished from actual planning (Beebe, 1975). The greater the planning, the greater the potential (Ramsey et al., 1996). In evaluating the suicidal potential of a student, the lethal potential and availability of the means and the level of sophistication of the plan (including the developmental level of the interviewee) must be taken into account (Davis & Brock, in press). Familiar themes for children include running into traffic; jumping from high places; cutting/scratching/markings the body.

**Previous attempts:** Adolescent attempters are at increased risk for a variety of negative outcomes, including repeat attempts, psychiatric symptoms and academic, social, and behavior problems (Shaffer & Piacentini, 1994). 15% of individuals with a history of one or more suicide attempts will go on to kill themselves (Maris, 1992).

**Final arrangements:** This behavior may take many forms. In adolescents, it might be giving away prized possessions (e.g., jewelry, clothing, journal). It seems likely that pre-operational elementary children lack the cognitive skills necessary to plan for making final arrangements.

**Depression:** When symptoms of depression include pervasive thoughts of helplessness and hopelessness, a child or adolescent is conceivably at greater risk for suicide.

**Sudden changes:** In behavior, friends, or personality.

## SUICIDE PREVENTION

### DOs AND DON'Ts RELATED TO SUICIDAL THREATS

as presented in

Jones, M. & Paterson, L. (1992). Preventing Chaos in Times of Crisis: A Guide for School Administrators. Rockville, MD: Alcohol, Drug Abuse, and Mental Health Administration.

#### DO

- LISTEN** to what the student is saying and take his-her suicidal threat seriously. Many times a student may be looking for just that assurance.
- OBSERVE** the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.
- ASK** whether the student is really thinking about suicide. If the answer is "yes", ask how s/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.
- GET HELP** Never attempt to handle a potential suicide by yourself.
- STAY** with the student. Take the student to a source of help and stay with that student for awhile. The student has placed trust in you, so you must help transfer that trust to the other person.

#### DON'T

- DON'T** leave the student alone for even a minute.
- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicidal threat. The student may already feel rejected and unnoticed, and you should not add to that burden.
- DON'T** let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.
- DON'T** take too much upon yourself. Your responsibility to the student in crisis is limited to listening, being supportive, and getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.

## SUICIDE PREVENTION

### BROCK AND SANDOVAL'S (1996) STUDENT INTERVIEW MODEL

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#### **Engagement**

- It seems things haven't been going well for you lately. Your parents/teachers have said \_\_\_\_\_. Most teens would find that upsetting.
- Have you felt upset, maybe had some sad or angry feelings you have trouble talking about? Maybe I could help talk about these feelings and thoughts?
- Do you feel like things can get better, or are you worried things will just stay the same or get worse?
- Are you feeling unhappy most of the time?

#### **Identification**

- Other teenagers/children I've talked to have said that when

they feel sad and/or angry, they thought for a while that things would be better if they were dead. Have you ever thought that?

- Is this a feeling of unhappiness so strong that sometimes you wish you were dead?
- Do you sometimes feel that you want to take your own life?
- How often have you had these thoughts?

#### **Inquiry**

- What has made you feel so awful?
- What problems have led you to think this way?
- How do you think your father and mother feel? What do you

Note: From Brock, S.E., & Sandoval, J. (1996). Suicidal ideation and behaviors. In G. G. Bear, K. M. Minke, and A. Thomas (Eds.), Children's needs II: Development, problems and alternatives (pp.361-374). Bethesda, MD: National Association of School Psychologists.



think will happen to them if you were dead?

- What do you think it would feel like to be dead?

#### **Assessment Current Suicide Plan**

- Have you thought about how you would make yourself die?
- Do you have a plan?
- Do you have the means with you now, at school, or at home?
- Where are you planning to kill yourself?
- Have you written a note?
- Have you put things in order?

#### **Prior Behavior**

- Has anyone that you know of killed or attempted to kill himself or herself? Do you know why?
- Have you ever threatened to kill yourself before? When? What stopped you?

- Have you ever tried to kill yourself before? How did you attempt to do so?

#### **Resources**

- Is there anyone or anything that would stop you?
- Is there someone whom you can talk to about these feelings?
- Have you or can you talk to your family or friends about your feelings of suicide?

#### **Summary**

- Use a suicide risk assessment worksheet (e.g., Poland, 1989) to summarize the information gained during the interview(s).

Note: From Brock, S.E., & Sandoval, J. (1996). Suicidal ideation and behaviors. In G. G. Bear, K. M. Minke, and A. Thomas (Eds.), Children's needs II: Development, problems and alternatives (pp.361-374). Bethesda, MD: National Association of School Psychologists.

# SUICIDE PREVENTION

## SAMPLE NO-SUICIDE CONTRACT

I \_\_\_\_\_ agree not to harm myself.

If I am having thoughts of harming myself or committing suicide, I will do the following until I receive help:

- Get assistance from an adult.
- Call the Crisis Hotline at \_\_\_\_\_.
- Call the school psychologist/counselor at \_\_\_\_\_.

I understand the contract that I am signing and agree to abide by it.

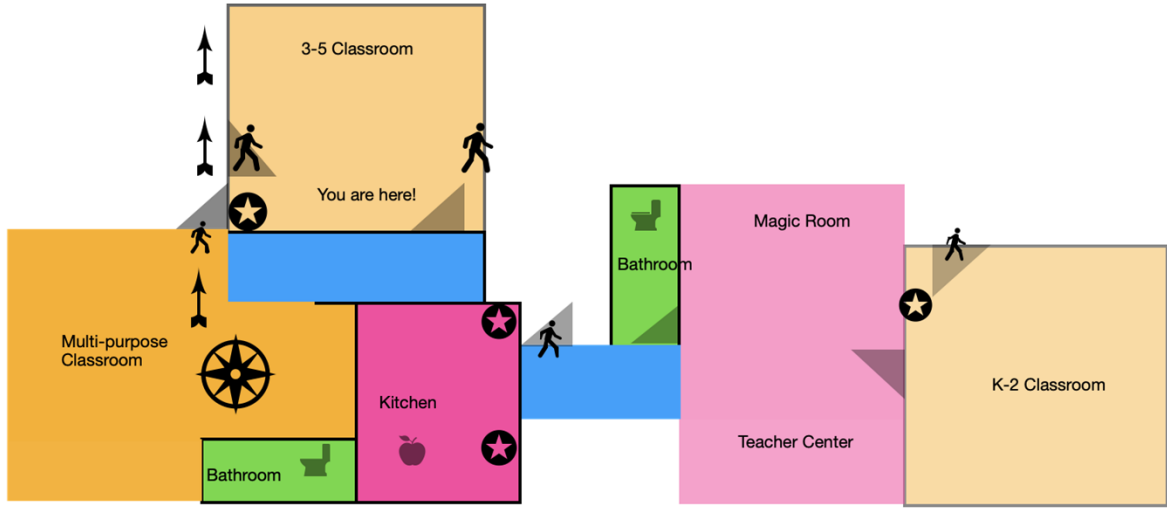
\_\_\_\_\_ (Student signature)

\_\_\_\_\_ (School Psychologist signature)

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Note: From Poland, S. (1995). Best Practices in Suicide Intervention. In Thomas, A. & Grimes, J. (Eds.) Best Practices in School Psychology-III. (pp. 155-166). Bethesda, MD: National Association of School Psychologists.

✓ Meeting place  
End of driveway  
Under Sign



★ = Fire extinguisher  
= Doorway  
= Exit