



**2025-2026
USD 505
Crisis Action Plan**

Board of Education

Roberta Carter, President

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“It is essential to realize that no plan will work any better than the training that supports and prepares the staff and team members who respond to the crisis. The training is more important than the planning! Unprepared and overwhelmed staff tend to simply stop the process.”

Richard D. Tracy,
Instructor
Remington College
Colorado Springs, CO

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Crisis Management Plan and School Community Emergency Response

INTRODUCTION

In order to have the staff and students of USD 505 Chetopa-St. Paul prepared to deal with crisis events, the following summary crisis plan has been prepared. Ultimately the Superintendent is charged with leading the District through any crisis event. Under certain circumstances, the Superintendent may rely on others, both within and outside the building, for guidance, assistance, and leadership as the situation may dictate. In addition, if emergency personnel are called to the school during a crisis, staff are expected to follow their emergency directives.

CRISIS TEAM

The following staff have been selected as crisis team members. These staff members provide unique and specialized services during a crisis event. However, all staff members should exhibit leadership and a calm demeanor during crisis events. The classroom teacher is expected to manage those students under his or her direct supervision during a crisis event.

District Crisis Intervention Team

Position	Name
Superintendent	Mr. Craig Bagshaw
Chetopa Principal	Ms. Jolene Hall
St. Paul Principal	Mrs. Renee Gillard
Maintenance/Custodial	
Chetopa	Mr. John Cook
St. Paul	Mr. Shane Hill
Transportation	
Chetopa	Mr. Gary Davis
St. Paul	Mrs. Gillard
Counselor	
Chetopa	Mrs. Jolene Hall
St. Paul	Mrs. Dani Cummings
Chetopa Chief of Police	Mr. Scott Feagan
Labette County Sheriff	Mr. Eichinger
Neosho County Sheriff	Mr. Greg Taylor
Teacher/Elem (Elem designee)	
Chetopa	Mr. Jeremy Bruington
St. Paul	Mrs. Kallie Beachner
Teacher/JH-HS (JH/HS designee)	
Chetopa	Mr. Jaunc Bradshaw
St. Paul	Mrs. Marcia Gard
StuCo Presidents	Junior/Senior Students
Senior Class Presidents	Senior Students
Chetopa Patron	Mrs. Roberta Carter
St. Paul Patron	Mrs. Kari Chambers

Building Crisis Intervention Teams

Chetopa Campus Team

Mr. Craig Bagshaw, Superintendent
Ms. Jolene Hall, Principal
Mr. Jeremy Bruington, Elementary Teacher
Mrs. Jena Darnell, Elementary Teacher
Mr. Jaunc Bradshaw, PE Teacher

Med Team

to respond in medical crisis until EMT arrives

- Ms. Jolene Hall, Principal
- Mr. Jaunc Bradshaw, PE Teacher
- Mrs. Jena Darnell/EMT

Management Team

to assist with de-escalation

- Ms. Jolene Hall, Principal
- Mr. Jeremy Bruington, Teacher
- Mrs. Charity Elliott, Teacher
- Mr. Jessica Midgett, Building Leader
Teacher

Sweep Team

to sweep building for bombs

- Ms. Jolene Hall, Principal
- Mr. John Cook, Custodian
- Chetopa Police Dept

AED Location

- New gym proper on the east wall by the visitors' locker rooms
- Front Office (need one)

First Aid Kit

- Main office under the fax/printer table.
- Classroom Kits

St. Paul Campus Team

Mr. Craig Bagshaw, Superintendent
Mrs. Renee Gillard, Principal
Mrs. Marcia Gard, Middle School Teacher
Mrs. Dani Cummings, Dean of Students/AD

Med Team

to respond in medical crisis until EMT arrives

- Mrs. Renee Gillard, Principal
- Mr. Nick Jacquinot, Teacher
- Mrs. Renee Gillard, DOS

Management Team

to assist with de-escalation

- Mrs. Renee Gillard, Principal
- Mrs. Dani Cummings, Dean of Students
- Mrs. Kallie Beachner, Teacher
- Ms. Amy Haney, SpEd

Sweep Team

to sweep building for bombs

- Mr. Shane Hill, Custodian
- Neosho Co Sheriff's Dept
- Mrs. Renee Gillard

AED Location

- Gym lobby, south wall by the double doors, MS Weight Room, Hall by Teacher Lounge

First Aid Kit

- Main office in Kristy's desk, first drawer under the computer and to the right.

Crisis Intervention Suggestions and Practices

Before a Crisis Develops

1. Decide in advance who is going to be in charge if a crisis occurs.
2. Inservice staff and students each year and notify parents of the Crisis Management Plan.
3. Instruct secretarial staff who may take phone calls from the media, parents, etc, and how to deal with questions.
4. The district should identify and name a Crisis Intervention Team who will work with students and teachers following the crisis.
5. Spend time speaking with the news media – have an understanding of how it will and should be handled. (i.e.: never give personality traits of a victim; never publicize or glorify death, especially suicide).
6. Develop and train the crisis team.
7. Conduct a crisis drill involving staff and students at least once each semester.

After a Crisis

1. The administration will hold a staff meeting immediately. This will help dispel rumors for both staff and students.
2. If there is a death involved, the building administrator prepares an announcement of death for use at the school site only (not public events), making it as matter-of-fact as possible and without going into details.
3. Identify students who were closest to the victim and offer help on a tiered basis: closest friends, casual friends, classmates. After the offer of help is made, students wishing to talk should not be called in; they should volunteer to accept the help. Teachers may also need assistance.
4. The school district should have guidelines (not policies) for teachers to follow in making referrals following a crisis.

Crisis Follow-up Checklist

1. Administrator, counselor, and/or designee monitor progress of students referred to community agencies.
2. Administrator, counselor, and/or designee provide continuing education/awareness activities.
3. Administrator, counselor, and/or designee provide ongoing support of staff, students, and parents.
4. Evaluate the Crisis Management Plan and make modifications as needed.

Duties and Responsibilities of Staff in a Crisis

Superintendent or Designee

1. Activate calling tree and/or automated message service
2. Activate District Crisis Team
3. Prepare media statement

Principal

1. Activate Building Crisis Team
2. Contact parents if needed
3. Conduct staff meeting
4. Inform staff not at meeting
5. Debrief staff and plan for next day
6. If applicable:
 - a. Visit hospital and/or family
 - b. Gather personal effects

Staff

1. Attend staff meeting
2. Follow appropriate crisis management plan
3. Provide for general welfare of students

Crisis Intervention Team

1. Be a part of the team and work cooperatively with all members
2. Attend meetings
3. Assist the staff with implementation of the crisis management plan

Counselor and/or School Psychologist

1. Be part of the crisis team
2. Assist with the staff meeting and debriefing sessions
3. Set up and man counseling areas
4. Follow-up calls to students who demonstrate symptoms of post-traumatic stress.
5. Assist with recommendations for Day 2/post-crisis

Secretaries

1. Attend staff meetings
2. Handle incoming calls using a prepared statement
3. Direct student and parent traffic to liaisons
4. Record the names of students leaving school

General Functions of the Building Crisis Team

Pre-Crisis

1. Develop a plan for a crisis and to stay informed about crisis management.
2. Prepare and train staff for what to expect and what to do in a crisis.
3. Inform others about your plan.
 - a. Superintendent's Office
 - b. Parents
 - c. Students
 - d. District Team will inform community agencies
4. Develop a mechanism for gathering all team members at a moment's notice including someone to cover class as necessary before a sub can be called.
5. Periodically review the plan to adjust for changes in the building in personnel, student population, or the physical plant. Consider and provide interpreters as the population languages change.

Crisis

1. Notify staff and the superintendent's office.
2. Effectively manage crises to prevent complications and additional trauma.
3. Provide for the needs of students and staff to return to a pre-crisis level of functioning as soon as possible.

Post-Crisis

1. Evaluate the plan and the team.
2. Evaluate the off-campus response.
3. Revise as needed.
4. Follow up of aftercare, remembering holidays and anniversaries for several years to come as critical stressors resurface.

Building Level Team General Responsibilities

Crisis Prevention Checklist

1. Write a specific action plan for the building
2. Identify and train an individual responsible for each of the liaison positions on the team.
3. Establish a process for utilizing community resources in the Crisis Management Plan.
4. Set up an early intervention procedure that responds to the needs of the staff, students, and parents.
5. Implement an education and awareness program to assist staff, students, and parents in learning skills to manage stress, depression, and appropriate response to the crisis.

Crisis Intervention Checklist

1. Identify the problem/event and determine the degree of severity.
2. Determine what additional resources are needed.
3. Review facts and determine what information is to be distributed to:
 - a. Faculty
 - b. Students
 - c. Community
 - d. Media
 - e. Parents
4. Prepare bulletins, classroom presentations, and assemblies.
5. Identify high-risk students by reviewing procedures for interactions with students and characteristics of high risk.
6. Coordinate intervention services
 - a. Group counseling
 - b. Classroom activities/presentations
 - c. Parent meetings
 - d. Staff meetings
 - e. Referrals to community agencies
7. Debrief
 - a. Review process
 - b. Review status of students
 - c. Plan follow up activities

Identifying a Crisis

Step 1: Verify the crisis by designated individual:

- Primary designee – Superintendent
- Secondary designee – Principal
- Alternate – School Counselor

Step 2: Determine the extent of the crisis.

Answer the following

Who: _____

Where: _____

When: _____

What: _____

Time: _____

Who is providing the information: _____

Has it been verified: _____

Is it valid: _____

What impact will this event have on the organization and/or community _____

Can the staff within the building cope with the crisis or will outside agencies/personnel be needed _____

Note: If there is any question as to whether a crisis exists, the members of the Crisis Intervention Team will meet as soon as possible.

Step 3: Notify the Crisis Intervention Team

- Inform the Crisis Intervention Team and staff of times and locations of scheduled meetings.
- Initiate the calling tree or automated messaging service.
- Suggested assignments include the following:
 - Spokesperson to deal with the media (Superintendent unless otherwise designated)
 - Secretarial responsibilities
 - Custodial and security responsibilities
 - General and small group leaders
 - Regular classroom responsibilities
 - Hall duty responsibilities and observations
 - Counselors available for referral

Step 4: Crisis Intervention Team meeting (optional if time allows)

- Determine if additional assistance is needed before staff and students arrive.
- Establish a plan for the day.

Step 5: Inform the entire school staff (optional as time allows)

- Staff meetings will be held at the earliest possible time. Suggestions on how to handle students and the location of support groups will be given.
- Determine if a member of the staff is unable to meet the needs of the students.
- Any staff needing counseling should be noted and referrals should be provided.
- Specific responsibilities of Crisis Intervention Team members will be noted.
- Non-staff members will be introduced, duties outlined, and primary location noted.

Step 6: Inform parents when appropriate.

- Superintendent/Principal/designee will write the message to be sent to parents using School Messenger or whatever notification system the school is using.
- Secretary/IT will send messages to parents
- Notification to parents will not be sent until students have reached the evacuation site.
- The secretary will notify parents of students who are not yet in attendance (for example PK), that class is canceled for the remainder of the day.

Step 7: Inform the entire student body when appropriate.

- A prepared general statement for the student body should be written by the Superintendent, Principal or designee.
- The students should be informed under one of the following situations:
 - a. General assembly: brief statement and immediate release of students to the regular classroom or small group sessions.
 - b. Regular classroom – a brief statement read to students by a regular classroom teacher of small groups divided by class.
- All students are to receive the information at the same time to avoid rumors and misinformation.

Step 8: Deal with students' immediate needs.

- If necessary, allow time for students to have an opportunity to interact with each other.
- Team members shall be assigned locations for small group or individual counseling if needed.
- Faculty shall circulate the building monitoring students. Student absences will be noted and monitored. Students desiring to leave school will be required to stay unless a parent or legal guardian gives written permission.
- Note any student identified by individual students, staff, or small group members as a person needing special attention. Direct intervention should be taken if appropriate.

Step 9: Arrange for assistance from community agencies when an emergency occurs and if appropriate.

- Establish lines of communication with community and state agencies.
- Outside agencies and community members shall not be allowed in the building unless the Crisis Intervention Team approves the consultation.

Step 10: Review and evaluate plans and actions.

- Determine the best way to dismiss students from school. When possible, follow a regular routine.
- Consider the option of early dismissal of students for the school day.
- At the end of the school day, the staff should meet for feedback and evaluation.
- Re-evaluate staff. Any staff needing counseling is noted and referrals are provided.
- The Crisis Intervention Team must meet to evaluate the intervention actions taken. Recommendations for future crisis situations are noted. When appropriate, changes in official policy are proposed.

Important to the overall process

Additional news media procedures:

All press releases are written, brief, accurate, and factual.

Avoid “no comment” responses.

The media is not to interrupt the operation of the school. Media should remain off campus unless special arrangements have been made with the administration.

Phone Release Fact Sheet:

Who: _____

What: _____

When: _____

Where: _____

Time: _____

- Finish the conversation by saying: “***This is all the information we have.***”
- No additional comments or information will be provided.
- The superintendent (or designee) will write all press releases.
- ***It is vital that unauthorized staff not comment on the situation to prevent rumors being spread.***
- Any memorials are to be approved by the Superintendent and/or Principal.



ACTION PLANS FOR CRISIS SITUATIONS

ALERT

Alert - Informational Awareness

- Normal movement of staff and children in and out of buildings.

LOCKDOWN

Lockdown is used to minimize student movements when it is more prudent to have students not leave the classroom due to a situation such as a disruption, a physical assault, or an intruder. The following code announcement will signal a lockdown:

Announcement (in a calm voice): (Secure/Hold/Total) Lockdown

Lockdowns will be practiced a minimum of once each semester.

When a lockdown is ordered, teachers are expected to:

1. Determine if level requires students stay within the building or within the classroom
2. Immediately lock the door to the classrooms.
3. Gather attendance folders.
4. Be alert for additional announcements.
5. Be prepared to evacuate.
6. Continue to engage in classroom activities as possible.
7. Do not try to locate students temporarily out of class (they will be assisted by others).
8. Do not open the door for anyone except emergency personnel until the all-clear is given, ending the shelter-in-place.
9. Hold up the Green card for all students that are accounted for and okay and the Red card for someone is missing or things are not okay. Each time there is a drill make sure you hold up your card. This indicates whether we resume our day/activities.
10. The building secretary will notify others such as drivers for special day schools as needed.
11. Make sure the students don't use their cell phones unless authorized to do so (cell phones could jam the phone system).

The all-clear code announcement is: *“ALL CLEAR. Lockdown is canceled. Please wait for further notification.”*

If a person witnesses a disruption or believes one may occur:

Intervene only if it can be done safely. Otherwise, either go for help or send another responsible person for help. Observe the event from a safe distance. Try to identify any persons or vehicles involved. Try to move uninvolved students out of the area and into an area where they will be safe. Follow the direction of the building crisis team or responding emergency staff.

In a Medical Emergency

Summon help immediately. If it is in the best interests of the injured person, call **911**, or notify the office to call **911**. Render first aid to the best of your ability. Otherwise, try to move students and other bystanders out of the way, so as not to interfere with responding emergency staff.

Lockdown – Levels of Severity

Secure/Exterior

- Normal movement of staff and children within buildings
- No outside area access
- Children released to Guardian or person on emergency card with proper ID

Hold in Place

- Close classroom door
- Keep all students in class; no hallway activity
- Continue teaching
- Children released to Guardian or person on emergency contact card with proper ID

Total Lockdown (maybe to a specific area)

- Take action to reduce danger to students and staff.
 - Stay in classrooms with doors closed and locked until further instructions are given.
 - Turn off lights and stay out of the line of sight
 - Barricade door if possible.
 - Maintain a student roster.
 - Evacuate building if directed.
 - Consider other options depending on the nature and location of the active threat
 - Prepare to run – hide – fight
 - Press Panic/Alarm (secretary; principal; Supt; counselor)
 - Notifies police and shuts fire doors
- If you are outside the specific lockdown area, consider other options depending on the nature and location of the threat, including but not limited to RUN to the rendezvous
- If an intruder is outside the building, move students inside and lock outside doors.
- Attend to victims.
- Do not allow students to use cell phones. District will notify parents with specific instructions on how to proceed.
- Don't try to chase anyone fleeing the scene. Observe as much as possible and report observations to law enforcement.
- If a crime has been committed, try to avoid contaminating the scene to protect the evidence.
- Protect students from disturbing or distressing images as much as possible.
- After Lockdown is canceled:
 - Administrator/designee releases classrooms from lockdown with door-to-door notification.
 - Administrator/designee decides if students should be taken to an alternate location.
 - Administrator/designee decides if students should return to class or be dismissed.
 - Administrator/designee determines the need for follow-up support to those involved and their families.
 - Building principal/designee should ensure guidelines for dismissal are followed.
 - Counselor provides school counseling for any students/teachers.

Lockdown – Levels of Severity cont.

EMERGENCY EVACUATION PROCEDURES

Emergency evacuation procedures are used when there is a potential emergency requiring evacuation of the building such as in utility issues, fire, explosion, bomb threat, or hazardous materials. It may be necessary to evacuate to another facility in case of a tornado.

Out of Building Evacuation

Emergency evacuation for fire or similar events is signaled with a **continuous buzz of the alarm**. Monthly evacuation drills will be conducted by the Principal or designee.

Storm Shelter

Emergency evacuation to the storm shelter is signaled with a **broken buzz of the alarm**.

Procedure for evacuation due to fire or similar event and/or storm

1. Teachers: Follow identified evacuation procedures as posted in classrooms.
2. Principal/designee: Summon emergency help by calling 911.
3. Principal/designee: Notify Superintendent's Office.
4. Principal/designee: Notify and evacuate the building to a temporary holding area.
5. Principal/designee: Consider shutting off gas and electrical power.
6. Principal/designee: Start gathering information to account for all personnel who were in the building; reassemble teachers with students.
7. Principal/designee: Determine the probable location of missing people.
8. Principal/designee: Establish a sheltered emergency medical treatment area.
9. Principal/designee: If it is necessary to move to another location, staff and students will move to the designated safe rooms on their campus.
10. Principal/designee: Place a staff member in the emergency medical treatment center who can identify people.
11. Principal/designee: If county emergency personnel are not available, transport injured to a hospital.
12. Secretary/IT/designee: Notify parents of location of students for dismissal.
13. Each teacher must make a list of who is present in the holding area and who is missing. Maintain a written account of who leaves the area.
14. List of personnel in the holding area, emergency medical treatment area, and those missing should be coordinated with teachers by the designated crisis team member.
15. Principal/designee: Deploy search and rescue teams with a team leader and destination format.
16. Bus drivers who are in route to schools with students will receive directions by bus radio from the Director of Transportation/Superintendent.
17. Building principal/designee ensures guidelines for dismissal are followed.
18. Counselor: Provide school counseling for students and teachers.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



Evacuation Due to Threat Procedures

1. The person receiving the call/notification will immediately notify the building Principal/Designee who will notify the Superintendent's Office and then notify law enforcement
2. The Superintendent/Principal will determine if it is a legitimate threat. If evacuation is necessary, the safest notification process will be used. (Remember: some threats may indicate that the use of electronic devices will detonate the device.) Evacuation notice options include
 - Continuous buzz of the fire/evacuation alarm (normal procedure).
 - Intercom announcement, bullhorn, or door-to-door notification (in a calm voice): *"May I have your attention please. It is necessary to evacuate the building at this time. Please follow the directions of your teacher and evacuate to _____."*
3. If threat is a call-in bomb, use threat call checklist (see appendix C of District Crisis Management Plan) Upon receiving the bomb threat, the person receiving the call should make every attempt to:
 - a. Prolong the conversation as much as possible
 - b. Identify background noises
 - c. Note distinguishing voice characteristics
 - d. Interrogate the caller as to the description of the bomb
 - e. Determine the caller's knowledge of the facility
 - f. Don't hang up the phone even if the caller hangs up (use another phone to call authorities)
 - g. See District Crisis Management Plan Appendix C & D
 - A bomb can be almost anything, ranging from the most overt bundle of dynamite and clock to a cleverly concealed, perfectly ordinary object like a briefcase, toolbox, or piece of pipe. Searchers will be looking for something that doesn't belong.
 - If what appears to be a bomb is found, **do not touch it**. Law enforcement authorities will take charge.
 - Note: The best prevention for a bomb threat is a neat, well organized, and well maintained classroom and facility. It is easier to notice items out of place when the premises are orderly.
4. The Superintendent/Principal will decide whether to evacuate the school immediately and search the facility or make a preliminary search prior to any other action.
5. If the caller indicates a time the threat and the Superintendent/Principal **determines the threat is valid**, the standard fire drill with possible modifications will be announced for evacuation of the facility.
6. Evacuate personnel at least 300 feet from the building. During inclement weather and a possible prolonged search, move students to an alternate location as identified in the individual campus plan
7. Teachers will take attendance when students are assembled away from the school.
8. Administrator/designee will consider shutting off all utilities after students have been evacuated.
9. Administrator/designee will check the absentee list for possible clues to who might have phoned in the threat.

In the event of an emergency evacuation, if possible, teachers are expected to:

1. Gather their attendance folders
2. Assemble students in an orderly fashion. (Ask students to place a hand on the shoulder of the person in front of them; keeping hands on the shoulder orderly exiting the building.)
3. If feasible, account for and gather students temporarily out of class (restrooms, library, etc).
4. Assist special needs students as required.
5. Turn off the classroom lights
6. Proceed to the evacuation area according to the map provided in the classroom in an orderly fashion
7. Hold up the Green card for all students that are accounted for and okay and the Red card for someone is missing or things are not okay. Each time there is a drill make sure you hold up your card. This indicates whether we resume our day/activities.
8. Students should leave computers, backpacks, and personal items in the classroom.
9. Cell phones are to be shut off unless authorized for use by the Administration or designee
10. Students must not leave school supervision in personal vehicles
11. Keep control of and account for all students until Administrator/designee gives permission to leave and/or the situation is resolved.

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Appendix B

Media Response/Press Release Form

Event _____ Date _____

Designated Media Contact _____

THIS IS WHAT WE CAN CONFIRM AT HIS TIME:

At approximately (time) _____, we learned that (give a brief, concise and complete statement)

We cannot give you any more information at this time about the extent of the damage or possible injuries, other than to say that it has involved (*specific facility and location, if known*)

_____ and (*number*) _____ people. We will have to notify relatives of those involved before we can release information about their conditions, etc. We have requested emergency assistance from (*police, fire, etc.*) _____ and our district administrative staff has been notified also. As soon as we have additional information, we will either call you personally, send a fax, or ask that you attend a news conference at our facility.

(If a reporter asks any additional questions, please use the following response)

That is all I can confirm at this time. I am sure you understand that our first concern is for those involved in the incident, and we are all very busy dealing with this situation. We know you have deadlines, and will try to accommodate you in every way possible. Please be patient. Thank you very much.

Media Inquiries Log

(Reprint this form, use, and file)

Date/Time: _____
Name: _____
News organization: _____
Phone: _____
Question: _____

Deadline: _____
Response given by: _____
Response: _____

Date/Time: _____
Name: _____
News organization: _____
Phone: _____
Question: _____

Deadline: _____
Response given by: _____
Response: _____

Guidelines for Understanding and Responding to a Crisis

Emotions demonstrated by students or self

- **Numbness, Shock, Denial** – after a sudden crisis, you don't want to believe it has happened because you had not prepared for the occurrence
- **Confusion** – why did this happen; how could this happen to us; you don't understand.
- **Fear** – could/will something like this happen again
- **Grief** – sadness, crying, a deep sense of personal loss
- **Anxiety** – difficulty in explaining or understanding the crisis; things are not the same at school or in class
- **Depression** – emptiness, unhappiness
- **Guilt** – an irritated feeling of responsibility for the event; questioning what more you could have done
- **Anger** – why did someone do this; why did others let it happen (could be directed at specific people or in general)

Behavior changes

- **Lack of concentration** – inability to focus on schoolwork, household chores, or leisure activities
- **Lack of interest in usual activities** – preoccupied with other thoughts and feelings; what would usually be enjoyable may not have much appeal
- **Dependency** – need to feel protected; separation anxiety; does not want to be alone
- **Problems sleeping and eating** – difficulty going to sleep and/or bad dreams; increase/decrease in appetite
- **Overly talkative or overly quiet or combination** – repeatedly needs to talk about the incident and asks unanswerable questions – both of which are healthy ways of processing; may not talk or talks to select group (friends, classmates, parents)

What teachers and parents can do

- **Listen** – don't interrupt; listen
- **Accept feelings** – validate feelings even if yours are different
- **Empathize** – let him/her know you recognize the sadness, confusion, anger, etc
- **Reassure** – let him/her know he/she is not responsible for what happened
- **Accept** – let him/her know you are willing to listen when he/she is ready; do not make someone talk about the crisis
- **Be Tolerant** – changes are generally temporary; be patient
- **Return to routine and normalcy** – don't avoid everyday life; get back to routine as soon as possible
- **Provide additional activities** – help workout excess energy
- **Ask for help** – from other parents, the school staff, or an outside professional

BOMB THREAT CHECKLIST

**KEEP CALM - DON'T HANG UP!
QUESTIONS TO ASK**

1. When is the bomb going to explode?

2. Where did you plant the bomb?

3. When did you plant the bomb?

4. What does the bomb look like?

5. What kind of bomb is it?

6. What will make the bomb explode?

7. Did you place the bomb?

8. Why did you place the bomb?

9. What is your name?

10. Where are you?

11. What is your address?

EXACT WORDING OF THREAT

CALL TAKEN

Date ____ / ____ / ____ Time _____

Internal _____ Local _____

STD _____

Duration of Call _____

Number Called _____

CALLER'S VOICE

Accent (specify) _____

Any speech impediments: _____

Voice (loud, soft, etc): _____

Speech (fast, slow, etc): _____

Diction (clear, muffled): _____

Manner (calm, emotional etc) _____

Did you recognise the voice? _____

If so, who do you think it was? _____

Was the caller familiar with the area? _____

Sex of the caller _____

Estimated age of the caller _____

THREAT LANGUAGE

Well spoken: _____

Incoherent: _____

Irrational: _____

Taped: _____

Message read by caller: _____

Abusive: _____

Other: _____

BACKGROUND NOISES

Street noises: _____ House noises: _____

Aircraft: _____ Office noises: _____

Voices: _____ Club/Pub noises: _____

Music: _____ Quiet: _____

Machinery: _____ Animals: _____

Trains: _____ Other: _____

RECIPIENT

Name (print) _____

Tel No: _____ Signature: _____

Please notify these details to Management Team member as soon as possible

Appendix F

Classroom Discussion Guidelines

Do

- Listen and wait for responses after you've asked a question.
- Allow students to express their thoughts without judging or evaluating their comments.
- Be aware of your voice tone, keeping it low, even, and warm.
- Help student see that everyone shares similar feelings (we're all scared/angry)
- Expect tears, anger, resentment, fear, inappropriate laughter, and stoicism.
- Expect some students to become phobic and have sudden, overwhelming, and even irrational concerns that are very real to them.
- Encourage students to sit in a circle or make more intimate groupings in which to have discussion.
- Stress the confidential nature of the feelings and thoughts expressed in the discussion.
- Use your own thoughts and ideas as a means to encourage discussion, not as a means to alleviate your own feelings.
- Expect that other feelings of concern or loss may emerge.
- Give accurate information about the incident. If you don't know the answer, say so. When possible, squelch any rumors that may exist by giving the facts.

Do Not

- Do not give should or must statements (you should not feel like that; we must not dwell on this).
- Do not use clichés (be strong; it could have been worse; we are really fortunate).
- Do not ask questions without being ready to listen.
- Do not try to make them feel better or change their feelings; let them know it is okay to feel what they're feeling (sad, afraid, angry, etc).
- Do not isolate anyone; each will need to feel like they belong in the group.
- Do not expect all students to "get over" the crisis within a certain amount of time; each child will process at his/her own pace.
- Do not assume a person is not reacting just because he/she doesn't look or act like it; let him/her know you are available at any time.
- Do not let students interrupt each other; allow each person to finish his/her statements.

Discussion Prompts and Anticipated Questions

- It is hard to say what we feel, but it is important to do so.
- Is it okay to feel _____, even if I wasn't directly involved?
- What do I tell outsiders when they ask me, "How can you stand to go back to that school?"
- Is it okay for me to cry?
- Why are things back to normal?
- Is it okay for me to be happy? I don't have strong feelings because I (was absent, didn't know the people involved, etc).
- My parents might want me to transfer.
- Where are we safe?
- What do I say to other people who are really hurting?
- How can you tell when something like this is going to happen?
- Could this happen again?

Taken from St. Louis County Department of Human Resource

Debriefing Staff After a Crisis

1. Limit the size of the group to 15-20. If necessary, meet as staff first to provide initial information and then break into smaller groups led by Crisis Intervention Team members to discuss the events.
2. No family members or students should be present.
3. Stress confidentiality. In addition to some details – especially about specific people – being confidential, all staff need to feel free to talk without it being repeated to others in the community.
4. Allow staff the liberty to choose whether or not to actively participate in discussion. Like the students, some staff members may not be ready to talk.
5. More than one session may be necessary to help everyone resolve questions and concerns.
6. Cover the questions in the phases listed below and allow everyone to process through all phases to bring closure to the session and their feelings.

Phase 1 – Information Phase

- What happened?
- Where were you?
- What role did you play?

Phase 2 – Idea Phase

- What thoughts have you had?
- What ideas did you think of?

Phase 3 – Emotional Phase

- How did you first react?
- How are you reacting now?
- What impact has this had on you? (allow for emotional responses: crying, anger, fear, etc)

Phase 4 – Meaning Phase

- What repercussions has this had on your life?
- What symptoms are you experiencing?
- How has this affected your family/school/health/friends?

Phase 5 – Educational Phase

- How have you coped with difficulties before?
- What are you doing to cope now?

Closure

- Remind them of their strengths.
- Reassure them it will take time to heal.

- Reassure them that you will be there for them if they need to talk.

Suggested Procedures when a Death/Suicide Occurs

The guidelines below are to assist school personnel in implementing appropriate activities for dealing with suicides or similar crises. It is important, however, to retain a measure of flexibility in all urgent situations, as events differ and may require individual decisions. The following activities are presented as suggestions.

Crisis Activity

1. Do not wait to begin activity. Delay can give rise to rumors that add another dimension to the existing problem. Delays also promote anger on the part of students, staff, and community.
2. Prepare a general announcement to be given by the Principal/designee. You should not mention death/suicide/accident or give details. Information at the early stages is often inaccurate. A straightforward, sympathetic announcement of a loss with a simple statement of condolences is recommended. If indicated, a statement that more information will be forthcoming when it is available can be reassuring.
3. With regard to students being encouraged to do something in memorial for someone deceased, be aware that there is a fine line between dramatizing a death and doing something appropriate that allows students to express a sense of loss and channel feelings. A small gesture can mitigate feelings of helplessness and communicate the concern of the school – planting a tree, writing a poem, donating blood. It is recommended that any activity chosen be a one-time event.
4. In instances where students wish to attend funeral services or actually take part in them by making a written contribution in some form, the wishes of the family must first be considered.
5. Calling large assemblies to discuss death/suicide is NOT recommended.
6. In situations where suggestions made by students are inappropriate and refusal on the part of the administration causes anger among students, it is important to continue the dialogue. It is also okay for the administration to take time to consider student suggestions; administration should not be expected to make an on-the-spot decision. The Crisis Intervention Team may assist with decisions and mediation.

Appendix I

Suicide Response

May be used in response to other situations which result in death

The Crisis Intervention Team has prepared the following statement to be read aloud to your students. Do not extemporize; read exactly what is prepared. Do not state the nature of the death. The statement to be read is:

We learned yesterday that (student name) _____ died on (day/place) _____ . Funeral arrangements have not been made at this time. You will be informed when arrangements have been made. Out of respect for the family, no additional details will be provided. If you have concerns about (student name) _____ death that you wish to discuss, I'll write you a pass to the counselor's office or you may stop by there after class.

Teachers should expect confusion, crying, and other forms of disruption after the announcement of a student's death. You should be prepared to act – intelligently, compassionately, and effectively – to help students through the crisis created by another student's death.

Teachers must be prepared to meet with students and help those who are distraught. Students who are closest to the deceased are especially at risk but anyone who has recently experienced the death of someone close may have strong emotional responses. These students should be encouraged to join a counseling group. Parents of students identified should be contacted and encouraged to maintain close contact and supervision of their children during the next few days. Teachers should listen to students and help them explore their feelings about death. Teachers should neither moralize nor ignore death; they should encourage students to express their feelings and to listen to what students say.

Students who are too distraught to remain in class should be sent to counselors who will be available specifically to address the needs of those who need to talk. Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always in evidence following a suicide.

Suicides (attempted or completed) also increase after stories about suicide appear in the newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person. When possible, discussions about suicide should be referred to the counselors available for that purpose. If not possible, avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize death and do not dwell on the details of how the student took his/her own life (you should not refer to the death as a suicide). Be as truthful as possible but help students understand the importance of protecting the privacy of the family.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify death in any way.

Decide, before you are asked, if you are willing to deliver the eulogy at the funeral. What you say can have a great impact – positive or negative. The death of a young person from any cause is saddening; death by suicide is tragic. Emphasize that there are other options than taking one's own life.

Appendix J

Group Counseling Summary

Team Member(s) _____

Date _____ Time _____

Purpose of Group _____

Intervention Strategies Used _____

Brief Summary _____

Students Present

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Appendix L

Evaluation of Crisis Intervention Team

Situation _____ Date _____

To help improve our response in the future, please comment on the following:

1. How effectively did the CIT handle the crisis; how did you feel about the handling of the crisis?

2. Possible revision for CIT:

3. Did CIT meet your individual needs?

4. Additional comments:

Appendix M

Crisis Intervention Team Member Evaluation Summary

To be completed by Team during closure

School _____ Date form completed _____

Principal _____

Respondents' Name

Position

_____	_____
_____	_____
_____	_____
_____	_____

2. Were the facilities provided (phone, rooms, etc) suitable for service delivery?
3. Were staff members cooperative in service delivery?
4. Was administration cooperative in service delivery?
5. Was the media involved in this situation? YES NO
If yes, discuss the interaction the team and/or school had with the media and your perception(s) of how this impacted service delivery.
6. Were students and student records easily accessible?
7. Did you feel this was an appropriate referral for the team? YES NO
If no, please provide a brief explanation.
8. Did you feel that the team's delivery of service met the needs of the school?
9. Did you feel that your training adequately prepared you for all aspects of this specific situation? YES NO
If no, please discuss which area(s) you would like further training and possible resources, personnel, etc which could provide the training.
10. In hindsight, what could have been done differently to increase the efficiency of the intervention?

Appendix N

Post Crisis Evaluation

Building _____ Crisis Leader _____
Crisis Date _____ Nature of Crisis _____

1. How well did the crisis plan meet the needs of:
Victims _____
Survivors _____
General Student Body _____
Faculty and Staff _____
Emergency Personnel _____
Parents and Others _____

2. What shortcomings did you find in the plan?

3. How have you addressed those faults?

4. How did the central office team work for/with you?

What should they change to be more helpful to you in future crises?

5. Did you debrief with faculty/staff after this crisis?

Appendix O

Suggestions for Parent/Community Meetings

General guidelines for meetings with parents of the community following a crisis

- Hold the meeting at a time that is convenient for parents and in a location where they can feel relaxed and at ease.
- If appropriate, begin the meeting with an expression of sympathy for the student and their families that were negatively impacted by the crisis.
- If needed, briefly review the details of the incident/crisis, the reactions of the students and staff, the district's/school's response, the current status of students and staff, and any other information that they may not yet have or understand.
- Acknowledge and thank those, especially from outside the district, who helped during the crisis.
- It may be beneficial to have some crisis personnel or other experts attend the meeting to provide general information, answer questions, and facilitate the discussion of feelings, needs, complaints, etc. Give them an opportunity for feedback on the crisis intervention efforts.
- Stress that the purpose of the meeting is **not** to debate or agonize over the what's and why's of the incident/crisis. Instead, emphasize that everyone is there to provide information, express feelings, help the participants better understand and respond to their children's reactions and emotions, help reduce the negative impact on the families affected, suggest resources for further assistance, decide upon possible actions to be taken, and discuss ways of preventing such incidents in the future of lessening their impact/trauma when they do occur.
- If the group is large, it may be necessary to break into smaller discussion groups with the resource persons and administrators acting as leaders/facilitators. The groups can address anything that they feel a need to discuss. Some suggested topics are:
 - What are your major concerns at this time or in the future?
 - What problems are you or your children experiencing?
 - What are your (parents/children) major needs at time and/or for the future?
 - What do you feel the district/school/staff did right?
 - What do you feel the district/school staff did wrong?
 - What recommendations or advice do you have for the district/school/staff?

This information may be recorded if desired and processed by the group as a whole or by the discussion leaders afterward.

Important: Thank people for attending and participating. Urge them to continue to communicate any further needs, problems, or concerns to the school.

Information Letter to Parents

To: All Parents/Guardians of USD 505 Chetopa-St. Paul Students

From: Mr. Craig Bagshaw, Superintendent of Schools

The staff of USD 505 has updated their Crisis Management Plan that is designed to minimize danger to anyone occupying our schools should an emergency occur. Our main objective is to attend to the health and welfare of your children in the event of a crisis and to see that they get home safely.

It is impossible to foresee all the potential emergencies, but we feel we have identified the most effective ways to use our resources in order to respond immediately to those emergencies that cannot be avoided. Any disaster will disrupt the normal routine and will cause inconvenience to all of us. The responsibilities are shared by us as school teachers and staff, administrators, and you as parents.

We ask you to follow this procedure if you hear rumors of any school emergency:

- Check the district website and social media accounts; we will post information to those sites first.
- Please do not telephone the school. We have limited phone lines and these should be reserved to respond to the immediate needs of the emergency.
- Unless requested, please do not come to the school to pick up your child. Any emergency involving your child's school may mean emergency vehicles and disaster workers must be able to get to the building.
- If the emergency necessitates relocation of staff and students, you will receive an automated call about where and when to pick up your child. You may also find information on the district website and social media pages.
- If you pick up your child, we ask you to sign your name, the time, and your destination.

Our goal is to be efficient and caring whenever any crisis at school may occur. If you have questions about our crisis procedure plans, please call your child's school and speak with the administrator.

Suggestions for Parents When Responding to Crisis

If your child is involved in or affected by tragedy or other type of crisis, there are some general guidelines or suggestions that may help you to better understand and respond to the situation. You know your child best; however, and should be alert to his/her individual needs, behaviors, feelings, and perceptions.

A crisis is generally viewed as a temporary state of emotional upset or disorganization. It is characterized by a person's inability to cope with a particular event or situation using his/her customary coping strategies and problem solving skills. The impact on an individual depends on the event or situation and on how that person perceives it in relation to his/her life. Crisis may offer the opportunity for significant learning and growth if resolved and integrated into a person's life.

- Make yourself available and accessible to your child if/when he wants to talk. Be flexible and responsive to his needs.
- Try and maintain as much of a routine and sense of normalcy as possible but be tolerant of temporary changes, upsets, and needs. Do not be too demanding or structured.
- Communicate/demonstrate your concern, care, support, understanding, and acceptance. Do not be judgmental or use words like *should* or *must* with respect to their feelings and behaviors.
- By expressing yourself openly and honestly and displaying your confidence (i.e.: *things will improve* or *life will go on*) and coping ability, you can serve as an important role model for your child and increase the likelihood that she will adopt similar behaviors and attitudes.
- Listen to your child when he wants to talk and try to communicate that you understand and accept what he has to say. If he does not want to talk, do not force discussion, but let him know that you are willing to listen when the need or desire does arise. Do not assume that your child is not reacting or will not react simply because you do not observe an initial reaction.
- Do not try to rescue your child or force her to feel better. Be patient and allow her to recover at her own pace and in her own way.
- Do not try to protect or isolate your child from threatening topics or issues, especially those that he/she is trying or needing to deal with in order to work through and learn from the crisis.

Chetopa Campus Resources and Specifications

Chetopa Campus Team

Mr. Craig Bagshaw, Superintendent
Ms. Jolene Hall, Principal
Mr. Jeremy Bruington, Elementary Teacher
Mrs. Jena Darnell, Elementary Teacher
Mr. Jaunc Bradshaw, PE Teacher

Med Team

to respond in medical crisis until EMT arrives

- Ms. Jolene Hall, Principal
- Mr. Jaunc Bradshaw, PE Teacher
- Mrs. Jena Darnell, Teacher/EMT

Management Team

to assist with de-escalation

- Ms. Jolene Hall, Principal
- Mr. Jeremy Bruington, Teacher
- Mr. Jaunc Bradshaw, PE Teacher

Sweep Team

to sweep building for bombs

- Ms. Jolene Hall, principal
- Mr. Jaunc Bradshaw, PE Teacher
- Mr. John Cook
- Chetopa Police Dept

AED Location

- New gym proper on the east wall by the visitors' locker rooms
- Front Office (need one)

First Aid Kit

- Main office under the fax/printer table
- Classroom Kits

Chetopa Resource Directory

Life-Threatening Emergency – 911

Tell the dispatcher specifically where the emergency situation is located and the extent of any known injuries.

Emergency Services

Chetopa Police Department	(620)236-7311
Labette County Sheriff Department	(620)795-2565
Chetopa Fire and EMS	(620)236-4242
Labette County Emergency Services (Parsons)	(620)421-0700
Kansas Highway Patrol	(620)431-2100
Kansas Bureau of Investigations	(785)296-8200
National Response Center–Toxic Chemical Spills::	(800)424-8802
Poison Control Center – Kansas City, KS	(800)332-6633

Utilities

Water – City of Chetopa	(620)236-7511
Electric – City of Chetopa	(620)236-7511
Gas (Atmos)	(866)322-8667

Evacuation

Chetopa State Bank (temporary)	(620)236-7277
First Baptist Church (long term)	(620)762-0240
Community Bible Church (alternate)	(620)236-7056

Hospitals

Oswego Community Hospital	(620)795-2921
Labette Regional Medical Center (Parsons)	(620)421-4880
Freeman Hospital (Joplin)	
Mercy Hospital (Joplin)	

Hotlines

Kansas Child Abuse and Neglect Hotline	(800)922-5330
National Hotline for Missing Children:	(800)843-5678
National Runaway Switchboard	(800)621-4000
Kansas School Safety Hotline	(877)626-8203
Parents Anonymous Hotline	(800)332-6378
Youth Crisis & Runaway Hotline	(800)448-4663

Alcohol & Drug Abuse

Alcohol Helpline	(800)252-6465
Alcoholics Anonymous	(620)873-5348/2485

AED Location: New gym proper on the east wall by the visitors' locker rooms

First Aid Kit: Main office under the fax/printer table

Chetopa Rendezvous and Evacuation Sites

In case of the need to evacuate off campus, students may be relocated by foot or school transportation to designated sites.

RUN – Rendezvous Sites (you do NOT have to take the most direct route)

Chetopa State Bank (620)236-7277
409 Maple Street Chetopa, KS

Long-Term Evacuation Site

First Baptist Church (620)762-0240
721 Maple Street Chetopa, KS

If First Baptist Church is not available, students will be transported to
Community Bible Church (620)236-7056
225 Cherry Street Chetopa, KS

In a RUN situation, students may run to the rendezvous site, then walk or be transported to the long-term evacuation site. The decision to go to the long-term site will be determined at the time of the event by the lead teachers. Lead teachers will notify the admin of the decision to relocate.

Before/During Evacuation from Building (*if feasible*)

Secretary/designee will

- Press panic/alarm button if necessary
- Print class rosters and place on clipboard for attendance/release
- Print day's attendance
- Bring first aid kit to evacuation site
- Secure the entrance at the evacuation site to release students to parents.

IT/designee will

- Send notifications to parents as directed by administration
- Publish parent notification on district social media
- Publish press releases as directed by administration
- Assist law enforcement with access to video surveillance

Checkout Procedure at Evacuation Sites

1. School secretary and another designee will man the entrance for student release to parent/guardian.
2. Parents will not enter the student area of the evacuation site facility to retrieve their children. Children will be brought to the parents by a staff member.
3. Parents/Legal guardians may sign out students from the evacuation site. If any other person wishes to dismiss a child, the secretary and/or designee must speak to the parent for permission. The secretary and/or designee may request identification from an individual wanting to pick up a student.

St. Paul Campus Resources and Specifications

St. Paul Campus Team

Mr. Craig Bagshaw, Superintendent
Mrs. Renee Gillard, Principal
Mrs. Dani Cummings, Dean of Students
Mrs. Marcia Gard, MS Teacher

Med Team

to respond in medical crisis until EMT arrives

- Mrs. Renee Gillard, Principal
- Mr. Nick Jacquinet, Teacher
- Mrs. Marcia Gard, Teacher

Management Team

to assist with de-escalation

- Mrs. Renee Gillard, Principal
- Mrs. Kallie Beachner, Teacher
- Mrs. Dani Cummings, DOS

Sweep Team

to sweep building for bombs

- Mrs. Renee Gillard, Principal
- Mr. Shane Hill, Maintenance
- Neosho Co Sheriff's Dept

AED Location

- Gym lobby, south wall by the double doors
- Front Office (need one)

First Aid Kit

- Main office on counter by teacher mailboxes



St. Paul Resource Directory

Life-Threatening Emergency – 911

Tell the dispatcher specifically where the emergency situation is located and the extent of any known injuries.

Emergency Services

Neosho County Sheriff Department	(620)236-7311
SEK Community Health Center (Ashley Hooper)	(620)251-4300
Labette County Emergency Services (Parsons)	(620)421-0700
Kansas Highway Patrol	(620)431-2100
Kansas Bureau of Investigations	(785)296-8200
National Response Center – Toxic Chemical Spills	(800)424-8802
Poison Control Center – Kansas City, KS	(800)332-6633

Utilities

Water – City of St. Paul	(620)449-2266
Electric – Westar	(800)826-0026
Gas – Kansas Gas	(888)482-4950

Evacuation

Exchange State Bank (temporary)	(620)449-2255
Prairie Mission Retirement Village	(620)449-2400
St. Francis Catholic Church	(620)449-2224
St. Paul Market (temporary)	(620)449-8950

Hospitals

Chanute Regional Hospital	(620)431-2500
Labette Regional Medical Center (Parsons)	(620)421-4880

Hotlines

Kansas Child Abuse and Neglect Hotline	(800)922-5330
National Hotline for Missing Children:	(800)843-5678
National Runaway Switchboard	(800)621-4000
Kansas School Safety Hotline	(877)626-8203
Parents Anonymous Hotline	(800)332-6378
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AED Location: Gym lobby, south wall by the double doors

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St. Paul Rendezvous and Evacuation Sites

In case of the need to evacuate off campus, students may be relocated by foot or school transportation to designated sites.

RUN – Rendezvous Sites (you do NOT have to take the most direct route)

St. Paul Supermarket (620)449-8950

514 Washington Street St. Paul, KS

Long-Term Evacuation Site

St. Francis Catholic Church (620)449-2224

208 Washington Street St. Paul, KS

If St. Francis is not available, students will relocate to
Prairie Mission Retirement Village (620)449-2400
242 Carroll Street St. Paul, KS

In a RUN situation, students may run to the rendezvous site, then walk or be transported to the long-term evacuation site. The decision to go to the long-term site will be determined at the time of the event by the lead teachers. Lead teachers will notify the admin of the decision to relocate.

Before/During Evacuation from Building (*if feasible*)

Secretary/designee will

- Press panic/alarm button if necessary
- Print class rosters and place on clipboard for attendance/release
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