



Steamboat School District

Emergency Operations Plan

September 12, 2025



Steamboat School District

Emergency Operations Plan

Emergency Operations Plan (EOP)

Table of Contents

Cover Page

Table of Contents

Signature Pages

Basic Plan

- I. Introduction (Purpose, Scope, Situation Overview)
- II. Direction, Control, and Coordination
- III. Information Collection, Analysis, and Dissemination
- IV. Administration, Finance, and Logistics
- V. Plan Development and Maintenance
- VI. Authorities and References
- VII. MOU's

Functional Annexes

- 1. Secure Annex
- 2. Lockdown Annex
- 3. Evacuation Annex
- 4. Shelter-in-Place Annex
- 5. Hold in Classroom Annex
- 6. Family Reunification Annex
- 7. Threat Hazard Annex
- 8. Crisis Response team (Public Health, Medical and Mental Health)
- 9. Routt County Evacuation and Sheltering Plan
- 10. Moisture & Mold

Signatory Page

This school Emergency Operations Plan has been completed and approved through a collaboration of efforts in the community. The undersigned formally recognize and adopt the school EOP and thereby grant both the authority and responsibility to school officials to perform their tasks before, during and after an incident.

Printed Name:

Superintendent of Schools

Printed Name:

School Board President

Printed Name:

School Board Member

Printed Name:

School Facilities Manager

Printed Name:

School Principal

Printed Name:

Fire Chief

Printed Name:

Police Chief

Printed Name:

County Emergency Manager

Printed Name:

Routt County Sheriff

Approval & Implementation

This school EOP, which supersedes all other plans, has been written through a collaborative process to provide for the safety and security of students, staff, faculty, visitors and other community stakeholders while in or using the Steamboat Springs School District.

The Steamboat Springs School District acknowledges that despite prevention and mitigation efforts, crises can occur and that this plan, based on best practices, will be used by all school employees to identify their roles, responsibilities and the procedures used during an emergency.

The following individuals are authorized to make changes to the plan **with** approval by the school administrator:

Building Administration

Law Enforcement

The following individual is authorized to make modifications to the plan **without** the approval of the school administrator:

Superintendent

Finance Director

Facilities Manager

Purpose Statement

The purpose of the Steamboat Springs School District Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Steamboat Springs School District and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers everyone involved in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians and other members of the community with assurances that Steamboat Springs School District has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Steamboat Springs School District regularly schedules in-service training for faculty and staff and provides training for students. Parents/guardians will receive information on the process throughout the school year.

Lastly, developing, maintaining, and exercising the School EOP increases Steamboat Springs School District's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Scope

The Steamboat Springs School District Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery. This includes school sanctioned /sponsored events, trips and activities on school grounds and in school vehicles.

1. Definitions

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: Characteristics of the school that could make it more susceptible to the identified threats and hazards.

2. School Board Policy Statement

The Steamboat Springs School District Emergency Operations Plan operates within the framework of the Steamboat Springs School District School Board policy.

Direction, Control, and Coordination

School Crisis Teams Roles/Responsibilities within the ICS

Some of the roles and responsibilities that each school crisis team member may assume in the event of a crisis situation are listed below. Some personnel may assume more than one role and perform several tasks. Required tasks may depend on the type of crisis situation a school is experiencing. Please note the suggested staff members who might be assigned the roles below but training and personality characteristics should be taken into consideration when selecting specific staff members to fulfill a role. Staff members must be trained for their role.

School Incident Commander (Principal or Site Administrator*)

- Assesses the situation and engages appropriate crisis response protocol
 - Communicates with higher level administrators
 - Monitors implementation of the response plan
 - Implements crisis team phone tree to assemble the team
 - Serves as liaison with public safety and response agencies to coordinate responses in a unified command
 - Assigns duties to team according to ICS structure
 - Reviews and approves public information releases with District Public Information Officer
 - Coordinates with School Security and Safety Officer for the safety of students and staff
 - Reviews and approves communication with staff and students
 - Approves appropriate requests for additional resources
 - May also serve as Finance (“the payer”) and approve funds
- *May or may not also be crisis team chair/coordinator

District Public Information Officer

- Works as the media contact for the district and/or school
- Coordinates with the principal or site administrator for statements to the press, as needed
- Briefs the media, if necessary
- Reviews public information releases with the Principal or Site Administrator
- Serves as link with the City/County/State Public Information Officers

School Safety Coordinator (SRO, School Security or Designee)

- Assigns, supervises, and coordinates school security (with local law enforcement if necessary)
- Secures incident site, perimeter
- Maintains liaison with public safety agencies on operational issues
- Briefs incident commander and key officials on security issues and investigation
- Collaborates with local law enforcement
- Supervises crowd and traffic control and access management
- Supervises safe and organized movement of students and staff, as needed
- Assembles students and staff for information sharing and/or safety
- Knows evacuation plans/routes/procedures, security measures, alternative site plans
- Reports weather, emergency conditions, obstacles or others concerns
- Other duties associated with protection of life, property and information

Operations Team Leader

(Assistant Principal, Mental Health staff- psychologist, social worker or counselor)

Crisis Team Chair/Co-Coordinator*

- Assists Incident Commander (Principal or Site Administrator)
- Chairs or co-chairs the school crisis team meetings
- Facilitates or co-facilitates discussions and decision making with team
- Provides expertise in linking team to the appropriate crisis response protocols and guidelines
- Leads the development of the response and intervention plan to include physical and psychological interventions
- Leads or provides the functions in the Operations section
- Reviews effectiveness of response and interventions
- Coordinates with planning and logistics coordinator to assure resources are available
- Communicates with district and/or community level team(s)
- Leads team in debriefing after a crisis occurs
- Documents activities

Operations Team:

Emergency Medical Coordinator (Nurse)

- Identifies and coordinates staff who have First Aid/CPR/EMT training
- Coordinates the emergency card/emergency information procedure with the Principal/Site Administrator
- Maintains trauma bags and supplies with beginning of year and mid-year check
- Works with special education staff, school mental health staff and counselors to identify and plan for individuals who may need evacuation assistance
- Coordinates medical triage in the event of an emergency
- Provides direct medical care
- Arranges for additional medical support from trained staff
- Liaisons with Emergency Medical Responders
- Requests additional supplies, as needed
- Knows and provides for student and staff medical needs
- Documents medical and transport activities
- Evaluates for additional training needs

Student and Staff Communication Coordinator

(Assistant Principal, Psychologist, Social Worker, Counselor)

- Implements crisis team and/or staff phone tree, as needed
- Coordinates the communication content and dissemination to student and staff during a crisis event
- Works with Principal/Site Administrator and Student Care & Recovery Coordinator to determine appropriate content and means of communication
- Provides written statements to use for student, staff, and parent notification (works with district PIO as needed) (i.e. fact sheet., parent letter)
- Monitors communication dissemination plan
- Considers information and responses needed by office personnel
- Engages and monitors communication with victims and families
- Keeps records of communication requested and released

Student Care and Recovery Coordinator (*Crisis Response Team*)

- Determines the psychological impact on students and staff and the nature of care and recovery services needed
- Contacts District Crisis Recovery Coordinator when incident occurs to discuss care and recovery needs
- Develops a plan for care and recovery using appropriate resources
- Maintains a crisis resource notebook with readily available resources and handouts
- Works with district and/or community resources
- Mobilizes mental health/counseling resource personnel
- Establishes and coordinates best practices in classroom information meetings, caregiver trainings, group and individual psychological first aid throughout the event to reduce panic and lessen trauma
- Identifies resources to manage grief and the healing process, as needed
- Coordinates best practice psychological recovery services, as needed.
- Prepares for memorial services and long-term support, as needed.
- Communicates resources available to administration, staff, students and parents/guardians.
- Maintains records of referrals and services provided.
- Assesses additional training needs of the school recovery team

Student Supervision Coordinator

(*Assistant Principal, Dean, Security, Teacher*)

- Accounts for all students and staff
- Works with safety officer
- Coordinates supervision and duties of teachers not with students

Student and Parent Reunion Coordinator (*Reunification Team*)

- District Reunification Team will be activated and will execute the following
- Executes system for releasing students to parents
- Designates a Reunion Site/Center
- Checks Emergency cards for name of person/s authorized to pick up student
- Releases student to authorized person (checks and verifies ID with name listed on student emergency card)
- Maintains a student release log

Possible Alternate Roles Needed:

Translation/Cultural Mediator Coordinator (as needed)

- Translates and serves as a cultural interpreter for the crisis team and/or community
- Helps with culturally competent responses and trains staff on cultural awareness
- Helps facilitate meetings with students, parents, and community, as needed

Logistics Team Leader (Assistant Principal)

- Leads or provides the functions of the Logistics section
- Works with Building Engineer for facilities needs
- Works with office personnel for supplies and equipment needs
- Monitors supplies and equipment needs
- Coordinates access with district personnel
- Coordinates access to and distribution of supplies during an emergency
- Documents activities of Logistics section

Logistics Team:

Facilities Coordinator (Maintenance personnel)

- Locks entrances/exits, helps secure building (supplemented by security and staff in secondary schools)
- Knows floor plan of building and locations of shut-off valves (e.g. gas, electrical, furnace, alarm system)
- Communicates with district maintenance
- Helps move objects to help with response

Supplies and Equipment Coordinator (Office Personnel)

- Coordinates requests for copying, documentation instruments, parent letters, etc.
- Locates identified support supplies to help implement crisis plan and response
- Purchases necessary supplies
- Maintains the emergency response kits (Go-Kits)

Transportation Coordinator (Transportation Manager)

- Coordinates the assembly and transport of students with coordination of the school and reunification team, District Transportation Services as well as local transportation services may be used.

Food and Water Coordinator (Office Personnel, Cafeteria Staff)

- Coordinates the acquisition, preparation and distribution of food and water during shelter-in-place

Possible Alternate Roles Needed:

Staff and Community Volunteer Assignment/Coordinator

- Establishes and implements the contact plan for both during and after school hours contact
- Establishes plan to rapidly disseminate information to staff or volunteers during school hours
- Maintains an accurate directory of community resources and staff
- Helps coordinate volunteer assignments

Planning Team Leader *(Assistant Principal, Teacher or role may be filled by district personnel)*

In a small emergency or small school another team leader or district personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Collects and evaluates information related to development of the crises
- Evaluates status of resources
- Helps to think ahead of current status and prepare for future change to situation

Finance Team Leader

(Assistant Principal, Office Manager, Teacher or role may be filled by district personnel)

In a small emergency or small school another team leader or district personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Gathers and documents anticipated crisis related planning expenses
- Documents and tracks expenses related to crisis planning and development
- Tracks and records expenses incurred when a crisis event occurs
- Completes paperwork to seek reimbursement, if available

School Incident Command Team (ICS) Structure

School Incident Command
Principal and or District Leadership
Pascal Ginesta 970-846-7777
Facilities

Unified
Command law
Enforcement

Kristin Drury
970-761-5341
Superintendent

School Safety Coordinator/Public Safety Liaison
(SRO, School Security or Designee)
Lisa Eifling 734-564-8655
Stephen Harbison 970-846-6590

Debbie Ginesta
970-871-3193
Administrative Assistant

Dr. Tim Ridder
970-896-6876
Teaching and Learning

Laura Milius
970-819-6406
Communications

Stephanie Juneau
970-819-5736
Finance Operations

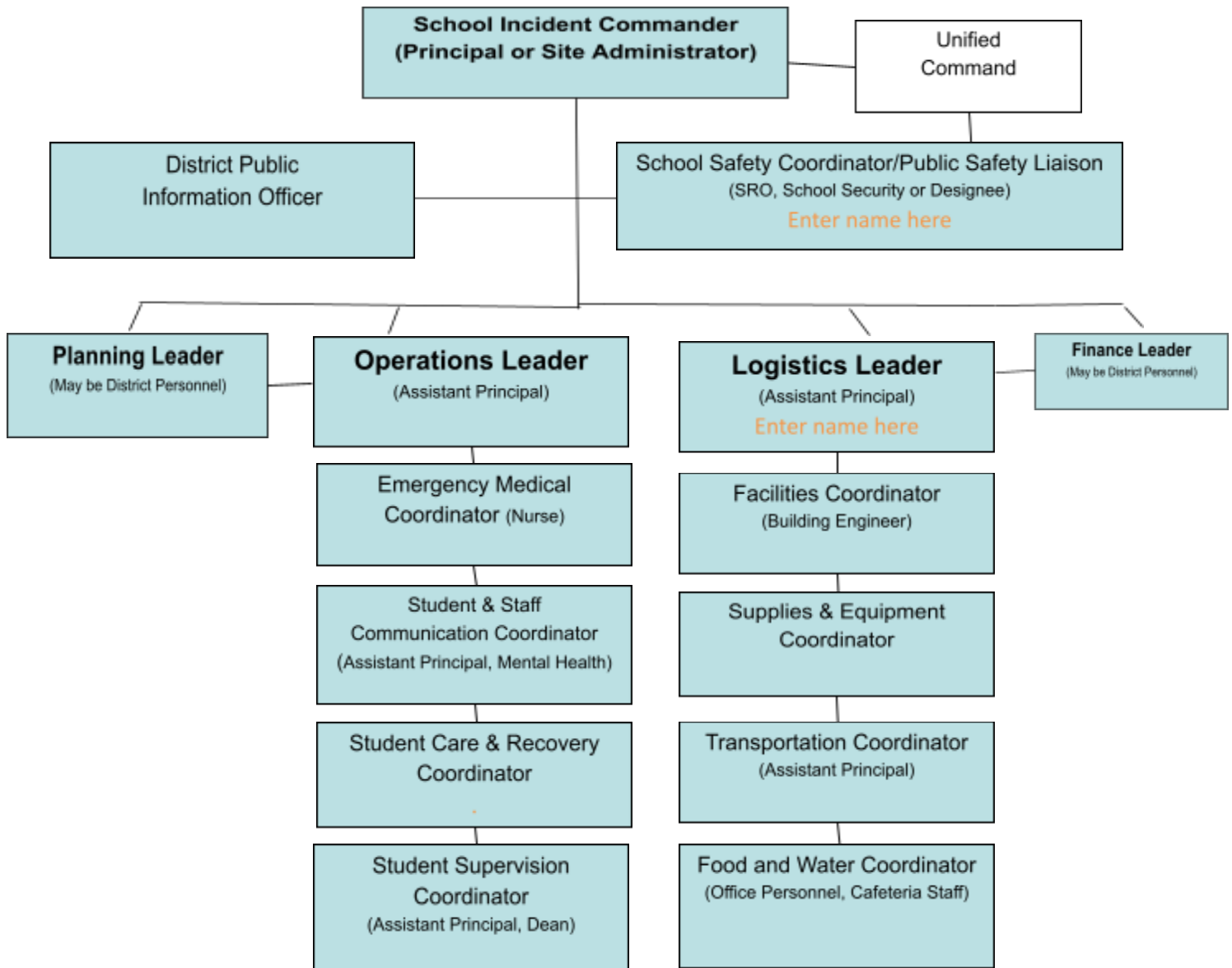
Shelby DeWolfe
970-846-9311
Behavioral Health

Casey Unga
970-846-1632
Transportation

Tim Miles
970-819-4363
Technology

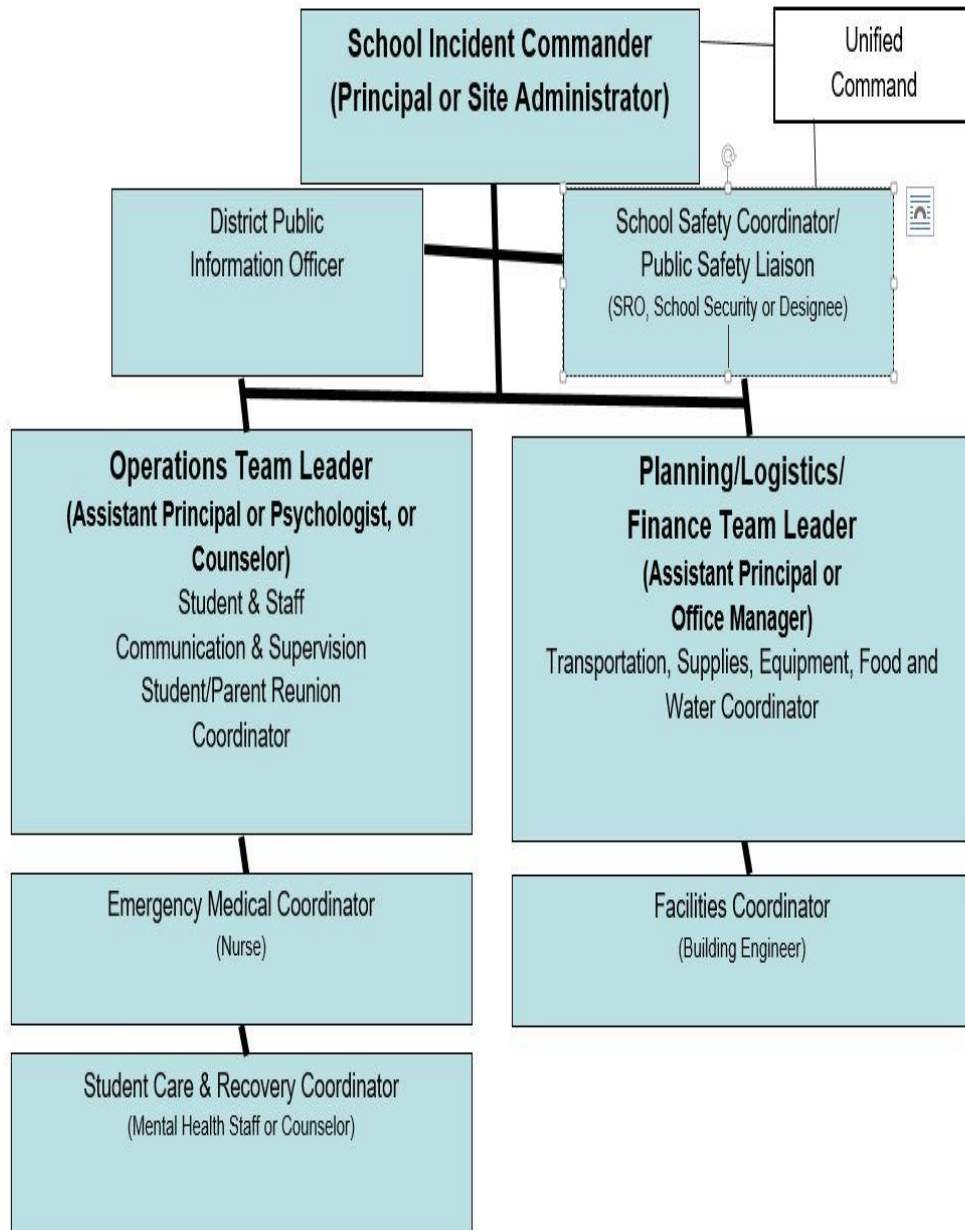
School Incident Command

Team (ICS) Structure – Larger School Example



School Incident Command

Team (ICS) Structure – Smaller School Example



Coordination With Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The Steamboat School District Principal and Incident Commander will keep the Policy/Coordination Group informed.

School District Emergency Operations Plan (EOP)

The Steamboat Springs School District maintains a district Emergency Operations Plan (EOP) to address threats/hazards and incidents. The Steamboat Springs School District EOP has been developed to fit into the larger district EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Facilities Manager **Pascal Ginesta**.

Coordination With Responders

An important component of the Steamboat Springs School District EOP (in conjunction with the Steamboat Springs School District) is a set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and the school. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Source and Use of Resources

Steamboat School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- Law Enforcement
 - Routt County Sheriff
- Law Enforcement
 - Steamboat Springs police Department
- Fire and Rescue
 - Steamboat Springs Fire and Rescue
- Emergency Management
 - Routt County Office of Emergency Management
- First aid kit and sanitation supplies will be provided by:
 - District and Fire & Rescue
- Cots and bedding supplies will be provided by:
 - Routt County Emergency Management and Red Cross
- Food/water supplies will be provided by:
 - Local Grocery stores
- Security will be provided by:
 - Local Authorities
- Counseling services will be provided by:
 - District Crisis Response Team

All pre-negotiated agreements and contracts are included in the appendix section.

Information Collection, Analysis, and Dissemination

Steamboat Springs School District will collect, analyze, and disseminate information before, during, and after an incident.

1. Types of Information

Before and during an incident, Steamboat Springs School District will assign someone a leadership role or a staff member will be assigned to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the principal with any immediate actions required identified.

List of information resources:

- Local law enforcement IE: City Police and Sheriff
- Local Fire and Rescue
- Routt County Emergency Operations
- Local radio and Television

After an incident, Steamboat Springs School District will assign someone a leadership role or a staff member will be assigned to monitor Websites and hotlines of mental health, emergency management, and relief agencies, as well as the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

List of Websites, hotlines and other sources of information:

- Local law enforcement IE: City Police and Sheriff Departments
- Local Fire and Rescue
- Routt County Emergency Operations
- Local radio and Television
- Mental health hotlines
- School District Website
- Infinite Campus

2. Information Documentation

The assigned staff member will document the information gathered using the form in the appendix section. Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member to receive and use the information.
- The format for providing the information.
- The date and time the information was collected and shared.

Information Collection Appendix

[illegible]

Administration, Finance, and Logistics

1. Agreements and Contracts

If school resources prove to be inadequate during an incident, Steamboat Springs School District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials and are in writing. Agreements and contracts identify the school and district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in the appendix.

2. Recordkeeping

A. Administrative Controls

Steamboat Springs School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

3. Incident Costs

A. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

B. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

4. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

Plan Development & Maintenance

The planning team is responsible for the overall maintenance and revision of the Steamboat Springs School District EOP and for coordinating training and exercising of the District EOP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The Steamboat Springs School Board and superintendent, and all the schools principals, are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

1. Approval and Dissemination of the Plan

The School Board, together with the superintendent and principal, will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board, principals, and superintendent)
- Distribute the Plan

A. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the planning team.

B. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The planning team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

2. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the planning team, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School District EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threats, hazards, resources and capabilities, or school structure occur.

Training & Exercises

The Steamboat Springs School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program and applicable Colorado statutes.

Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

1. Training

All Schools staff, students, and parents/guardians will receive information during the school year to better prepare them for an incident.

A. Staff Training

Basic training and refresher training sessions will be conducted during the beginning of each school year for school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory staff training will include:

- I love you guys Standard Response Protocol
- Threat/hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- Two online FEMA courses: ICS 100 and IS-362. Both courses are available without charge at FEMA's Emergency Management Institute Website.
- Psychological First Aid for Schools for school counselors and other designated staff.

All District staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Staff will receive training in how to prepare a personal and family emergency plan.

B. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

Standard Response Protocol (SRP)

- Secure
- Lock down
- Evacuation

C. Parent/Guardian Training

Parents/guardians will be provided the opportunity to take training courses on some of the school's response procedures via the school Web site or other method as provided by the school.

2. Exercises

Drills will be conducted per Steamboat Springs School District Policies- see appendix. Other types of exercises will occur at least once per school year. According to the Colorado Division of Fire Prevention and Control, schools are to conduct a drill within the first 10 days of school and then one every thirty days after for the rest of the school year. They do permit schools to replace two fire drills a year with another emergency drill.

Approved parent/guardian volunteers and community members will also be incorporated into larger exercise plan.

Multi-Year Training and Exercise Plan Annex

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Authorities & References

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Colorado Safe Schools Act (CRS 22-32-109.1, SB 00-133) with subsequent amendments
- Senate Bill 08-181 - Coordination Among Agencies when Responding to School Emergencies (NIMS)
- Senate Bill 11-173 - Concerning Interoperable Communications in Schools
Current regulations as of January 2015, ensure information is updated as new legislation is passed.
- Routt County Emergency Management David DeMorat 870-5551 Cell 846-1552
- Routt County Sheriff Doug Scherar 970-879-1090 970-846-6591 C
 Stephen Harbison 970-846-6590 C
- Steamboat Springs Police Department Mark Beckett 970-879-1144 970-439-8572 C
 Lisa Eifling 734-564-8655 C
- Steamboat Fire and Rescue Chuck Cerasoli 970-846-5974
- Yampa Valley Medical Center Julie McFadden 970-846-8511

Last updated 9/12/25

EMERGENCY NUMBERS- DISTRICT

Name	Title/Position	School	Work	Cell	Home
Kristin Drury	Superintendent	District Office	871-3196	970-761-5341	720-829-8909
Alt, Dennis	Asst. Principal	SSMS	871-3595	970-819-3487	
Atwood, Kristen	Exceptional Student Services	District Office	871-3164	970-875-4426	303-257-5285
Beyer, Emily	Grant Writer	District Office	871-3170	720-987-8216	
Boies, Kristyl	Principal	YVHS	871-3296	970-846-8903	970-761-8934
Bohmer, Amy	Principal	SCE	871-3396	970-819-1453	
Bruski, Maggie	School Improvement Coordinator	District Office	871-3254		
Chapman-Hoy, Heidi	Principal	SSMS	871-3596	970-846-6395	
Delaney, Kim	Preschool Director	District Office	871-3177	970-846-6399	970-819-5251
DeWolfe, Luke	Asst. Principal	SSHS	871-3686	970-846-6617	
DeWolfe, Shelby	Behavioral Health	District Office	871-3165	970-846-9311	
Draper, Karen	Asst. Principal	SGS	871-7595	970-819-5912	846-7126
Eifling, Lisa	SRO	SSHS		734-564-8655	
Gallagher, Bill	Director	NRCCS	871-6062		
Ginesta, Pascal	Facilities Director	District Office	871-3188	970-846-7777	
Hamric, Jay	Principal	SSHS	871-3696	970-457-7892	
Harbison, Stephen	SRO	SPE		970-846-6590	
Haubert, Eron	Principal	SPE	871-3496	720-560-5738	
Huppert, Max	NS Director	District Office	871-3272	970-846-4936	
Jacobs, Katie	HR Director	District Office	871-3197	970-846-0361	970-846-8623
Juneau, Stephanie	Finance Director	District Office	871-3195	970-819-5736	970-596-7704
Laliberte, Joe	Principal	SGS	871-7596	970-846-0941	
Miles, Tim	Director Technology	District Office	871-3184	970-819-4363	970-736-2667
Milius, Laura	Communications	District Office	871-3173	970-819-6406	850-865-1038
Passchier, Jaime	Asst. Principal	SPE	871-3495	720-339-8617	
Pedrini, Carlie	Business Manager	NRCCS	871-6062	970-846-9680	
Ridder, Dr. Tim	Dir. of Teaching & Learning	District Office	871-3194	970-896-6876	970-999-2115
Rivera Vigil, Tanya	Asst. Principal	SSHS	871-3622	970-846-1560	970-443-3242
Setter, Karla	Asst. Principal	SSHS	871-3695	970-819-0192	
Ungs, Casey	Transportation Manager	Transportation	871-3243	970-846-1632	515-720-3174
Walters, Darcy	Asst. Principal	SCE	871-3395	303-815-9789	

Maintenance Custodial					
Name	Title/Position	School	Work	Cell	Home
Ginesta, Pascal	Facilities Manager	District Office	871-3188	846-7777	
Boisjoli, Nate	Lead Custodian	SCE		819-0714	
Kingsland, Charles	Maintenance	SSMS		819-6403	

Gonzalez, Jose	Maintenance	SPE	871-3532	819-4281	875-4395
Beauregard, Cactus	Maintenance	SSHS		819-5986	
McCannon, Patrick	Maintenance	SGS		846-5409	
Erwin, Mary	Lead Custodian	SGS		970-222-7594	
Quick, Dan	Maintenance	SCE/HSC/Transp.	871-3383	846-7778	
LaPointe, Greg	Maintenance	SSHS	871-3629	846-7779	879-7873
Greene, Jeff	Lead Custodian	SSHS		846-7993	
Wilhelm, RJ	Lead Mechanic	Transportation	871-3240	970-819-5729	

DO NOT PUBLISH CELL PHONE NUMBERS

Board of Education				
Callahan, Kevin	President		871-3268	
Craig, Lara	Vice President		871-3250	
Helme, Leah	Member		871-3246	
Toothaker, Jane	Treasurer		871-3275	
Lemmer, Kim	Member		871-3276	

Monitoring 800-777-5326					
Western Security 970-879-5281 Tim Stanley					
ALL EMERGENCIES 7-911 from school phones					
Non Emergency Numbers					
Police	879-1144				
Sheriff	879-1090				
Fire Department	879-7170				

RECORD OF CHANGES

PLAN DEVELOPMENT AND MAINTENANCE

[illegible]

**RECORD OF DISTRIBUTION
PLAN DEVELOPMENT AND MAINTENANCE**

Title & Name	Agency	Date	# of copies	Acknowledged receipt, review & acceptance

*(Copies of this plan may be made available to parents, community members and the media
without sensitive materials and in accordance with public records laws.)*

Functional Annexes

Goal Before

Collaborating with law enforcement, using I Love You Guys lockout processes, ensuring that the best practice lockout procedure is established. Ensure that all staff and students know the procedure for lockout.

Objective During

Analyze procedures regularly and practice lockout drills throughout the school year following District policy of lockout drills per school year.

Goal During

Quickly and efficiently lockout the building. This would include but not be limited to all perimeter doors secured and locked. No one other than authorities to be allowed entrance or exit of facility. Attendance should be taken, normal daily school activity within the building should continue. Notify Superintendent's office ASAP. Communication goes out to all parents.

Objective After

Keep everyone safe within the building. Staff is accountable for all individuals in their care. Set up incident command. Coordinate with authorities, law enforcement as needs may arise.

Goal After

Make sure school and facility is safe and secure and possible threat has been neutralized. Get attendance to incident command so students can be reunified with families.

Objective After

All students and staff are accounted for. Communicate missing students and staff to emergency responders. Communicate and update parents and media with accurate information and directives.

Courses of Action

Initiate lockout and notify 911 and authorities.

All teachers secure students inside secure building, no one in or out.

Account for students (attendance).

Initial communication with District and Parents.

Follow up communication with parents.

Specialized Procedures

Special needs students awareness.
Provide mental and emotional health services.

FUNCTIONAL ANNEX

Secure

Goal before

Collaborating with law enforcement, using I Love You Guys lockout processes, ensuring that the best practice lockout procedure is established. Ensure that all staff and students know the procedure for lockout.

Objective During

Analyze procedures regularly and practice lockout drills throughout the school year following District policy of lockout drills per school year.

Goal during

Quickly and efficiently lockout the building. This would include but not be limited to all perimeter doors secured and locked. No one other than authorities to be allowed entrance or exit of facility. Attendance should be taken, normal daily school activity within the building should continue. Notify Superintendent's office ASAP. Communication goes out to all parents.

Objective After

Keep everyone safe within the building. Staff is accountable for all individuals in their care. Set up incident command. Coordinate with authorities, law enforcement as needs may arise.

Goal After

Make sure school and facility is safe and secure and possible threat has been neutralized. Get attendance to incident command so students can be reunified with families.

Objective After

All students and staff are accounted for. Communicate missing students and staff to emergency responders. Communicate and update parents and media with accurate information and directives.

Courses of Action

Initiate lockout and notify 911 and authorities
All teachers secure students inside secure building, no one in or out.
Account for students (attendance).
Initial communication with District and Parents
Follow up communication with parents.

Specialized Procedures

Special needs students awareness.

Provide mental and emotional health services.

FUNCTIONAL ANNEX

Lockdown

Goal Before

Collaborating with law enforcement, using I Love You Guys lockdown processes ensuring that the best practice lockdown procedure is established. Ensure that all staff and students know the procedure for lockdown.

Objective

Analyze procedures regularly and practice lockdown drills throughout the school year following District policy of 4 Lockdown drills per school year.

Goal During

Quickly and efficiently lockdown the building. This would include but not be limited to everyone out of sight, quiet, doors locked, lights out, curtains drawn and attendance taken. Notify Superintendent's office ASAP. Communication goes out to all parents.

Objective During

Keep everyone in a safe location. Staff is accountable for all individuals in their care. Set up incident command. Coordinate with authorities, law enforcement as they come on scene.

Goal After

Make sure school and facility is safe and secure. Get attendance to incident command so students can be reunified with families.

Objective After

All students and staff are accounted for. Communicate missing students and staff to emergency responders. Communicate and update parents and media with accurate information and directives.

Courses of Action

Initiate lockdown and notify 911 and authorities.

All teachers secure students in a safe location.

Account for students (attendance).

Initial communication with District and Parents.

Follow up communication with parents.

Specialized Procedures

Special needs students awareness.
Provide mental and emotional health services.

FUNCTIONAL ANNEX

Evacuation / Fire Drill

Goal Before

Clear plan that is well communicated, comprehensive and practiced.

Objective

All staff and students are properly trained to evacuate. The number of drills conducted will satisfy state statute. Currently the School District is requiring monthly Evacuation/Fire drills. The first Evacuation / Fire drill is to be completed at each school within the first two weeks of each school year.

Goal During

To efficiently and safely evacuate and account for everyone in a controlled environment.

Objective

Safely evacuate everyone from the facility.

Goal After

Everyone followed proper procedure and everyone evacuated the building. Total accountability achieved.

Objective

Review and analyze the evacuation procedure upon completion.

Courses of Action

Once notification system is activated all parties will evacuate the facility to their designated location. All individuals will be accounted for at the designated location and that information will be communicated to incident command. Administration and designees will sweep the building once it is determined it is safe.

Specialized Procedures

Incident command communicates with Superintendent's office to disseminate information to other buildings.

School directed specific direction additions

FUNCTIONAL ANNEX

Shelter in place

Goal before

Collaborating with law enforcement, using I Love You Guys Shelter in place processes, ensuring that the best practice Shelter in place procedure is established. Ensure that all staff and students know the procedure for Shelter in place.

Objective During

Analyze procedures regularly and practice Shelter in Place drills throughout the school year following District policy of Shelter in Place drills per school year. (Shelter in Place drills are not conducted).

Goal During

Quickly and efficiently lockout the building. This would include but not be limited to all perimeter doors secured and locked. No one other than authorities to be allowed entrance or exit of facility. Attendance should be taken, normal daily school activity within the building should continue. Notify Superintendent's office ASAP. Communication goes out to all parents.

Objective After

Keep everyone safe within the building. Staff is accountable for all individuals in their care. Set up incident command. Coordinate with authorities, law enforcement as needs may arise.

Goal After

Make sure school and facility is safe and secure and possible threat has been neutralized. Get attendance to incident command so students can be reunified with families.

Objective After

All students and staff are accounted for. Communicate missing students and staff to emergency responders. Communicate and update parents and media with accurate information and directives.

Courses of Action

Initiate lockout and notify 911 and authorities.

All teachers secure students inside secure building, no one in or out.

Account for students (attendance).

Initial communication with District and Parents.

Follow up communication with parents.

Specialized Procedures

Special needs students awareness.
Provide mental and emotional health services.

FUNCTIONAL ANNEX

Hold in classroom

Goal Before

Collaborating with law enforcement, using I Love You Guys Hold in place processes, ensuring that the best practice Hold in place procedure is established. Ensure that all staff and students know the procedure for Hold in place. This functional annex would be used in the event of an issue or disturbance in a hallway or common area that would need to be clear of students till deemed safe.

Objective During

Analyze procedures regularly discuss Hold in place drills throughout the school year following District policy of Lockdown and evacuation drills per school year. (Hold in place drills are not part of the district policy to be conducted).

Goal During

Quickly and efficiently Hold in the classroom, the building. This would include but not be limited to all perimeter doors secured and locked. No one changing classrooms until authorized. Attendance should be taken, normal daily school activity within the building should continue without changing classes. Notify Superintendent's office ASAP.

Objective After

Keep everyone safe within the building. Staff is accountable for all individuals in their care. Set up incident command. Coordinate with authorities, law enforcement as needs may arise.

Goal After

Make sure school and facility is safe and secure and possible threat has been neutralized. Get attendance to incident command so students can be reunified with families.

Objective After

All students and staff are accounted for. Communicate missing students and staff to emergency responders. Communicate and update parents and media with accurate information and directives.

Courses of Action

Initiate lockout and notify 911 and authorities.
All teachers secure students inside secure building, no one in or out.
Account for students (attendance).
Initial communication with District and Parents.
Follow up communication with parents.

Specialized Procedures

Special needs students awareness.
Provide mental and emotional health services.

Standard Response Protocol



HANDBOOK FROM SRP INCLUDED HERE

Reunification

Goal Before

Collaborating with law enforcement, using I Love You Guys Shelter in place processes, ensuring that the best practice Reunification procedure is established. Ensure that all staff and students know the procedure for Reunification.

Objective During

Analyze procedures regularly and practice Reunification throughout the school year. Ongoing training of the Reunification team members.

Goal During

Establish onsite incident command. Classroom evacuation while mobilizing reunification team. Secure an assembly area and conduct verifying attendance. Student and staff transport if necessary. Once reunification site has been set up and ready notify parents and guardians of location. Reunify parents and guardians with students.

Objective After

Keep everyone safe within the building. Staff is accountable for all individuals in their care. Set up incident command. Coordinate with authorities, law enforcement as needs may arise.

Goal After

Make sure school and facility is safe and secure and possible threat has been neutralized. Get attendance to incident command so students can be reunified with families.

Objective After

All students and staff are accounted for. Communicate missing students and staff to emergency responders. Communicate and update parents and media with accurate information and directives.

Courses of Action

Initiate Reunification with assistance of authorities.
All staff and students safe and accounted for.
Initial and ongoing communication with District and Parents.
Follow up communication with parents.

Specialized Procedures

Special needs students awareness.
Provide mental and emotional health services.

Standard Reunification Method



HANDBOOK FROM SRM INCLUDED HERE

Situation Overview

Soda Creek Elementary School

1. School Population

Soda Creek Elementary current enrollment is approximately 562 Grades K-5. Located at 220 Park Avenue. The 78,000 square foot school on a 4.8 acre campus. Age appropriate playground and play field. These students are supported by a committed staff and faculty consisting of:

55 Teachers and specialists

2 Administrators

2 Office/support staff

2 Cafeteria staff

3 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the appendix as a reference.

Soda Creek Elementary is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately 5 however, this number will fluctuate. The school's current number of staff with access and functional needs is approximately 0 however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

2. Building Information

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits and utility shut offs is included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs.

3. Threat/Hazard Assessments Summary

Soda Creek Elementary is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table below briefly discusses Soda Creek Elementary high-priority threats/hazards:

High Priority Hazards

Hazard Type	Description
Example: Severe Storm	Steamboat Springs and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of Winter storms, the level of preparation by Steamboat Springs Schools, staff and available equipment with support from local contractors to perform tasks to lessen the effects of severe local storms. During the school year, winter storms, high snowfall, and cold temperatures can result in significant snow accumulations. The accumulations aggravated by drifting snow, and ice in roof drains could cause excessive weight and the possible collapse of facility roofs. Regular roof inspections are completed by the maintenance staff and Facilities Manager throughout the School Districts facilities.
Example: Fire	Fire hazards are the most prevalent types of threat / hazard.

	Steamboat Schools are surrounded by National and State Forests. With the recent beetle kill epidemic, pines are dying and creating large quantities of fuel for increased fire hazard. Increased heightened awareness throughout the School district. The School District requires that all schools complete a minimum of four fire/evacuation drills every school year.
Example: Active Shooter	While an active shooter incident has never occurred in a Steamboat Springs School, any school is vulnerable to such an incident. Steamboat Springs Schools currently conduct four lockdown training exercises each school year to prepare for such an event.

4. Resources

Soda Creek Elementary leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Soda Creek Elementary has the following agreements in place, with:

- | | |
|---------------------------------------|--------------------------------------|
| ● Routt County Emergency Management | David DeMorat 870-5551 Cell 846-1552 |
| ● Routt County Sheriff | 879-1090 |
| ● Steamboat Springs Police Department | 879-1144 |
| ● Steamboat Fire and Rescue | 879-7170 |
| ● City of Steamboat Springs | 879-2060 |
| ● Yampa Valley Medical Center | 870-1184 |

Examples:

- All School District Schools to borrow or lend counselors.
- Waste Management Company to provide debris removal services.
- Reunification sites: All District buildings. City of Steamboat Springs following facilities.
Community Center, Tennis Center, Howelsen Hill lodge, City Transit and Public Works on 13th St.
- American Red Cross to supply cots and bedding.
- Yampa Valley Medical Center Mass Medical Emergency

All pre-negotiated agreements and contracts are included in the appendix section.

Situation Overview

Sleeping Giant School

1. School Population

Sleeping Giant School current enrollment is approximately 562 Grades PK-5. Located at 40250 Giant view Ln. The 83,000 square foot school on a 35 acre campus. Age appropriate playgrounds and turf play field. These students are supported by a committed staff and faculty consisting of:

30 Teachers and specialists

2 Administrators

2 Office/support staff

1 Cafeteria staff

3 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the appendix as a reference.

Sleeping Giant School is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately 5 however, this number will fluctuate. The school's current number of staff with access and functional needs is approximately 0 however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

2. Building Information

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits and utility shut offs is included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs.

3. Threat/Hazard Assessments Summary

Sleeping Giant School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table below briefly discusses Soda Creek Elementary high-priority threats/hazards:

High Priority Hazards

Hazard Type	Description
Example: Severe Storm	Steamboat Springs and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of Winter storms, the level of preparation by Steamboat Springs Schools, staff and available equipment with support from local contractors to perform tasks to lessen the effects of severe local storms. During the school year, winter storms, high snowfall, and cold temperatures can result in significant snow accumulations. The accumulations aggravated by drifting snow, and ice in roof drains could cause excessive weight and the possible collapse of facility roofs. Regular roof inspections are completed by the maintenance staff and Facilities Manager throughout the School Districts facilities.

Example: Fire	Fire hazards are the most prevalent types of threat / hazard. Steamboat Schools are surrounded by National and State Forests. With the recent beetle kill epidemic, pines are dying and creating large quantities of fuel for increased fire hazard. Increased heightened awareness throughout the School district. The School District requires that all schools complete a minimum of four fire/evacuation drills every school year.
Example: Active Shooter	While an active shooter incident has never occurred in a Steamboat Springs School, any school is vulnerable to such an incident. Steamboat Springs Schools currently conduct four lockdown training exercises each school year to prepare for such an event.

4. Resources

Sleeping Giant School leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Sleeping Giant School has the following agreements in place, with:

- | | |
|---------------------------------------|--------------------------------------|
| ● Routt County Emergency Management | David DeMorat 870-5551 Cell 846-1552 |
| ● Routt County Sheriff | 879-1090 |
| ● Steamboat Springs Police Department | 879-1144 |
| ● Steamboat Fire and Rescue | 879-7170 |
| ● City of Steamboat Springs | 879-2060 |
| ● Yampa Valley Medical Center | 870-1184 |

Examples:

- All School District Schools to borrow or lend counselors.
- Waste Management Company to provide debris removal services.
- Reunification sites: All District buildings. City of Steamboat Springs following facilities. Community Center, Tennis Center, Howelsen Hill lodge, City Transit and Public Works on 13th St.
- American Red Cross to supply cots and bedding.
- Yampa Valley Medical Center Mass Medical Emergency

All pre-negotiated agreements and contracts are included in the appendix section.

Situation Overview

Strawberry Park Elementary School

1. School Population

Strawberry Park Elementary current enrollment is approximately 505. Grades K-5 school located on Strawberry Park Campus building consists of 71,000 square feet of elementary learning with age appropriate playground, a field and a large parking area on campus. These students are supported by a committed staff and faculty consisting of:

58 Teachers and specialists

2 Administrators

2 Office/support staff

2 Cafeteria staff

3 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the appendix as a reference.

Strawberry Park Elementary is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately 11 however, this number will fluctuate. The school's current number of staff with access and functional needs is approximately 0 however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

2. Building Information

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs.

3. Threat/Hazard Assessments Summary

Strawberry Park Elementary is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table below briefly discusses Strawberry Park Elementary high-priority threats/hazards.

High Priority Hazards

Hazard Type	Description
Example: Severe Storm	Steamboat Springs and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of Winter storms, the level of preparation by Steamboat Springs Schools, staff and available equipment with support from local contractors to perform tasks to lessen the effects of severe local storms. During the school year, winter storms, high snowfall, and cold temperatures can result in significant snow accumulations. The accumulations aggravated by drifting snow, and ice in roof drains could cause excessive weight and the possible collapse of facility roofs. Regular roof inspections are completed by the maintenance staff and Facilities Manager throughout the School Districts facilities.

Example: Fire	Fire hazards are the most prevalent types of threat / hazard. Steamboat Schools are surrounded by National and State Forests. With the recent beetle kill epidemic, pines are dying and creating large quantities of fuel for increased fire hazard. Increased heightened awareness throughout the School district. The School District requires that all schools complete a minimum of four fire/evacuation drills every school year.
Example: Active Shooter	While an active shooter incident has never occurred in a Steamboat Springs School any school is vulnerable to such an incident. Steamboat Springs Schools currently conduct four lockdown training exercises each school year to prepare for such an event.
Example: Dangerous Animal on campus	Dangerous animals are a common occurrence at Steamboat Schools. With all schools being located in semi-rural mountain settings, native wildlife such as Moose and Bear could be on campus. Each School completes regular Lockout trainings for such an incident. All staff and students inside the facility, exterior doors are locked, no unauthorized entrance or exiting during incident.

4. Resources

Strawberry Park Elementary leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Strawberry Park Elementary has the following agreements in place, with:

- Routt County Emergency Management David DeMorat 870-5551 Cell 846-1552
- Routt County Sheriff 879-1090
- Steamboat Springs Police Department 879-1144
- Steamboat Fire and Rescue 879-7170
- City of Steamboat Springs 879-2060
- Yampa Valley Medical Center 870-1184

Examples:

- All School District Schools to borrow or lend counselors.
- Waste Management Company to provide debris removal services.
- Reunification sites: All District buildings. City of Steamboat Springs following facilities. Community Center, tennis bubble, Howelsen Hill lodge, City Transit and Public Works on 13th St.
- American Red Cross to supply cots and bedding.
- Yampa Valley Medical Center Mass Medical Emergency

All pre-negotiated agreements and contracts are included in the appendix section.

Situation Overview

Steamboat Springs Middle School

1. School Population

Steamboat Springs Middle School current enrollment is approximately 629 Grades 6 to 8. Located at Strawberry Park Campus, 104,000 square feet of educational and athletic space on campus. These students are supported by a committed staff and faculty consisting of:

79 Teachers and specialists

2 Administrators

3 Office/support staff

2 Cafeteria staff

3 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the appendix as a reference.

Steamboat Springs Middle School is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately 8 however, this number will fluctuate. The school's current number of staff with access and functional needs is approximately 0 however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted. The list of students and staff names along with their schedules can be found in the appendix.

Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

2. Building Information

The Middle School was built in 1981 with the sixth grade addition in 2002 and Administration addition in 2008. The facility is 104,000 square feet adjacent to the Strawberry Park Elementary School. An athletic field and large parking lot are also on the site.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, and utility shut offs is included in the appendix. All staff members should know these locations as well as how to operate the utility shutoffs.

3. Threat/Hazard Assessments Summary

Steamboat Middle School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table below briefly discusses Steamboat Springs Middle School high-priority threats/hazards.

High Priority Hazards

Hazard Type	Description
Example: Severe Storm	Steamboat Springs and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of Winter storms, the level of preparation by Steamboat Springs Schools, staff and available equipment with support from local contractors to perform tasks to lessen the effects of severe local storms.

	During the school year, winter storms, high snowfall, and cold temperatures can result in significant snow accumulations. The accumulations aggravated by drifting snow, and ice in roof drains could cause excessive weight and the possible collapse of facility roofs. Regular roof inspections are completed by the maintenance staff and Facilities Manager throughout the School Districts facilities.
Example: Fire	Fire hazards are the most prevalent types of threat / hazard. Steamboat Schools are surrounded by National and State Forests. With the recent beetle kill epidemic, pines are dying and creating large quantities of fuel for increased fire hazard. Increased heightened awareness throughout the School district. The School District requires that all schools complete a minimum of four fire/evacuation drills every school year.
Example: Active Shooter	While an active shooter incident has never occurred in a Steamboat Springs School any school is vulnerable to such an incident. Steamboat Springs Schools currently conduct four lockdown training exercises each school year to prepare for such an event.
Example: Dangerous Animal on campus	Dangerous animals are a common occurrence at Steamboat Schools. With all schools being located in semi-rural mountain settings, native wildlife such as Moose and Bear could be on campus. Each School completes regular Lockout trainings for such an incident. All staff and students inside the facility, exterior doors are locked, no unauthorized entrance or exiting during incident.

4. Resources

Steamboat Springs Middle School leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Steamboat Springs Middle School leadership has the following agreements in place, with:

- Routt County Emergency Management David DeMorat 870-5551 Cell 846-1552
- Routt County Sheriff 879-1090
- Steamboat Springs Police Department 879-1144
- Steamboat Fire and Rescue 879-7170
- City of Steamboat Springs 879-2060
- Yampa Valley Medical Center 870-1184

Examples:

- All School District Schools to borrow or lend counselors.
- Waste Management Company to provide debris removal services.
- Reunification sites: All District buildings. City of Steamboat Springs following facilities. Community Center, tennis bubble, Howelsen Hill lodge, City Transit and Public Works on 13th St.
- American Red Cross to supply cots and bedding.
- Yampa Valley Medical Center Mass Medical Emergency

All pre-negotiated agreements and contracts are included in the appendix section.

Situation Overview

Steamboat Springs High School

1. School Population

Steamboat Springs High School current enrollment is approximately 830 students, grades 9th through 12th located 45 Maple Street. Building consists of approximately 200,000 square feet of educational and athletic spaces on a 35 acre campus. These students are supported by a committed staff and faculty consisting of:

65 Teachers and specialists

3 Administrators

5 Office/support staff

3 Cafeteria staff

6 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office.

Steamboat Springs High school is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately 4 however, this number will fluctuate. The school's current number of students with access and functional needs is approximately 0 staff however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

2. Building Information

Located 45 Maple Street the building consists of approximately 200,000 square feet of educational and athletic spaces on a 35 acre campus with large parking lots as well as an outdoor stadium facility.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, and utility shut offs is included in the appendix. All staff members should know these locations as well as how to operate the utility shutoffs.

3. Threat/Hazard Assessments Summary

Steamboat Springs High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table below briefly discusses Steamboat Springs High School high-priority threats/hazards.

High Priority Hazards

Hazard Type	Description
Example: Severe Storm	Steamboat Springs and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of Winter storms, the level of preparation by Steamboat Springs Schools, staff and available equipment with support from local contractors to perform tasks to lessen the effects of severe local storms.

- Steamboat Springs Police Department 879-1144
- Steamboat Fire and Rescue 879-7170
- City of Steamboat Springs 879-2060
- Yampa Valley Medical Center 870-1184

Examples:

- All School District Schools to borrow or lend counselors.
- Waste Management Company to provide debris removal services.
- Reunification sites: All District buildings. City of Steamboat Springs following facilities. Community Center, tennis bubble, Howelsen Hill lodge, City Transit and Public Works on 13th St.
- American Red Cross to supply cots and bedding.
- Yampa Valley Medical Center Mass Medical Emergency

Threat or Hazard Annex

Fire

Goal Before

Train and practice fire evacuation drills. Insure all systems are working appropriately: alarms, extinguishers, fire suppression system. Effective communication with fire department.

Objective

Insure all systems are in place.

Goal During

Extinguish fire if possible. Follow evacuation plan. Take attendance and account for all students and staff.

Objective

Safely remove all from the building. Administrators sweep building. Quick and effective communication to fire department, authorities, and district administration.

Goal After

Continued accountability. Post fire decisions and feasibility of building use/student trauma. Communication to parents and outside stakeholders. Reassess evacuation plan.

Objective

Ensure every student is safe and accounted for. Assess damage to building. Provide mental / emotional support.

Courses of Action

Sound alarm, exit building, extinguish, if possible, fire, account for all students, communicate to Superintendent and parents, assess feasibility of building use and assess student/staff mental health.

Specialized Procedures

Special needs students needing help with mobility and access / egress. Medical needs need to be known and addressed as necessary.

Threat or Hazard Annex

Bomb Threat

Goal Before

Train and practice evacuation drills. Insure all systems are working appropriately: alarms, extinguishers, fire suppression system. Effective communication with fire department, law enforcement and authorities.

Objective

Insure all systems are in place.

Goal During

Keep calm. Follow evacuation plan if executed. Take attendance and account for all students and staff.

Objective

Safely remove all from the building. Authorities sweep building. Quick and effective communication to fire department, authorities, and district administration.

Goal After

Continued accountability. Post decisions and feasibility of building use/student trauma. Communication to parents and outside stakeholders. Reassess evacuation plan.

Objective

Ensure every student is safe and accounted for. Assess damage to building. Provide mental / emotional support.

Courses of Action

Sound alarm, exit building, extinguish, if possible, fire, account for all students, communicate to Superintendent and parents, assess feasibility of building use and assess student/staff mental health.

Specialized Procedures

Special needs students needing help with mobility and access / egress. Medical needs need to be known and addressed as necessary.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov



Homeland
Security

2014

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER

PHONE NUMBER WHERE

HUNG UP:

CALL RECEIVED:

Ask Caller:

• Where is the bomb located?
(building, floor, room, etc.)

• When will it go off?

• What does it look like?

• What kind of bomb is it?

• What will make it explode?

• Did you place the bomb? Yes No

• Why?

• What is your name?

Exact Words of Threat:

Information About Caller:

• Where is the caller located? (background/level of noise)

• Estimated age:

• Is voice familiar? If so, who does it sound like?

• Other points:

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long Distance	
☐ Lip		
☐ Loud		
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Other Information:

Crisis Response Team Members - updated 9-12-25

Dr. Celine Wicks Superintendent	C: 970-819-8529 W: 970-871-3196
Allsberry, Anna Counselor - SSHS	W: 970-871-3409
Alt, Dennis Assistant Principal - Steamboat Springs Middle School	C: 970-819-3487 W: 970-871-3595
Bakarich, Whitney Resiliency Coordinator - NWCH	C: 970-846-0787
Benjamin, Jaila Counselor - SPE	W: 970-871-3406 C: 970-819-0664
Bohmer, Amy Principal - Soda Creek Elementary School	C: 970-819-1453 W: 970-871-3396
Chaplain on-call Dave McKnight	C: 970-846-4759
Chapman-Hoy, Heidi Principal - Steamboat Springs Middle School	C: 970-846-6395 W: 970-871-3596
Coroner Mitch Locke	C: 970-870-5405
Delaney, Kim Preschool Director	W: 970-871-3177 C: 970-846-6399
DeWolfe, Luke Assistant Principal/Athletic Director - SSHS	C: 970- 846-6617 W: 970-871-3686
DeWolfe, Shelby Behavior Health & Restorative Practice Coordinator District	W: 970-871-3165 PC: 970-846-9311
Draper, Karen Assistant Principal Sleeping Giant School	C: 970-846-7126 H: 970-819-5912 W: 970-871-7595
Feyen, Allison Counselor - Soda Creek Elementary	C: 214-537-2746 W: 970-871-3389
Fisher, Natalie Counselor - Soda Creek Elementary/Strawberry Park Elementary Counselor	C: 970-846-4989 W: 970-871-3389 (SCE) W: 970-871-3408 (SPE)
Fullerton, Cheryl Counselor - Steamboat Springs High School	C: 720-499-5432 W: 970- 871-3621
Ginesta, Pascal Director of Maintenance	C: 970-846-7777 W: 970- 871-3188
Graham, Rachel Counselor - Sleeping Giant School	W: 970-871-7520 C: 612-432-4053
Hamric, Jay SSHS Principal	W: 970-871-3696 C: 970-457-7892
Haubert, Eron Principal Strawberry Park Elementary School	C: 720-560-5738 H: 970-761-2949 W: 970-871-3496
Howard, Megan School Social Worker - SCE/SSMS	C: 978-501-5545 W: 970-871-3292 - SCE W: 970-871-3528 - SSMS
Kirchner, Bob	C: 970-846-1920

School Psychologist - ALL	W: 970-871-3580
Laliberte, Joe Principal - Sleeping Giant School	WC: 970-846-0941 W: 970-871-7596
LeCuyer, Nicole School Psychologist - SPE	W: 970-871-3420
Lotz, Molly - Routt County Crisis Response	C:970-846-6252
Maul, Carolyne Counselor - Yampa Valley High School	C: 505-629-5622 W: 970-871-3295
McHaffie, Kalie Assistant Principal - Soda Creek Elementary School	C: 970-846-3808 W: 970-871-3395
Marriot, Mindy - Executive Director - REPS	C:970-846-8182
Moss, Danica Counselor - Steamboat Springs Middle School	C:970- 819-5123 W: 970-871-3577
Oliver, Christi Counselor - Strawberry Park Elementary	W: 970-871-3409 C: 805-708-1699
Paris Anabella Emerging Bilingual Family Liaison	C: 970-896-6094
Passchier, Jaime Assistant Principal - Strawberry Park Elementary	C: 720-339-8617 W: 970-871-3495
Pappanastos, Amalia Counselor- Steamboat Springs Middle School	W: 970-871-3587 C: 831-234-5460
Pendleton, Lizzy - Social Worker- Sleeping Giant School	C: 713-906-5422
Przymus, Scott Counselor - Steamboat Springs High School	W: 970-871-3682 C: 970-389-4636
Rabbitt, Nicole Social Worker - SPE	W: 970-871-3407
Resource Officer- Routt County Sheriff Stephen Harbison	C: 970-846-6590 Dispatch: 970-879-1090
Rivera-Vigil, Tanya Assistant Principal - Steamboat Springs High School	C: 970-443-3242 W: 970-871-3622
Selby, Brendan Counselor-Steamboat Springs High School	W: 970-871-3612
Setter, Karla Assistant Principal - Steamboat Springs High School	C: 970-819-0192 W: 970-871-3296
Smith, Marnie Routt County Crisis Support	C: 970-819-2839
Ungs, Casey Director of Transportation	C: 970-846-1632 W: 970-871-3243
Valand, Tom School Social Worker - SSHS	W: 970-871-3621 C: 970-875-3641
Wither, Allison Counselor - SGS	W: 970-871-7519 C: 970-846-7886

Introduction

When a school community experiences a crisis, it is helpful to have a Crisis Response Team to objectively, thoughtfully, and tenderly guide the staff and students through the accompanying days/weeks, meeting emotional and practical needs of people with the goal of restoring the school environment to normalcy as soon as possible. We know that a crisis evokes panic and intense emotions, including the feeling of life spinning out of control. Normalcy restores the sense of predictability and security. When the school staff is impacted in a sudden crisis, it is comforting to have the support of administrators and counselors to steady the course during the sudden shock and grieving process.

Goals

- ❖ To assist each school in planning their immediate and longer-term activities following a crisis
- ❖ To give support to the impacted school administrator(s) and counselor(s)
- ❖ To give support to the staff who have impacted students in their classrooms
- ❖ To mobilize necessary community agencies to assist the school during the crisis

Members

- ❖
- ❖ Superintendent/Designee – CRT Administrator
- ❖ Principals of all schools
- ❖ School Psychologists assigned to Steamboat Springs School District
- ❖ Counselors of all schools
- ❖ School Nurse
- ❖ Community Mental Health Worker(s)

Correspondence Checklist

Activity	Person Responsible
Start School Phone Tree - Factual Information only - Include time and location of staff meeting	Building Principals
Notify District Staff of crisis	Superintendent and Public Information Officer
Secretary Statements - Modified version of student statement - Provide district wide if necessary	Building Principals
Student Statement - Sample located in handbook - Include family statement if requested - Provide to staff at morning meeting	Building Principals
Statement to Media Any media contact should be directed to the public information officer	Superintendent and Public Information Officer
Letters home to parents - Samples located in handbook - Situations requiring letters: - Bus accidents - Staff death - Building crisis - Traumatic death of student - Consider letters for the following: - Student death - Illness - Drug overdose - Suicide	Building Principals
Funeral Arrangements - Email if appropriate - Statement over intercom - Print information in the office	Public Information Officer or Building Principals

Organizing a School Crisis Response

Initial School Preparedness:

- o School crisis team identified
- o Crisis plan in place with periodic training and review with all staff
- o Any necessary permission for utilizing outside professionals arranged at start of school and MOUs in place

Upon learning of a crisis the building principal would:

- o **Verify the information/identify a family liaison**
- o Notify district administration (and attorney, if necessary)
- o Call together the school crisis response team
- o Consider consultation with law enforcement in case any interaction could interfere with an ongoing investigation
- o Devise a plan of action for the present and next few days:
 - o Identify victim(s)
 - o Decide whether a grief response, trauma response or both are necessary
 - o Make initial notification to staff and announcement of before and after school meetings the first day of the crisis response
 - o Hold a staff briefing
 - o Mobilize media liaison
 - o Write statement for phone inquiries
 - o Assess security needs
 - o Prepare written announcement for staff to relay info to students
 - o Assess need for outside help: other district personnel, substitutes, community partners, etc.
 - o Notify other schools/organizations that might be impacted i.e. feeder schools, clubs, other organizations, etc.
 - o Compile list of possible at-risk students
 - o Organize a Support Center including those to staff it, supplies, and handouts
 - o Initial planning for memory activity
 - o Have follow-up resources identified and available, include these in notification to parents
 - o Prepare notification(s) to be sent home to parents/guardians including tips for helping their children cope, policy for attendance at/transportation to funerals, follow up meetings and school and community resources
 - o Prepare plans for follow up: rest of the week, day of the funeral, interventions necessary beyond the Support Center remembering needs of at-risk students, general student population and ALL staff
 - o Meet with school staff at the end of the day to update them and identify any other at-risk students
 - o Meet with Support Center staff at the end of the day
 - o Visit the family

FACT SHEET

Deceased Name	
Date of Birth	
Age	
Grade or Assignment	
Family Members Names	
Grades of siblings or children	
Family address and phone numbers	
Schedule	Attach
Picture	Attach
Current teachers/or colleagues	Attach list
Last years' teachers	Attach list
Friends	Attach list
School history	Attach additional information as needed
Known facts of crisis	Attach additional sheet with information

BUILDING LEVEL STAFF NOTIFICATION

The staff phone list should be redone every year to include **every member** of the staff, including kitchen staff, custodians and other support staff. If a staff member on your list does not answer, leave a message to call back, but do not leave bad news as a message. Continue calling anyone who does not answer until a connection is made. Crisis Response Team members may assist Building Administrator with the calls.

Suggestions for making the call:

- Begin with a statement such as, "I'm sorry to have to call with bad news."
- Ask the person to get paper and pencil to write down specifics.
- Give the specifics of the event as you know them. Do not embellish.
- Give details of the required before-school meeting; where, when, more details with support will be given at that time.
- Remind them not to speculate but to stay with the facts as we know them.

The goal is to allow people to become emotionally prepared for the next day, but to keep from starting or spreading any erroneous information. This is very important. Details may get skewed very innocently and easily, so just stick to the facts.

Crisis Response Team Responsibilities

Superintendent

- Verify the death of the student/staff member
- Inform building administrator (Crisis Team Leader is the impacted school's administrator.)
- Communicate with law enforcement, media, and general public if needed
- Be available for assistance if needed at affected schools
- Be available for the funeral if needed
- Email to district staff with information about incident including other necessary information

Crisis Response Team

- Plan with school principal and counselor ahead of the school day
- Follow through with assignments given during CRT meeting
- Select key members to be present during the first school day
- Diminish the number of members during the school day as quickly as possible
- Help the principal debrief with staff at the end of the school day
- Debrief with the principal and counselor at the end of the crisis period
- Debrief with the entire CRT at the end of the crisis period

School Principal (Impacted Building)

- Remain highly visible to show presence, support, and control
- Identify staff who are in need of mental health support
- Set tone and direction
- Give office staff a statement to use with the public
- Order flowers
- Determine funeral attendance procedure for staff and students
- Send out parent letter if needed
- Provide hope for future by working toward normalcy
- Attend all debriefings

School Counselors

- Provide counseling for students/staff
- Plan space for individual and group grief counseling
- Present basic grief information at staff meeting
- Assign mental health professionals to places for the first day of school (covering classes, greeting students, coordinating grieving students with counselors, answering counseling office phones etc...)
- Cancel scheduled appointments, activities
- Provide support to parents of grieving students
- Create hall passes for grieving students
- Establish procedure with teachers for students getting to Student Support Center

Teachers and Staff

- Attend required staff meeting
- Announce prepared statement to students at start of day
- Lead class discussion-avoid personal beliefs about religion and death
- Identify students in need of counseling and inform them of Student Support Center and how it works
- Structure and shorten assignments as needed
- Understand that grief looks different in each individual and the crisis may impact students/adults who are not directly related
- Have a plan in place for student desk/locker (this may vary by grade level)

Sample Announcements

In classroom: (Individual Loss)

Johnny will not be in school today. His mother was killed in an automobile accident last night. A truck on Highway 40 struck her car. Johnny will be sad for a long time. Perhaps we can discuss some ways Johnny might be feeling and how we can all help him.

In classroom: (School-wide loss)

We have something very sad to tell you today. Johnny was driving home in the rain last night. His car swerved into an oncoming lane, was struck by a car and went off the road. Johnny died in the crash. It was sudden and he did not suffer.

(Remain silent for a moment to allow the information to be realized)

I know this is very shocking to all of us and we have planned several things to help you.

DO NOT USE THE PA SYSTEM FOR THIS TYPE OF ANNOUNCEMENT, IF AT ALL POSSIBLE.

Importance of Debrief Process

It is very important to include a debriefing exercise at the end of the day for the counselors and administrators who were on the front lines and working with the students and faculty involved in the crisis. Debriefing allows those involved with the incident to process and reflect on the incident as well as examine its impact on intervening staff both personally and professionally. There are several protocols that should be taken into consideration when debriefing with the staff who were involved in the crisis response. In essence, the protocol for counselors and administrators to debrief at the end of the day mirrors the protocol used throughout the day with students and teachers as they process the crisis incident.

As defined by the Aurora Public Schools: "Crisis debriefing is not the first line, initial response to a crisis but is rather the second line or proactive response aimed at helping individuals work through the effects of the trauma and return to affective emotional and behavioral functioning."

- Debriefing should be provided as soon as possible after the initial impact of the critical event (ideally, within the first 24 to 72 hours after providing services)
- Debriefing should be conducted in or near the site of the day's interventions
- Remind all participants that the information shared in the meeting will remain confidential unless it falls under a mandated report.
- Follow the processing guidelines when working with individuals:
 - o Allow people to speak and share but set a time limit of 5 minutes so as not to overwhelm others with information (facilitator serves as a timekeeper)
 - o Allow the group to sit in silence for several seconds after an individual speaks if applicable
 - o Written notes are not permissible
- One individual who is not directly involved in the crisis should lead the debriefing session. This individual can be a counselor from another school or could come from Steamboat Mental Health

The debriefing session can use the following key points as a guide in the forum (as suggested by the American Academy of Experts in Traumatic Stress):

First, the "debriefing or facilitator "assess individuals' situational involvement, age, level of development and degree of exposure to the critical incident or event. Consider that different aged individuals, for example, may respond differently based on their developmental understanding of the event (Davis, 1993).

Second, issues surround safety and security surface, particularly with children. Feeling safe and secure is of major importance when suddenly and without warning, individuals' lives are shattered by tragedy and loss.

Third, ventilation and validation are important to individuals as each, in their own way, needs to discuss their exposure, sensory experiences, thoughts and feelings that are tied to the event. Ventilation and validation are necessary to give the individual an opportunity to emote.

Fourth, the debriefer assists the survivor or support personnel in predicting future events. This involves education about and discussion of the possible emotions, reactions and problems that may be experienced after traumatic exposure. By predicting, preparing and planning for the potential psychological and physical reactions surrounding the stressful critical incident, the debriefer can also help the survivor prepare and plan for the near and long-term future. This may help avert any long-term crisis reactions produced by the initial critical incident.

Fifth, the debriefer should conduct a thorough and systematic review of the physical, emotional, and psychological impact of the critical incident on the individual. The debriefer should carefully listen and evaluate the thoughts, mood, affect, choice of words and perceptions of the

critical incident and look for potential clues suggesting problems in terms of managing or coping with the tragic event.

Sixth, a sense of closure is needed. Information regarding ongoing support services and resources is provided to survivors. Additionally, assistance with a plan for future action is provided to help "ground" or "anchor" the person during times of high stress following the incident.

Seventh, debriefing assists in short-term and long-term recovery as well as the re-entry process. A thorough review of the events surrounding the traumatic situation can be advantageous for the healing process to begin.

For counselors and administrators who spent the whole day supporting staff, students and families after a crisis, the debrief exercise at the end of the day is essential in providing closure and support as well as an opportunity to regroup and reflect.

If a Before-School Meeting is Not Possible

(Note to teachers)

We will continue the regular schedule for today. During class time you may:

- o Lead a discussion with your class
- o Continue lessons as planned
- o Allow students to go to the Support Center
- o Call for a substitute if you need time away from the class

The _____ will be the Support Center. Please identify any students needing extra support or services and inform the Response Team in the Support Center Room phone extension _____. If you notice a colleague who needs extra support, please inform the Response Team or Administration.

The Support Center will be staffed and ready for students right away in the morning. If you would like a Response Team member to read the statement to students please call extension _____. If a student is upset about the death, the Support Center is the place for the student to go. If a student didn't know the person who died, still allow him/her to come to the Support Center. There may be another death that is troubling the student. If any students are not appropriately using the service, they will be sent back to class.

Please do not suggest or support students going home for the day. The Response Team will work with those students and call home if necessary. Most students benefit by staying at school because they need the normal routine or friends nearby.

Staff Briefing Agenda

1. Factual data related to the death. Only give out information that has been confirmed by the district. If manner of death is questionable, students and parents should be told the manner of death is still under investigation by the coroner's office.
2. Provide staff with announcement and hand-out of how to handle questions by students. Ask if any staff member needs help reading statement.
3. Alert staff that this is a time where there are no expectations about how students react. Students may experience a wide range of emotion that may even have nothing to do with this incident. Any concerns about a student reaction or emotional stability should be reported to the Response Team immediately.
4. Inform staff about the Support Center – student and staff. Information about how to transport a student there who needs it. Refer to hand out on reaching support center and/or response team staff.
5. Reassure staff there is enough support available (substitute teachers, response team members, etc) if the teacher needs additional support. If you need to break – do so. It is in your and your students' best interest. How do they get help in their room?
6. All rumors about the incident should be reported to the Response Team.
7. All media questions should be directed to the Superintendent. DO NOT talk to media on your own.
8. Memorials in the room – best to put in a side area. Don't use the student's desk as other students who sit there may not be aware of their connection to the death. Memorials are welcome but encouraged to be taken to the office so that the school can ensure delivery to the family.
9. We will ask staff to gather again at the end of the day to debrief. No one can predict what kinds of reactions you might see in students or even you and we will further discuss these reactions in the afternoon.
10. Does anyone have a concern for their classroom and feel response team members need to be present. Team members will follow appropriate schedule and check in throughout the day.

After Reading Announcement:

Student Help

The following are guidelines to help students with their reactions to the announcement. These guidelines will help you gather information and evaluate the needs of your students. You are not being asked to “process” reactions or responses.

1. Ask students what they have heard as to what happened. In response, restate factual information provided by the principal (report rumors immediately).
2. Ask students if they have questions they want to ask. Answer honestly. If you cannot answer honestly, admit you do not have the answer, but you will get an answer for them. Contact the Response Team. Let the students know when you will give them the answer (by the end of the day or class the following day).
3. It’s okay to express your own grief, shock and difficulty with knowing what to say or feel. It’s okay to show tears and emotion.
4. Ask students if they would like someone to come to their class to talk with them. If you are in doubt, call the Response Team and someone will come in.
5. Let them know counselors and response team staff have been trained to support students in these situations and are available to help them if need be. Tell them where to report if they need assistance.
6. Know that students will have a difficult time attending and focusing. Homework isn’t a good idea for a day or two. Reschedule tests if possible.

Inform Response Team if:

- A student engages in disruptive behavior
- Students make threats to harm themselves or others (this can happen when reacting to suicide, accidental and violent incidents)
- Verbalizations of suicide
- Uncontrollable crying
- Any behavior that appears unusual/inappropriate at the time
- Students asking questions you cannot answer
- Students who are preoccupied or insistent on knowing all the details
- Students indicating they want to be with friends or want to talk with a counselor
- Students in the same grade, who know the victim and who appear detached, numb or indifferent. Please let the response team members know which students are in the victim’s inner circle of friends

DEALING WITH LOSS IN THE CLASSROOM TEACHER GUIDELINES

1. Read statement as prepared by the Crisis Response Team.
2. Lead class discussion about the crisis and loss and death. Do not embellish from facts. Do not mention your own beliefs about death. Listen, listen, guide, listen. Review stages of emotions people experience (Shock/denial, anger, fear, depression, acceptance). Have students share those things that helped them most when they experienced a loss; help bring meaning to the event. Avoid moralizing. Ask for support from CRT members, if this would be too difficult for you. Classroom discussions should not be led by classmate parents.
3. Identify students who were close friends or students who would like an opportunity to see a grief counselor.
4. Call support center to inform of students being sent for counseling. Send with a pass and also with an escort if distraught.
5. Structure classroom assignments more than usual. Example might be that child may not be able to do 10 math problems. "Do one, then show me." "Now do the next", etc. Another example might be a research paper due in three weeks. "By Monday, select your books...by Thursday, do outline, etc.
6. Relate to incident since that is what children have on their minds. Have students write, create a story or reaction piece. Discuss historical precedence to issue. Discuss ways of coping, thinking, and concentrating when a disaster occurs. Read stories/poems illustrating issue of event. Be creative with approach to involve both rational thoughts and emotions.
7. Provide opportunity to do activities directly related to incident. Write letters to deceased, put positive memories in writing to family members, artwork expressing feelings, building, developing or creating a memory box.
8. Return to typical classroom work when the majority of students are ready. It might be after the announcement, after a class period, in the afternoon, or the next school day.

Support Center Procedures

Purpose of the Support Center: The Support Center is a place for students to go who are unable to learn until they process some of their grief. It is a place that allows grieving students to explore their feelings while allowing other students the opportunity to focus on academics.

Getting to the Support Center: Students who ask to use the Support Center should be issued a pass so that Response Team staff knows that the student has alerted their teacher to their need. Support staff will verify teachers know which students are in the Support Center.

Rules of the Support Center:

1. Students will sign in upon arrival to the Support Center.
2. Students will fill out a name tag so Response Team staff can identify students quickly.
3. Students will actively be working on grief while in the Support Center. Students who are not will be asked to return to class.
4. Students will not use electronic devices of any kind while working in the Support Center.
5. Parents are not allowed in the Support Center for confidentiality reasons.
6. Students will sign out of the Support Center upon departure.

Sample letters

Letter to Parents Regarding a Student Suicide

Date

Dear Parents/Guardians,

I am writing to inform you of some sad and tragic news. One of our students (Student name), died on (date). According to the police and/or family, his/her death was a suicide.

During the first period of school today, all of our students were notified of the event through a brief message read by their teachers. The District Response Team was available during the school day to assist students who may have had a difficult time dealing with the news. Support will continue to be available in the days to come.

When death occurs by suicide, there are always a number of emotions and feelings we can expect to see in our students. They include anger, guilt confusion, fear, blame, disbelief, and even indifference. These are normal reactions, and students may experience several of them over the weeks to come. We need to give them permission to feel whatever emotion they have and support them as they go through the grieving process.

Please feel free to contact the school if you have a specific concern regarding your son or daughter. A Response Team member will call you back as soon as possible.

Our deepest sympathy goes out to the family and friends affected by this tragedy.

Sincerely,

Principal

Letter to Parents Regarding Sudden Death

Date

Dear Parents,

Over the weekend, the school experienced the sudden death of one of our students. We are all deeply saddened by this loss and have our crisis management procedures in place to help your son/daughter with their reactions to this tragedy.

Our Response team is supported by many community resources who are available to talk with your son/daughter and answer their questions. Over the next several days we will have additional mental health professionals on-site to meet the needs of our student body. Our counselors will continue to be available throughout the school year to support students through this grief process and to make referrals to outside support agencies as needed.

It is normal to feel confused, extremely sad, angry disbelief, guilt, fear, anxiety and overwhelmed when something like this happens. These are only a few of the feelings one may experience after a loss. People grieve in different ways for many different reasons and we are here to provide as much information to your son/daughter as we can about what to expect in grief and to help them to develop coping strategies.

Your son/daughter may have some unresolved feelings that he/she would like to discuss with you. You can help your child by listening carefully, remaining calm, accepting her/his feelings and answering questions honestly according to your beliefs. Please don't hesitate to call us if you are concerned with how your child is responding to this tragedy, we are available to assist you in accessing support services for your child.

If you have any additional questions or feel the need for further assistance, you may contact any of the following people in our Counseling Department:

Sincerely,

Principal

Resources for teachers & staff

Developmental Stages and Grief

While response to grief is unique, the perception of the finality of death and the seriousness of fatal illness is, in part, influenced by developmental stages. At all stages, children need reassurance, time with a caring adult and the freedom to express their feelings.

Children who experience a death early in life will continue to re-experience grief as they move through developmental stages. They will mourn the loss again as their concept of death and dying develops.

Adults should not assume that developmental age is a strict boundary or that all children respond in the same way.

Age	Developmental Task	Concept of Death	Grief Response	Signs of Distress	Interventions
Preverbal infants and toddlers	Skill Development Trust Beginnings of cause and effect	Loss of caregiver Stress in the family		Fussy or crying Appetite or sleep changes Delays in developmental milestones	Consistent caregiver Routine, routine, routine Rock, speak softly, soothe
Verbal- 4 years	Ongoing skill development Gaining vocabulary Motor skill development Beginning peer relationships	Do not understand permanence or universality	Intense but brief May repeatedly ask about the whereabouts of the deceased	Regression Appetite or sleep changes Developmental delays Fears may appear	Routine, routine, routine Brief, honest answers Do not use euphemisms such as gone to sleep or on a trip for describing death
4-6 years	World exploration and understanding Huge fantasy and imagination Language development and usage Very concrete	“Magical thinking” may lead to their belief that something they said or did caused the death resulting in feelings of guilt and responsibility Fear of abandonment or separation	Spurts of distress and confusion Repetitive questioning	Appetite or sleep changes Nightmares Strange fantasies Hyper vigilant Disobedience	Encourage expression of feelings through play or art Encourage physical activities Communicate and educate other adults who interact with the child Listen, listen, listen Reassure
6-10 years	Continue to think concretely but can begin to understand the point of view of others Take on values of society Skill integration	See death as final and universal Interested in the biological process of death, dying, burial and cremation	Problems with concentration leading to difficulty in school Acting out behaviors when they do not have words for their feelings Concern with their own health	Somatic complaints Crying and sobbing Generalized anxiety Suicidal ideation- a desire to join the deceased	Routine Listen Nurture Play Expectations and guidelines for their behavior Assistance in identifying feeling and adult acceptance of those feelings Team with the school
10-14 years	Beginning of abstract thought Black and white thinkers Testing for power and control Social Sense of humor	Begin to turn to peers for support Hide their grief Overwhelming feelings Resentful of not being included in details surrounding death	Refusal to talk about the death Fear of showing emotion	Feelings displayed as anger Somatic complaints	Accept their feelings but not the inappropriate behaviors Set limits and boundaries Encourage school performance but allow some flexibility
14-18 years	Abstract thinking matures Separation from family of origin Development of personal identity	Peer group is primary Little impulse control	Turn to peers for support Withdraw Death may be glamorized	Risky behaviors School problems Confusion may lead to delinquency Extreme anger	Modeling of healthy grieving Stay connected Listen without advice

DO'S and DON'TS WHILE WORKING WITH TRAUMATIZED CHILDREN

DO:

- ❖ Treat all fears as genuine
- ❖ Reassurance and give permission to grieve openly
- ❖ Give them time – teach normal grieving process
- ❖ Keep promises you make
- ❖ Listen
- ❖ Explain facts in developmental language
- ❖ Maintain routine
- ❖ Help them verbalize and provide nonverbal ways of expression
- ❖ Validate feelings
- ❖ Create a place in the school for a memory box for letters, cards, pictures, drawings, flowers to be taken to the family by a CRT member

DON'T

- ❖ Create a shrine area
- ❖ Allow decoration of deceased's locker
- ❖ Expose children to more information than they should be exposed to
- ❖ Have him/her take care of your fears/needs
- ❖ Say "she is happier now" or "went to sleep and didn't wake up"
- ❖ Make promises you can't keep
- ❖ Impose a time limit on grieving
- ❖ Exclude from grieving process/funerals

Head, Heart, and Hands: Working with People in Crisis

What really happens when we encounter a serious loss or other crisis? There is a “cascade of response” that is quite typical, and may be useful for us to understand our own reactions and those of others. It can be descriptively termed the “Head/Heart/Hands” reaction, since these three terms identify the chief feature of each successive stage of response.

“Head” refers to our initial need to find out exactly what happened. If there has been an accident, we want to know who was involved, when it happened, what caused it, what were the consequences, how people involved are doing now, etc., etc. It is natural for us to want this information, sometimes to seek very specific details, and to pass it along to others.

Knowing that seeking and sharing information about a tragic situation is a natural first-level response helps us to offer appropriate facts, not gossip, to others who are affected by a crisis. It is not “wrong” to ask for or give information unless the facts deteriorate into hearsay or personal information about the victim and/or family that does not respect their dignity or right to privacy. As long as most students are asking for facts about the crisis itself, then we should provide it for their benefit.

“Heart” indicates the emotional responses which typically follow. Once we have grasped the facts of a loss or other crisis, we find ourselves affected to the degree that the situation impacts our life or that of others close to us. Emotions vary greatly, however, and people vary greatly in their responses to their feelings. Thus, some may cry openly while others seem implacable. Some may draw away into isolation, while others may actively seek the comfort of others. And some may make awkward comments, even jokes, while others feel angry.

The variety of emotional responses is a potential problem in a social situation such as the classroom or staff lounge. Obviously, those who lean on humor to hide their discomfort with emotions will not be compatible with those who can cry or otherwise “feel” their distress. Rather than chastise those few who behave inappropriately however, it is best to ask them to spend some time elsewhere while you help those in greater evident need.

The “Heart” phase of crisis response does not have a clear conclusion, of course, and can continue to a protracted period of time, if not redirected to the “Hands” phase. This is the action phase most of us reach, once we have digested the news of the crisis and have experienced our initial emotional response. We want to do something, show our concern, lessen the pain of those affected, and channel our helplessness into a helpful act.

As adults we often find ourselves providing a note of condolence or a meal for the bereaved. Children also wish to respond in some way, and we can help them by giving them the opportunity. Some will know spontaneously what they want to do, while others will need ideas and encouragement. Depending on the age, such things as crayon drawings, thoughtful notes, a class project, etc., can be satisfying. Rarely will individuals not participate in these class wide expressions of care which characterize the “Hands” stage of response.

Know that almost any crisis will fit the “Head/Heart/Hands” progression generally, but that each phase will not be neatly completed and the next ushered in. The “Heart” response, in particular, will linger for some, abate and return for others, and be denied entirely by still others.

I WASN'T READY TO SAY GOODBYE

A Guide for Those Helping Others with Grief

Don't try to find the magic words or formula to eliminate the pain. Nothing can erase or minimize the painful tragedy your friend or loved one is facing. Your primary role at this time is simply to "Be there." Don't worry about what to say or do, just be a presence that the person can lean on when needed.

Don't try to minimize or make the person feel better. When we care about someone, we hate to see them in pain. Often we'll say things like, "I know how you feel," or "perhaps it was for the best," in order to minimize their hurt. While this can work in some instances, it never works with grief.

Help with responsibilities. Even though a life has stopped, life doesn't. One of the best ways to help is to run errands, prepare food, take care of the kids, do laundry, and help with the simplest of maintenance.

Don't expect the person to reach out to you. Many people say, "call me if there is anything I can do." At this stage, the person who is grieving will be overwhelmed at the simple thought of picking up a phone. If you are close to this person, simply stop over and begin to help. People need this but don't think to ask. There are many people who will be with you during the good times – but few that are there in life's darkest hour.

Talk through decisions. While working through the grief process, many bereaved people report difficulty with decision making. Be a sounding board for your friend or loved one and help them think through decisions.

Don't be afraid to say the name of the deceased. Those who have lost someone usually speak of them often, and believe it or not, need to hear the deceased's name and stories. In fact, many griever welcome this.

Remember that time does not heal all wounds. Your friend or loved one will change because of what has happened. Everyone grieves differently. Some will be "fine" and then experience their true grief a year later, others grieve immediately. There are no timetables, no rules – be patient.

Remind the bereaved to take care of themselves. Eating, resting, and self-care are all difficult tasks when besieged by the taxing emotions of grief. You can help by keeping the house stocked with healthy foods that are already prepared or easy to prepare. Help with the laundry. Take over some errands so the bereaved can rest. However, do not push the bereaved to do things they may not be ready for. Many griever say, "I wish they would just follow my lead." While it may be upsetting to see the bereaved withdrawing from people and activities – it is normal. They will rejoin as they are ready.

Avoid judging. Don't tell the person how to react or handle their emotions or situation. Simply let him/her know that you support their decisions and will help in any way possible.

Share a Meal. Since meal times can be especially lonely, invite the bereaved over regularly to share a meal or take a meal to their home. Consider inviting the bereaved out on important dates like the one-month Anniversary of the death, the deceased's birthday, etc.

Make a list of everything that needs to be done with the bereaved. This could include everything from bill paying to plant watering. Prioritize these by importance. Help the bereaved complete as many tasks as possible. If there are many responsibilities, find one or more additional friends to support you.

Make a personal commitment to help the one grieving get through this. After a death, many friendships change or disintegrate. People don't know how to relate to the one who is grieving, or they get tired of being around someone who is sad. Vow to see your friend or loved one through this, to be their anchor in their darkest hour.

Excerpted from "I Wasn't Ready to Say Goodbye; a guide for surviving, coping and healing after the sudden death of a loved one" by Brook Noel and Pamela D. Blair, PhD (Sourcebooks, 2008)

DEBRIEF

Evaluating Your School Plan

<i>How is your current plan for the following:</i>	Good	Fair	Poor
Getting information to teacher when you need to lock down?			
Receiving information from teachers during lock-down?			
Getting information to parents on where to/not to come?			
Getting parents initial information each September ?			
Using smaller events (smaller crises) for practice?			
Using teachable moments (national events for discussion)			
Creating practice drills that don't raise alarm unnecessarily?			
Integrating your plan with community emergency services?			
Including all support staff in the process of planning?			
Including all support staff in appropriate levels of training?			
Giving staff warning prior to coming in to school if an event occurs over the weekend or in the evening?			
Bringing in "mutual aid" from surrounding school districts for events that might overwhelm your entire community?			
Including those other districts in collaborative training so they know the bigger plan, chain of command, other details?			
Having emergency information on all students where teachers can take it out with the class during evacuation?			
Plan on how to reunite parents with students after evacuation?			
Handouts for parents prepared and ready to go ahead of time?			
Practice scenarios regarding crises on field trips/athletic events?			
What might be missing from your school plan?			
What else concerns you?			