

Kiel Area School District Crisis Intervention Handbook

Board Approved July 16, 2025

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I.

Overview of Crisis Plan

A. Crisis Intervention Plan

The purpose of this handbook is to provide staff of the Kiel Area School District with some guidelines for crisis situations. No single handbook can provide for all contingencies; however, this manual makes an attempt to be as inclusive as possible. Likewise, the staff members of each building may need to develop more specific guidelines for each of your individual buildings.

This handbook will need to be updated often in order to maintain current information. If a specific area is updated, please inform the staff and district personnel.

Every staff member will have access to the crisis intervention handbook, which will be sent via email and housed in the main office. An additional copy will be found on the “Staff Resource” page on the KASD website. At the beginning of each school term, the building-level Principal will review the handbook with the staff.

B. District Crisis Personnel

District Crisis Personnel:	Name:	School:	Phone:
Superintendent	Brad Ebert	District Office	920.894.2266 Ext: 2111
Asst. Operations Manager	Becki Giebel	District Office	920.894.2266 Ext: 2112
Elementary Principal	Chad Ramminger	Zielanis	920.894.2265 Ext: 4001
Middle School Principal	Alex Ourada	Kiel Middle	920.894.2264 Ext: 3002
High School Principal	Brad Hoerth	Kiel High	920.894.2263 Ext: 5151
BTLVA/eSchool Principal	Sarah Scovell Muraski	Kiel High	920.894.2263 Ext. 2509
Director of Teaching and Learning	Mackenzi Schwarz	District Wide	920.894.2266 Ext: 2525
Dept. of Bldg/Grounds	Charles Achter	District Office	920.894.2266 Ext: 2114
Nurse	Brandi Conway	District Wide	EXT: 2508
Nurse	Jesi Brandl	District Wide	EXT: 2508
School Social Worker	Kari Riehl	District Wide	EXT: 5154
School Psychologist	Tyler DeVooght	District Wide	EXT: 3214
School Resource Officer	Officer Mike Golbach	District Wide	920.762.0051 (Cell)

H.S Crisis Personnel:	Name:	School:	Phone:
Principal	Brad Hoerth	Kiel High School	920.894.2263 Ext: 5151
Dean of Students	David Heimann	Kiel High School	920.894.2263 Ext: 5043
Activities Director	Steve Walsh	Kiel High School	920.894.2263 Ext: 5197
Secretary	Julianne Oswald	Kiel High School	920.894.2263 Ext: 5152
Counselor	Heidi Aprill	Kiel High School	920.894.2263 Ext: 5161
Counselor	Olivia Schad	Kiel High School	920.894.2263 Ext: 5048

M.S Crisis Personnel:	Name:	School:	Phone:
Principal	Alex Ourada	Kiel Middle School	920.894.2264 Ext: 3002
Secretary	Kari Lau	Kiel Middle School	920.894.2264 Ext: 3000

Secretary	Stephanie Fintelmann	Kiel Middle School	920.894.2264 Ext: 3001
Counselor	Megan Kautzer	Kiel Middle School	920.894.2264 Ext: 3217

Elem. Crisis Personnel:	Name:	School:	Phone:
Principal	Chad Ramminger	Zielanis Elementary School	920.894.2265 EXT: 4001
Secretary	Stephanie Eckardt	Zielanis Elementary School	920.894.2265 EXT: 4002
Secretary	JoAnn Jaschob	Zielanis Elementary School	920.894.2265 EXT: 4000
Counselor	Rebecca Knepfel	Zielanis Elementary School	920.894.2265 EXT: 4006

Emergency Numbers:	Name:	Phone:
Bus Company (Kobussen)	Mark Scholz	920.898.4207
Manitowoc County Sheriff Department		920. 683.4200
Calumet County Sheriff Department		920.849.2335
Sheboygan County Sheriff Department		920.459.3111
Kiel Police Department		920.894.2211
Manitowoc County of Social Services		920.683.4230
Calumet County Social Services		920.849.1400
Sheboygan County Social Services		920.459.3111

C. General Emergency Contacts

The following procedures are common to all emergencies:

- Make sure you are safe
- Make sure the students are safe
- Make sure that staff are safe
- Get the facts and write them down (who, what, when, why)
- Notify the Building Level Principal and/or Office Superintendent
- If necessary, contact the police or fire department
- Any decision to close a school must be okayed by Superintendent or Designee
- The Superintendent or Designee will deal with the media
- Don't allow the media into school unless okayed by the Superintendent or Designee

Type of Emergency	Contact Person
Abuse/Neglect	Principal, Social Worker, Social Services
Accidents at School	Principal, Response Team
Accidents To and From School	Principal, Police
Allergic Reactions	Principal, Rescue Team, Nurses
Assault and/or Rape	Principal, Police
Bomb Threats	Police, Superintendent
Bus Accident	Transportation Supervisor, Principal, Superintendent
Child-napping	Principal, Police
Death of Student or Faculty Member	Principal, Superintendent
Fire and/or Explosion	Fire and Police Departments, Superintendent
Power Failure/Gas Leaks	Director of Building and Grounds, Superintendent
Environmental Threat, Hazardous Material	Director of Building and Grounds, Superintendent
Violent Behavior	Police, Principal
Intruder in Building	Principal, Police
Nuclear Threat	Superintendent
Weather Issues	Superintendent, Transportation Supervisor
At School - after regular hours emergency	Activities Director, Principal, Superintendent

D. Major Role Responsibilities

- I. Superintendent
 - A. Handles all media contact for the district
 - B. Makes decisions that impact the entire school district
 - C. Communicates with Board of Education
- II. Principals
 - A. Evaluates the seriousness of the situation
 - B. Makes decisions for building-level responses
 - C. Carries out plan of action
 - D. Make parental contacts
 - E. Coordinates communication with appropriate staff
 - 1. Ensures that all students and staff, including those with limited mobility, are able to follow emergency procedures safely as possible given the situation.
 - F. Keeps the Superintendent's Office informed
- III. Building and Grounds Department
 - A. Checks building for damages and reports to Superintendent
 - B. Makes emergency repairs as practical
 - C. Helps to staff hallways for crowd control/supervision
 - 1. Ensures that all students and staff, including those with limited mobility, are able to follow emergency procedures safely as possible given the situation.
 - D. Meets with police/fire department in terms of floor plans
 - E. Secures all entrances until fire department/police arrive
- IV. Fire and Police Departments
 - A. Performs emergency assistance
 - B. Assists in crowd control
 - C. Assists and Assesses building evacuations
 - D. Establishes type of search needed to be done
- V. Student Services Departments
 - A. Assists with implementation of crisis intervention plan(s)
 - B. Helps with building supervision
- VI. Teachers
 - A. Follows appropriate emergency procedures
 - B. Allows Superintendent and/or Principal to be spokesperson (Don't talk to press or media)
 - C. Knows who to call in emergency situations
 - D. Ensures that all students, including those with limited mobility, are able to follow emergency procedures safely as possible given the situation.
- VII. Custodians
 - A. Knows your role in the different emergency situations
 - B. Assists Director of Buildings and Grounds in keeping people either in or out of the building
- VIII. Secretaries
 - A. Knows your role in case of an emergency
 - B. Keeps Crisis Intervention Handbook and Crisis Folder

- C. Attempts to keep phone lines clear for emergency use
- D. Controls access to Principal
- E. Refers media to Superintendent's Office

IX. Bus Company

- A. Contacts Superintendent's Office
- B. Contacts appropriate building in terms of parents' phone numbers
- C. Keeps radio communication to a minimum

E. Crisis Communications

Clear and consistent communication during a crisis is critical. It is important to avoid confusion and contradictory information that is created when too many individuals are giving out information. In addition, law enforcement officials may want to coordinate communication efforts to help in their investigations.

The Superintendent is the only person to speak to the media about a crisis situation:

- The Superintendent will notify the School Board of the crisis situation
- The Principals will keep the Superintendent informed of events at the building levels
- The public address system will not be used to inform individuals about a sensitive issue
- The crisis teams at each building will inform all affected parties at each building
- Staff will be debriefed after the crisis has been resolved
- The media is not allowed in the building during a crisis - An appropriate area will be designated for them to do their job

F. Emergency Medical Procedures

If there is an emergency medical situation that would require immediate medical attention, please follow this procedure:

I. In School:

- A. Call emergency medical services (911)
- B. Contact the Principal's Office
- C. Contact personnel with appropriate background training in first aid, CPR, etc.
- D. Look at medical emergency information in Skyward
- E. Contact parents
- F. After medical personnel have the situation under control, fill out emergency forms for insurance company
 - 1. Write out all that you remember about the incident on a separate sheet of paper detailing what exactly happened and responses to it
 - 2. Complete accident report
- G. The counselor/SSW would be the person to go to the hospital (if needed)

II. Out of School:

- A. Teachers on field trips should be aware of the special medical needs of their students
 - 1. It is mandatory to take a class list with parents' phone numbers if you are going on a field trip
 - 2. Bring a medical kit
 - 3. Communicate with school nurses to ensure medication and other medical items are brought
- B. Coaches should have emergency cards with them when traveling away
- C. If an emergency occurs
 - 1. Don't move the student, wait for emergency personnel
 - 2. Write down the circumstances surrounding the emergency and your response
 - a) It is important to not speak to anyone about the situation until you have facts written down on paper
 - 3. Call the office to notify the Principal of the emergency after the situation is stabilized
 - 4. Complete accident/insurance forms when you return to the building

III. School Area (outside or athletic fields)

- A. Get control of the situation
 - 1. Non-threatening
 - a) Get situation under control, have the office contact parents about the situation
 - 2. Threatening
 - a) Have office call EMT services
 - (1) If parents refuse to have EMT services, document that fact
- B. Fill out paperwork after the situation is under control
 - 1. Be very specific about the situation

G. Evacuation and Lockdown Procedures

- I. Each crisis may require a different response from the students and staff in the building**
 - A. Some emergency situations may require **evacuation** from the building, such as a bomb threat, fire, explosion, gas leak, etc.
 - B. Some situations, such as a visit from a police dog, or an emergency happening outside of the school building, will require **a Lockdown**
 - C. Other situations, such as an intruder, may require an **ALICE Alert** in which staff will need to either:
 1. Hold students in the classroom (lock and keep students in the room)
 2. Counter the assailant
 3. Evacuate and move with the students to the rally point until the crisis has passed
 - D. Still other situations, such as a nuclear warning or tornado, may require that students be moved to a different part of the building and held there until the crisis has passed - **“Move, Lock, Secure”**
- II. In the event of an evacuation, the Principal or Designee will announce into the intercom: “Evacuate the Building”, along with any necessary information; and run an alert through CrisisGo.**
 - A. The teachers will:
 1. Give directions and follow the last student from the classroom
 2. Grab emergency response folder, shut off lights, and close the door(s)
 3. Take attendance/complete roster on CrisisGo
 4. Remain in assigned area until advised differently by the principal
 5. NO bathroom or locker releases
 - B. Unassigned teachers and staff meet with the Principal at the identified location
 1. If students are with a Specials teacher, find them and assist in supervision
 2. Remain in assigned area until advised differently by the principal
- III. In the event of a Lockdown, the Principal or Designee will announce into the intercom: “We are in a lockdown situation”, along with any necessary information; and run an alert through CrisisGo.**
 - A. The teachers will:
 1. Lock Doors
 2. Follow Communication
 3. Take Attendance/roster on CrisisGo
 4. Only call the office with vital information
 - a) Not to share general information
 5. No one is to leave the room, not even for the bathroom
 - a) Unless the principal or police request
 - B. Staff without students/or a classroom, stay in your safe place until notified
 - C. Be prepared to stay in a “lockdown” for an extended period of time
- IV. In the event of an ALICE (Alert, Lockdown, Inform, Counter, Evacuate) situation, the Principal or Designee will announce into the intercom: ALICE Alert ... then necessary information such as Gunman in Admin Hallway; and run an alert through CrisisGo.**

- A. In the event of an ALICE Alert, the teachers will (not in linear order):
1. Lock doors, barricade room if assailant is nearby
 2. Counter if the assailant is in the room
 3. Evacuate if possible – Go to Rally Point (by building)
 4. Call 911 when safe to do so (CrisisGo will Direct Call 911)
 - a. Provide communication
 - b. Follow communication
 5. Take attendance/roster in CrisisGo
 6. Call with vital information

The philosophy behind ALICE: *Utilize technology and information in ways that allow staff and students to make informed decision; Remove as many people as possible from the DANGER zone to minimize targets of opportunity; and Provide realistic training so that those “stuck” in the CRISIS zone, if confronted by an assailant, have options available to them to enhance their chances of surviving this violent encounter*

II.

Types of Incidents

A. Abuse/Neglect Report

Wisconsin statutes require school personnel who, in the performance of their duties, encounter a child they suspect has been physically or sexually abused, is experiencing neglect or emotional damage, or is threatened with injury to report these suspicions to the appropriate authorities. The person who observes the child is ultimately responsible for making the referral to the Department of Human Services or law enforcement officials and is liable if referral is **not** made. **Anyone who in good faith is participating in an investigation shall be immune from any liability.**

Where child abuse/neglect is suspected, please follow this procedure:

- A. The staff member shall contact the County where the student primarily resides or the suspected incident occurred
 - a. Manitowoc County Human Services Department (920-683-4230)
 - b. Sheboygan County Human Services Department (920-459-3207)
 - c. Calumet County Human Services Department (920-849-1400)
- B. The referral (call) should be made as early in the day as possible so that a social worker from the Human Services Department has time to begin an investigation before the student goes home (if need be)
 - a. Ask another staff to cover your class to make the phone call
- C. The oral report should include the following information:
 - a. Name of child suspected of being abused or neglected
 - b. Name of school and grade
 - c. Name, address, telephone number of child's parent or guardian
 - d. Facts and circumstances forming the alleged abuse
 - e. Present whereabouts of the child
 - f. Any factors contributing to high risk
 - g. Siblings in the home, ages, schools attended (if known)
 - h. Other adults in the home (if known)
- D. The staff member(s) shall inform the Building Principal or his/her Designee of the referral as soon as possible

B. Accidents at School

- I. For minor accidents and/or injuries, the Principal/Crisis Team will:**
 - A. Refer students to the building main office to be treated by someone trained in first aid
 - B. Follow the emergency procedures as indicated by the type of accident/injury

- II. For major accidents and/or injuries, the Principal/Crisis Personnel will:**
 - A. Call an ambulance immediately - 911 (adult accompanies the student)
 - B. Call parent/guardian immediately after calling the ambulance
 - C. Apply first aid and life-sustaining techniques

- III. Record student accidents on the Standard Accident Forms**
 - A. The following student accidents will be reported:
 - 1. All accidents that result in a student being out of school
 - 2. Accidents which occur in the school building and on the school grounds during the school day and at school-sponsored activities
 - 3. Staff members will direct all information regarding student accidents to the School Principal
 - 4. The School Principal will immediately call the Superintendent with information regarding a major accident at school

C. Accidents To and From School/Work

In the event of accidents involving an employee or student who is on the way to or from school, the Principal or Designee, will try to determine whether or not help is on the way.

I. If help is not on the way, the Principal or Designee will:

- A. Phone for emergency help - call 911
- B. Attempt to confirm identity of individual
- C. Phone parents, spouse, or individual on emergency contact in Skyward
- D. Notify appropriate personnel (i.e. Superintendent and the Building Principal)

II. If help is on the way, the Principal or Designee will:

- A. Continue to try and notify parents, spouse, or individual named on emergency contact in Skyward
- B. Send an employee trained in life-sustaining techniques if necessary
- C. Assign an adult to accompany the student if a student needs to be transported to a medical facility
 1. If the parent/guardian is not available to act as a liaison, staff will provide progress reports

The Bus Company (Kobussen):

- Will be responsible for enforcing rules and assisting school officials in the administration of punishments and penalties assessed for the violation of bus rules
- Will communicate verbally and in writing the nature of each offense

D. Allergic Reactions

- I. If an employee or student should have an allergic reaction, the staff members should:**
 - A. Use an Epi-pen if the victim has one
 - B. Keep students/staff awake, warm, and positioned if necessary to prevent shock
 - C. Monitor for the need to provide basic CPR
 - D. Phone parent/guardian/emergency contact
 - 1. Phone emergency contact for student if parent or guardian is not available (skyward)
 - 2. Call doctor if emergency contact is not available
 - E. Phone 911 for emergency help if student/employee loses consciousness, stops breathing, and/or his/her heart stops beating
 - F. Transport the student/staff to a medical facility if need be and assign an adult to accompany

- II. Preventive measures to be taken by staff members are:**
 - A. Encourage parents and guardians to list health conditions in student enrollment information
 - B. Remind each teacher to read special medical information about any student in his/her classroom having special medical or physical needs
 - C. Encourage staff to alert the building administrator and other colleagues regarding any health conditions they might have

- III. If the event of food poisoning, the Principal or Designee will:**
 - A. Notify nurse
 - B. Administer first aid
 - C. Inform Superintendent

E. Assault and Rape

In the event that there is an occurrence of rape and/or serious assault, the Principal/Crisis Team should follow these procedures:

- I. Render first aid to the victim**
 - A. However, attempt to avoid washing away evidence
- II. Phone for emergency help - call 911**
- III. If occurrence is within a classroom, evacuate students to another location; If occurrence is outside of a classroom, initiate a hold**
- IV. Notify the Building Principal and Superintendent**
- V. Check for the enrollment information on file for student**
- VI. Phone parent or guardian**
- VII. Contact school counselor/social worker**
 - A. Obtain as much information about the assailant and incident as possible as directed by law enforcement
- VIII. If student needs to be transported to a medical facility, assign an adult to accompany the student**
- IX. No information should be released**
 - A. The superintendent should be the only source of information.

F. Bomb and Bomb Threat Procedure

I. The following procedures will be adhered to in the case of a bomb threat via phone, email, etc.:

- A. Person receiving the call will attempt to gain information (See Bomb Threat Checklist)
- B. Inform Principal and Superintendent immediately
- C. Call County Traffic (911) requesting the county officer and Kiel's Police Chief to school immediately (if CrisisGo event is launched, 911 will be directly called from the app)
- D. Principals, Superintendent, and Director of Buildings and Grounds conduct observations of anything out of the ordinary within hallways, stairways, and exits
- E. The Superintendent and Principal will make a decision whether to evacuate and conduct a total search of the building
 - 1. Public address system will be used to evacuate building; the Superintendent or Building Principal will initiate a CrisiGo alert

F. Bomb Threat Checklist:

- 1. Call 911
- 2. Notify the Superintendent
- 3. Initiate a "HOLD" using CrisisGo app to allow for investigation and further information
- 4. Do not evacuate unless instructed to do so
- 5. Cease the use of two-way radios due to detonation risk
- 6. Set up Incident Command Post where school leaders can stage with emergency responders
- 7. Consult with emergency responders
- 8. Account for all students and staff by initiating a Roster Event
- 9. Activate pre-trained bomb search team(s) to conduct the building sweep
- 10. If a suspicious object is found, do not touch it
- 11. Notify police of any suspicious objects
- 12. If relocation is necessary, notify transportation
- 13. Have pre-assigned staff check for suspicious devices at the relocation site
- 14. Notify school counselors for post-incident counseling
- 15. After the crisis has ended, release the alert in the CrisisGo App
- 16. Debrief with the school crisis team
- 17. Complete an incident report

II. Evacuation:

- A. All students and personnel are to report immediately to their designated evacuation areas
 - 1. Once to designated evacuation location, staff should take attendance/roster students with CrisisGo
- B. During inclement weather, students will be dismissed to large group areas

III. Search of the total building will be conducted by police authorities

G. Bus Accidents on Trips Away From District

I. Before leaving the District, the teacher(s) will:

- A. Make sure the bus has a first aid kit
- B. Make sure he/she has a list of students, home telephone numbers, names of parents/guardians, work telephone numbers, home addresses, and any important emergency information
 - 1. Make sure he/she has a list of emergency numbers with him/her
- C. Students and faculty/staff are encouraged to complete and return emergency medical forms
 - 1. These forms should accompany coaches/advisors on school-sponsored, out-of-town travel
- D. Make sure he/she has a list of chaperones and teachers, addresses, phone numbers, emergency numbers, and other emergency information

II. The teacher(s) will take the following measures if there is an accident:

- A. Move students to a safe place if there is a fire
- B. Call emergency numbers - police, fire, ambulance, state patrol, etc.
- C. Call your Principal or Superintendent
- D. Do not make statements to the press
 - 1. Refer media to the Superintendent's Office

H. Missing Child/Child-napping

I. If a child is taken illegally, the Principal/Crisis Personnel should:

- A. Check student enrollment information for legal custody
- B. Phone student's parent/guardian
- C. Contact the police/school liaison officer
- D. Inform Superintendent
- E. Document last sighting of student, clothing description, friends, etc.

II. Preventive measures to be taken by the Principal/Crisis Personnel are:

- A. Create a list of students who are not to be released to anyone except a parent or guardian
- B. Check with parent or guardian before allowing anyone except the parent or guardian to pick up a child
- C. Double check phone calls from parents or guardians requesting that a child be released from school to someone other than the parent or guardian
 - 1. This check can be made by calling the child's guardian to verify the request

I. Death, Accident of a Student or Staff Member

Circumstance (accident, death, etc.) _____ Time of Circumstance _____

_____ Dr. Ebert calls principals, school psychologist, and director of buildings and grounds
(Describe situation, determine the parent contact, and set a meeting ASAP)

_____ Principals call student services team

_____ Dr. Ebert and Administrative Team prepares a statement for the phone trees

_____ Dr. Ebert will text the statement to the principals, student services team, and central office staff

_____ Crisis team meets to determine additional support

_____ Statement prepared for secretaries to say to phone callers
Drafted by Dr. Ebert

_____ Letter prepared to be sent home/posted on parent portal
Drafted by Principals

Morning meeting(s) with Crisis Team:

- _____ include picture of student(s)/staff involved
- _____ provide an update on the situation
- _____ identify relatives/friends/staff that may be impacted
- _____ address any immediate safety/security concerns
- _____ determine an update/debriefing meeting (time, location)
- _____ draft note to be read in classes by teacher or representative

Morning meeting(s) with Staff:

- _____ include picture of student(s)/staff involved
- _____ provide an update on the situation
- _____ identify relatives/friends that may be impacted
- _____ address any immediate safety/security concerns
- _____ set an update/debriefing meeting (if needed)

Morning Staff Meeting Checklist

- ☐ Factual data related to circumstance
- ☐ Picture of those affected
- ☐ Reminder of where to send impacted student
- ☐ Reminder of media protocol (superintendent is to be the initial contact)
- ☐ Staff needs to hear that no one can predict what kinds of reactions that they may see in students
- ☐ The announcement to be read to the students needs to be reviewed and teachers given some guidance as to responding to student reactions such as:
 - ☐ Students having a difficult time can be seen by a counselor
 - ☐ Let students ask questions – note those questions the teacher cannot answer so they can be addressed in the classroom presentation or any new information becomes available
 - ☐ It is okay for the teachers to express shock, sadness, tears, or difficulty with talking about the circumstance
- ☐ Staff need reassurance that there is enough staff support available should the response demand additional support

Staff Debriefing Checklist

- ☐ Principal will provide updated information
- ☐ Identify additional concerns
- ☐ Discuss “where do we go from here”

Operational Debriefing Checklist

The primary purpose of the meeting is to:

- ☐ Identify what has worked well and what has not
- ☐ Identify current concerns and worries
- ☐ Identify additional interventions that are still needed
- ☐ Identify additional resources or assistance to make the next few days easier

J. Fire and/or Explosion

I. The Principal or Designee will:

- A. Evacuate building using fire drill procedures; activate CrisisGo alert
- B. Call for emergency help - 911 (CrisisGo will Direct Call 911)
- C. Designate someone to meet arriving fire and rescue units
- D. Shut off gas and fuel lines, also electricity. Contact fuel and gas sources
- E. Inform Superintendent's office
- F. Follow Fire Drill protocol
 - 1. Send an alert in the CrisisGo app
 - 2. Pull the Fire Alarm if able to do so
 - 3. Call 911 (CrisisGo will Direct Call 911 in the event of a real event)
 - 4. Determine if an evacuation is necessary
 - 5. Announce "Evacuation" over PA system
 - 6. Evacuate the building
 - 7. Set up Incident Command Post where school leaders can state with emergency responders.
 - 8. Account for all students and staff by initiating a Roster Event (in CrisisGo)
 - 9. Gather information from witnesses regarding the location of the fire or explosion
 - 10. Delegate roles for transport of students to secondary sites (designated relocation sites)
 - 11. Meet with emergency responders at the Incident Command Post
 - 12. Notify the Superintendent
 - 13. After the crisis has ended, release the alert in the CrisisGo App
 - 14. Complete an incident report
- G. If school must be closed, have a plan for housing students until they can be picked up
- H. Have a plan ready to inform parents

K. Gas Leak and Asphyxiation

I. If a gas leak is detected in your building:

- A. Evacuate the building immediately; and activate CrisisGo alert.
- B. Students must be a safe distance from the building; staff take attendance/roster on CrisisGo
- C. Phone for emergency help - call 911 (You may want to make this call from outside of the building.)
- D. Have the custodian turn off the main gas valve
- E. Inform utilities
- F. Inform the Superintendent's office
- G. Do not return to the building until the problem has been corrected

II. In the event of asphyxiation, the Principal or Designee will:

- A. Evacuate the building immediately; and activate CrisisGo alert
- B. Phone for emergency help - 911
- C. Inform Superintendent at 920.894.5112

L. Hazardous Spills/Environmental Threats

Any hazardous materials spilled or found in the building should be immediately reported to the Building Principal and Director of Building and Grounds. A trained technician will be sent to remove the material. Isolate the location from staff and students.

I. Procedures

A. Eye Contact

1. Flush eyes with water for fifteen minutes
2. Call for emergency help - 911
3. Call Poison Control Center - 1-800-222-1222

B. Ingestions

1. Call for emergency help - 911
2. Call Poison Control Center - 1-800-222-1222
3. Learn what substances and amount were ingested to aid medical staff
4. Save the container

C. Chemical Spills

1. Remove all contaminated clothing as quickly as possible
2. Flood the affected area with water for fifteen minutes
3. Phone 911 for emergency help
4. Call Poison Control Center - 1-800-222-1222
5. Wash affected areas with a mild soap (do not use other chemicals or salves)
6. Save the container

D. Handling of Spilled Liquids

1. Attend to any person who has been contaminated (see above)
2. Evacuate all nonessential personnel from the area
3. If the material is flammable, turn off any heat source
4. Avoid breathing vapors
5. Secure supplies to begin cleanup

E. Blood Borne Pathogens

1. If possible, the person bleeding should try to clean up area impacted
 - a) If person cannot clean area, personnel should put on plastic gloves to help clean wound, cut, or wipe up blood
2. Any materials used in wiping up the area should be put in a plastic bag and labeled "contaminated waste"
3. Call the Director of Buildings and Grounds to send technicians to clean the area or dispose of contaminated waste materials

F. Asbestos

1. Make sure all children are safe
2. Report any suspected disturbed asbestos to Director of Buildings and Grounds
3. Make sure to stress that there is suspected asbestos
 - a) A trained technician will be dispatched to assess the problem.
4. The area under question should be closed to all personnel
5. Do not attempt to clean up the material

G. PCB's

1. If a fluorescent light ballast failure is accompanied by smoke and/or leakage, there is a possible danger of PCB contamination
2. Call the Director of Buildings and Grounds.
3. Vacate the area and seal it off until a trained technician arrives to access the situation
4. Do not return to the area until told to by the Director of Buildings and Grounds.

H. Bioterrorism

1. Students or staff who are responsible for the distribution of mail within the district will receive information regarding the hazards of handling these materials and instructed in terms of biochemical materials that have been found on letters
2. Students and staff will be encouraged to wear gloves and/or other devices as preventive measures against postal bioterrorism.

M. Intruder in Building

- I. All staff members should be aware of “strangers” in the building. All visitors should be directed to the office**
- II. After 8:00 a.m., all entrances to the schools will be locked until 3:15 p.m**
- III. If a staff member suspects an intruder, he/she will inform the office immediately**
 - A. If there is an imminent threat the staff member should call 911 immediately
- IV. The Principal will meet with the intruder to determine his/her intentions**
 - A. If the Principal senses any danger, he/she will call the police and other authorities and activate an alert for CrisisGo (if alert is activated first, it will Direct Call 911)
 - B. The Principal or Designee will remain with the intruder until the police arrive
 - C. The Principal will inform Superintendent
 - D. The Principal will document information about the intruder - description, etc.
- V. If the risk of danger from the intruder is sufficiently high, the Principal will:**
 - A. Inform the staff through a **Lockdown** or **ALICE Alert through CrisisGo** (follow directions on pg. 12)

N. Drug or Medication Overdose

I. In case of a drug or medication overdose, the staff member should:

- A.** Make sure emergency information is available to staff
 - 1.** Encourage parents and staff to alert the teacher(s) as to potential health problems, medications
- B.** If during the school day, initiate a hold and send a medical hold alert from CrisisGo.
- C.** Phone for emergency help - call 911
- D.** Consult emergency information
- E.** Keep student awake and alert if possible
- F.** Utilize trained staff in building
- G.** Phone parent/guardian
- H.** If student needs to be transported to a medical facility, assign an adult to accompany the student (if parent is not available)
- I.** Inform Superintendent

O. Power Failure

I. During School Hours:

- A. The paramount concern is the health and safety of the students
 - 1. Make sure the children are safe
 - 2. It is important to try to keep the children in school
 - a) Many of their parents are not home
- B. Get the facts
 - 1. Who, What, Where, When, Why
- C. Contact the Building Principal and the Superintendent to report the power failure and request immediate assistance
 - 1. The Superintendent will direct the Director of Buildings and Grounds will contact Public Service and dispatch the appropriate electrical service personnel as needed
- D. Flashlights should be kept in a central place near a window
 - 1. Batteries should be kept next to the flashlights (but separate so they do not corrode)
- E. Principals should appoint supervisors for two bathrooms designated as “emergency bathrooms”
 - 1. Have enough flashlights for these bathroom supervisors
- F. Interior stairwells should be avoided

II. Under certain circumstances, it may be necessary to close school

- A. A discussion will be held with the Superintendent, Director of Buildings and Grounds, and School Principal prior to a decision on closure
 - 1. The Director of Buildings and Grounds will be in contact with Public Service and have an estimate concerning the length of the outage
 - 2. The decision to close must be reached with the Superintendent
 - 3. Radio and television stations will be used to inform parents of school closings prior to dismissal.
 - 4. Local police must also be notified by the school if students are going to be sent home.
- B. Transportation department, Kobussen, must be consulted before a decision to close is reached in order to determine when buses would be available
- C. Notify parochial schools of intent to close for possible time conflicts

P. Tornado Drill Procedure

As soon as a School Principal learns of a tornado watch in Manitowoc County, the staff shall be alerted of the potential danger and request all personnel to immediately report any tornado which they see. The Building Principal will tune in the local radio station in order to monitor bulletins issued by the National Weather Service and will notify the Superintendent of the issuance of a tornado watch. If the Superintendent is the first to learn of a tornado watch, s/he shall notify the Building Principals.

In the event of a tornado warning in the Kiel area or if a Building Principal learns of the spotting of a tornado in the vicinity of the facility which they supervise, all personnel of that building shall be evacuated from each classroom and should follow established procedures for that building. The Building Principal or Designee should also initiate an alert in CrisisGo. The windows and doors of the facility should be left open and all personnel shall sit on the floor with their heads between their knees and their arms over their heads until such time as the Building Principal notifies them that the tornado danger has passed.

The School Principal shall notify personnel of the tornado drill procedures and periodically conduct drills to familiarize employees with this procedure.

The School Principal should have established individual building procedures. These must be practiced yearly.

Definitions:

- **Tornado Watch** - is issued by the National Weather Service when atmospheric conditions are such that tornadoes might develop.
- **Tornado Warning** - is issued when a tornado has been sighted or has been picked up on radar by the National Weather Service.

Q. Water Failure

I. During School Hours

- A. Make sure the students are safe
- B. Get the facts (who, what, where, when, why)
- C. Contact the Director of Buildings and Grounds to report failure
 - 1. Director has the capability of contacting the utility department 24 hours per day to determine the problem and estimated length of outage
- D. Occasionally, water may be interrupted
 - 1. Each Building Principal should estimate length of time interruption may occur, implement stopgap measures until service can be resumed, and assess the potential need for school closing with the Director of Buildings and Grounds and the Superintendent
- E. If the outage is extreme or prolonged, the school may have to be closed
 - 1. The decision to close must be reached with the Superintendent
 - 2. Radio and television stations, as well as email on the parent portal, will be used by the Superintendent's Office to inform parents of school closings prior to dismissal
 - 3. The local police must also be notified by the school if students are going to be sent home
 - 4. Kobussen must be consulted before the decision to close is reached
 - 5. Contact parochial schools of intent to close for possible time conflicts

R. Weather Issues/School Cancellation

I. Cancellation/Delay Procedure:

- A.** The overriding issue on school closing will be the safety and welfare of the students
- B.** Cancellations will be made as early as possible
- C.** When Kiel Area Schools close, all parochial/private schools are notified that the district buses will not run
 - 1. Public schools activities are then canceled, unless otherwise stated
 - a) When we cancel school, the general rule will be that all school activities will also be canceled. This includes evening activities. Athletic events may be held at the discretion of the school administration rather than rescheduling. **Student safety is the primary concern in making a decision.**
- D.** Any delay of more than one hour in the morning will automatically cancel morning Full Circle Care, 4-Year-Old Kindergarten and Early Childhood. Weather permitting, afternoon 4-Year-Old Kindergarten and Full Circle Care will proceed as usual.
- E.** The Superintendent or Designee will make the decision for school closings

II. Early Dismissal - Inclement Weather – Follow Separate School Cancellation Procedures

III.

Prevention/Early Intervention Ideas for Violent Behavior or Suicide

A. Safe Schools

- I. All staff, students, parents, and members of the community must be part of creating a safe school environment**
 - A. Well-functioning schools foster learning, safety, and socially appropriate behaviors; these schools:
 - a. Have a strong academic focus and support students in achieving high standards
 - b. Foster positive relationships between school staff and students
 - c. Promote meaningful parental and community involvement

- II. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development**
 - A. Effective prevention, intervention, and crisis response strategies operate best in school communities that:
 - 1. Focus on academic achievement
 - 2. Involve families in meaningful ways
 - 3. Develop links to the community
 - 4. Emphasize positive relationships among students and staff
 - 5. Discuss safety issues openly
 - 6. Treat students with equal respect
 - 7. Create ways for students to share their concerns
 - 8. Help children feel safe expressing their feelings
 - 9. Have in place a system for referring children who are suspected of being abused or neglected
 - 10. Offer extended day programs for children
 - 11. Promote good citizenship and character
 - 12. Identify problems and assess progress toward solutions
 - 13. Support students in making the transition to adult life and the workplace

- III. Whenever faculty, staff, or coaches are hired, a reference check is conducted on each individual before they are hired**
 - A. Volunteer coaches, advisors, etc., who will be working with students on a continuous basis, should have reference checks performed on them before they begin their volunteer duties

B. Early Warning Signs of Violence to Self and Others

There are early warning signs in most cases of violence to self and others - certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that - indicators that a student may need help.

Such signs may or may not indicate a serious problem - they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Teachers and administrators - and other school support staff - are not professionally trained to analyze children's feelings and motives. But they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as School Psychologists, Counselors, Social Worker, and Nurses. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

Unfortunately, there is a real danger that early warning signs will be misinterpreted. Educators and parents, and in some cases students, can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them.

These principles include:

- Do no harm. The early warning signs should not be used as rationale to exclude, isolate, punish, mislabel, or stereotype a child
- Understand violence and aggression within a context
- Avoid stereotypes
- View warning signs within a developmental context
- Understand that children typically exhibit multiple warning signs

It is not always possible to predict behavior that will lead to violence. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self and others feel rejected and

psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult - whether at home, in school, or in the community - the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate and potentially harmful to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes. Only trained professionals should make diagnoses in consultation with the child's parents or guardians.

The following early warning signs are presented with the following qualifications: they are not equally significant, and they are not presented in order of seriousness.

The early warning signs include:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- Past history of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug use and alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence

C. Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Detailed threats of lethal violence
- Possession and/or use of firearms and other weapons
- Other self-injurious behavior or threats of suicide

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately.

Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, and method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past
- Is carrying a weapon, particularly a firearm, and has threatened to use it

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as Child and Family Services and Community Mental Health.

Each school community should develop a procedure that students and staff can follow when reporting their concerns about a child who exhibits early warning signs. In many schools, the Principal is the first point of contact. In cases that do not pose imminent danger, the Principal contacts a School Psychologist or other qualified professional who takes responsibility for addressing the concern immediately. If the concern is determined to be serious, but not pose a threat of imminent danger, the child's family should be contacted. The family should be consulted before implementing any interventions with the child. In cases where school-based contextual factors are determined to be causing or exacerbating the child's troubling behavior, the school should act quickly to modify them.

D. Identifying the Suicidal Student

All school employees need to know how to identify the suicidal student and how to take immediate and appropriate action in dealing with him/her. The following discussion aims to provide districts and employees with information on the basic distress signals to look for in their students. Since no list of signs or warning behaviors can be complete, the emphasis should be on recognizing change in an individual's behavior and perhaps making a referral to a professional familiar with assessing suicide threats.

The young child: Even young children face stress, and to them, can become overwhelming. The negative effect of such stress is compounded by three factors. First, young children have had very little opportunity to develop coping skills. Second, adults in their environment tend to discount the effect of stress on the young child. Third, young children have little control of their environment. Psychiatric and psychological literature have acknowledged only recently that even young children can become clinically depressed. Childhood depression seldom appears as a mirror image of adult depression. The general lack of sophistication of the young child and his/her normal impulsiveness make it difficult to differentiate normal, transient behavior from more serious depression and suicidal feelings. Adults, such as parents and educators who spend a great deal of time with a specific child, need to be aware of any unusual change in the child's behavior. These adults are the people best qualified to recognize and interpret the behavioral signs an individual child exhibits.

Children under stress show symptoms that may include poor school performance, physical ailments, fighting and belligerence, misbehavior, threats towards others and self, and harming themselves. They may also exhibit social isolation, academic withdrawal, and changes in eating or sleeping patterns. While any or all of these behaviors may not indicate a problem, significant adults in the child's life should be concerned when they represent a change in the behavior normal to that child. Depression in the young child usually can be traced to a lack of coping and communication skills needed to deal with a loss of security. These children depend upon the adults in their lives for food, shelter, clothing, support, and protection. When their security system is disrupted, it is difficult for them to adapt to the new situation. For example, death, divorce, alcoholism and physical, emotional, and sexual abuse are possible causes of this disruption. Children, especially young children, depend extensively on significant adults and have not developed sufficient communication skills to tell those same adults how worried or frightened they feel. This may contribute to the development of a suicidal state in the child.

Even with the low suicide incidence at this age level, questions about it may arise when discussing such topics as stress or crisis. The teacher should deal with students who show unusual concern or interest in suicide on an individual basis to determine if a referral to additional services is appropriate.

The adolescent: Statistically, the adolescent is at a greater risk of attempting suicide than the younger child. While many of the factors leading to this higher suicidal risk are associated with the same stress situations as those of the younger child, the context of the adolescent's life stage is dramatically different. Adolescents are neither children nor adults. They are expected to accept increasing responsibility often without the corresponding increase in control over their own lives. They are in the process of developing their own identity. Insecurity is a common emotion felt by adolescents. They fear that they will not be able to achieve independence and also fear that they might lose the support and unconditional love of their parents. In some cases, students do not have this support and love to begin with. Adults need to realize that every adolescent is convinced that he/she is the only person who experiences this conflict. This belief is one of the major reasons why the adolescent develops irrational coping mechanisms, such as suicide, to deal with stress.

Adults who work with youth need to understand that adolescents:

- Need to experiment with new behaviors but also conform to the expectations of their peers
- Do not perceive suicide to be permanent; they romanticize it
- Experience wide mood swings that confuse them
- Are experiencing physiologically/emotional changes that are difficult to understand
- Have difficulty planning for the future because they may not believe they can be as successful as the adults they know can
- May have unrealistic goals or expectations
- Believe that adults, and the world in general, require that they be perfect, a state they know they cannot attain
- Doubt if they will ever find someone to listen to them and to trust them

Within the context of these fears and doubts, the adolescent is at risk of developing a depressed and/or suicidal emotional state. Troubled adolescents may reveal themselves as suicidal, or others may identify them as suicidal, such as school staff with whom they have frequent contact. Curriculum directed at self-awareness and coping with stress may instill willingness in youth to seek help for personal problems. Research has repeatedly shown that adolescents seldom initiate requests for professional help. They are much more likely to act out their distress or seek the support of friends or relatives.

Research warns of the following three “H” feelings to watch for:

- **Hapless** - The person experiences a series of events or “bad breaks” that result in a nagging feeling that the cards are stacked against him/her.
- **Helpless** - The person does not possess the inner or outer resources to deal with the feeling of hopelessness.
- **Hopeless** - The person believes that he/she cannot find support systems or individual resources to resolve the perceived crisis.

Warning Signs

Most human problems are of a temporary nature unless one is dealing with something such as a terminal illness. People who kill themselves are solving a temporary problem with a solution that is permanent. They often think that this is the only way out. Suicide is most often the result of a long-term, yet gradual, degeneration of the individual's capacity to cope with stress. The erosion of an individual's ability to deal with normal stress makes him/her particularly vulnerable.

Adolescent suicide is considered a more impulsive act than adult suicide. Even though suicide in adolescents may be more impulsive than in adults, specific warning signs are usually given. These signs often express a hope of being rescued since most suicidal adolescents feel ambivalent about living or dying.

The suicidal person typically gives more than one warning sign. Most frequently, a cluster of warning signs is displayed. One sign is not necessarily an indicator of suicidal intentions but should be acknowledged as an indicator that the student may need help. It is important to talk to others to obtain a clear picture of the individual's behavior.

General Warning Signs

- **Acts of aggression** - The student may become rebellious, exhibit hostile behavior, commit petty crimes, run away from home, pick fights, become sexually promiscuous, or become violent
 - These are behaviors that cover up painful, depressive feelings
 - Clinicians sometimes refer to the condition indicated by such acts of aggression as masked depression
- **Passive behavior** - Many suicidal adolescents are afraid to get angry, fearing they might explode or hurt someone
 - Beneath their compliant behavior is a rage that too often leads to suicidal thoughts and actions
- **Alcohol and other drug abuse** - A significant percentage of adolescents who commit suicide are drunk or high shortly before their deaths
 - Alcohol not only exacerbates depression but also affects judgment
 - Since alcohol acts as an inhibitor, it may temper the fear of death
 - Alcohol deepens depression, which may result in suicide
- **Changes in eating habits** - An abrupt change in eating habits is an early sign of trouble
 - This is also a sign of depression
 - Significant weight changes of ten or more pounds are not uncommon
- **Changes in sleeping habits** - The student who sleeps too little or too much, but always feels fatigued, indicates that he or she is having difficulty successfully coping with stress

Specific Behavior Changes

- **Sudden change in personality** - The gregarious child who becomes withdrawn or the normally reserved child who starts seeking thrills are both students who may be suicidal
 - The student may seem unable or unwilling to communicate the reasons for these personality changes, especially to adults
- **Sudden mood swings** - Moodiness is normal for adolescents, but "roller coaster" moodiness that

continues over a long period of time should be taken as a warning

- An inability to tolerate frustration and control impulses may be a warning sign
- Often these moods are accompanied by excessive crying
- **Slackening interest in schoolwork and decline in grades** - Because school is a major activity in a youth's life, it is also one of the best barometers of emotional health
 - The adolescent may show difficulty in concentrating.
- **Loss or lack of friends** - Pre-suicidal adolescents tend to be loners
 - Some young people, as they move closer to suicide, drop their friends or become so obnoxious that their friends drop them
 - Others never had friends to lose
 - Feelings of loneliness and isolation result
- **"Making a will"** - The adolescent may give away prized possessions, get his/her life "in order," or make final disposition of possessions
- **Attempts to secure the means** - This indicates a high risk when the adolescent actually prepares for suicide
- **Poor personal hygiene** - Students who were previously neat and clean will lose interest in their appearance and will become noticeably disheveled
- **General loss of interest** - Students who are suicidal often show it by ignoring activities that previously seemed important to them
 - They may appear to take little notice of people or activities in their general environment
- **Thoughts of suicide or preoccupation with death** - Those around the suicidal student may notice that they are more and more interested in poems, stories, music, and pictures of suicide or death in general
 - The individual may frequently mention death in conversation or in personal writings
- **Sudden euphoria** - A person may appear to feel unusually happy or content when they have made their decision to commit suicide

When adults or friends of an adolescent observe the above types of behavior, they need to understand two concepts:

- Most of these behaviors are behaviors that can be expected at some time or another in any individual who is becoming an adult
- The observer of these behaviors should become concerned - and make a referral for help - when the behaviors represent a significant change from the individual's normal pattern or when the behaviors continue over a period of time

Behavioral Warning Signs of Suicide

- | | |
|---|---|
| ● Previous suicide attempt | work |
| ● Depression; pervasive sadness | ● Expression of helplessness, loneliness, apathy, and worthlessness |
| ● Personality changes | ● Truancy or running away |
| ● Withdrawn or bored | ● Marked self-abuse through alcohol and/or other drug abuse |
| ● Living in the past; showing pessimism toward the future | ● Changes in eating behaviors |
| ● Significant decline in or neglect of school | |

- Self-mutilation or attempts of the individual to hurt himself/herself physically
- Lack of energy
- Poor personal hygiene; sloppiness
- Themes of death, depression, or suicide in an individual's writing, music, or artwork

- Frequent references to death or dying; listening to mournful music
- Sudden unexplained recovery from severe depression; sudden unexplained happiness
- Making final arrangements, such as giving away valued possessions or writing a will.

Verbal Warning Signs of Suicide:

- "I'm going to kill myself"
- "I wish I were dead"
- "My family would be better off without me"
- "The only way out is for me to die"
- "I just can't go on any longer"
- "You won't be seeing me around anymore"
- "You're going to regret how you treated me"
- "It's too much to put up with"
- "Life has lost its meaning for me"
- "Nobody needs me anymore"

- "I'm getting out"
- "I'm tired of life"
- "If (such and such) happens, I'm going to kill myself"
- "If (such and such) doesn't happen, I'm going to kill myself"
- "Here, take this (valued possession); I won't be needing it"
- "It really doesn't matter anyway"

Major Crises of Youth:

- The death of a family member or close friend (even a pet)
- The divorce or separation of parents
- The adolescent's own pregnancy or illness
- A change in residence
- Breaking up with one's boyfriend or

girlfriend

- Loss of social or financial status of the family
- Rejection by peers
- Failure to achieve
- Sexual, emotional, or physical abuse
- Severe illness or injury

Motivation for Wanting to Commit Suicide:

- Wanting to escape an intolerable situation
- Wanting to join a deceased loved one
- Wanting to improve one's condition
- Wanting to gain attention
- Wanting to manipulate others
- Wanting to be punished
- Responding to a voice during a "command hallucination"

- Wanting to avoid being punished
- Wanting to control when death will occur
- Wanting to end an unresolvable conflict
- Wanting to become a martyr
- Wanting to punish the survivors

Helping the Suicidal Student:

Educators and other individuals who work with students need to have an understanding of what to do if they realize that a student is suicidal. This section has been prepared to inform and support those who speak to students about suicide by clearly delineating what to do when faced with the knowledge that a student is suicidal and how and when to call in other professionals to assist the student.

- **If you suspect a student may be suicidal, refer the student to a counselor who is trained in assessing the level of suicidal risk**
 - In many tasks, people can learn from their mistakes, but in the case of a potential suicide, a mistake can be fatal
- **Whenever you suspect that a student may be suicidal, seek help from another adult to assist you in all subsequent actions**
 - A potential suicide equals too much responsibility for any one person to handle alone
- **Never agree to “keep a secret” when that secret involves potential harm to another person**
 - When discussing this with a student, indicate to the informant, who may be uneasy about breaking a confidence, that it is “better to have a live friend angry with you than to have that friend dead”
 - Tell students that friends who confide suicidal thoughts or behaviors do so because they need and are asking for help
- **Never leave an individual alone who has indicated to you that he/she is suicidal**
 - It is essential that an individual who has indicated a wish or plan to kill himself/herself be taken to someone for immediate assessment
 - Follow all steps (Step One - Step 5, Re-Entry, and Suicide Postvention Process) outlined in [Administrative Guideline 5350](#)
- **Use the four-part positive action process - listen, support, gather information, and refer**
 - Listen to the student carefully
 - Take the student seriously and note any feelings he/she describes
 - While listening, keep the conversation in the present; what feelings, what places, what problems is the student currently experiencing
 - Be very clear that you take his/her talk of suicide seriously and avoid statements such as “Suicide is silly or dumb,” “You’ve got too much to live for,” “You’re better off than most people”
 - These statements say to the individual that you do not understand that the pain is real
 - Statements like these discourage the student even more and make him/her sorry to have confided in you
 - **Support the individual by being nonjudgmental in your comments**
 - Concentrate on the fact that no matter what has happened, the individual has worth as a human being
 - Be very clear that you are glad the student trusted you enough to talk about this problem and indicate that you are willing to stay involved to be of help
 - Let the individual know that people can help him/her either solve or adjust to the

- problems
 - Having an empathetic person to talk to can sometimes get the individual through the crisis
- **Gather information so that you can better understand the student's situation and can assist the student in sharing the information with other helping professionals**
 - You may ask about the student's home life, family, or friends
 - Find out if the person has used or is using drugs or alcohol
 - Ask about school class work or special interests; find out if the student has any health problems
 - Your goal should be to get as much information as possible to pass on to the helping professional that will make the assessment
 - The assessment will concentrate on a specific, three-part pattern of facts that refer to as the SAL (specificity, availability, and lethality) method
 - Be direct
 - Ask the student if he/she is thinking of committing suicide, then obtain information
 - Specificity: How specific are the individual's plans?
 - Generally, the more specific the plan details, the higher the risk
 - Availability: How available is the means the individual has chosen?
 - If the means are available either at home or could easily be purchased, the risk is high
 - Families with guns or medications in the household whose children are in suicidal crisis and contemplating one of these methods are at a higher risk of experiencing an adolescent suicide than families who do not have these means
 - Lethality: How lethal is the method chosen for suicide?
 - Guns are extremely lethal; drug overdoses are lethal, but less so; and starvation is of low lethality
 - Lethality is, generally, based on how quickly death follows the act, therefore lessening the opportunity for rescue
- **Accept the responsibility for offering help to a suicidal individual and try to get him/her to accept that help**
 - Avoid feeling responsible for saving the person or providing solutions to the problems presented by the suicidal student
 - In this situation, attention, concern, and involvement are much more important than immediate solutions

Policies and Administrative Guidelines to Reference:

8420–Emergency Procedures

8462.01–Threats of Violence

8410–School Safety and Crisis Intervention

8462–Child Abuse and Neglect

8420–School Safety

5330–Administration of Medication/Emergency Care

5335–Care of Students with Chronic Health Conditions

5340–Student Accidents/Illness/Concussion & Sudden Cardiac Arrest

5341–Emergency Medical Authorization

5350–Suicide Prevention, Intervention, and Postvention