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A Model Crisis Response Plan for Ephrata High School

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ABSTRACT

A MODEL CRISIS RESPONSE PLAN FOR EPHRATA HIGH SCHOOL

By

Wes Crago

July 2003

The purpose of this project was to develop a comprehensive plan for managing a crisis at Ephrata High School, Ephrata, Washington. To achieve this purpose, current research, literature, and other selected sources were reviewed. Additionally, specific plans, information, and forms were adapted and developed to serve Ephrata High School and the Ephrata community.

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This project is dedicated to my loving wife, Vangie Crago and my daughter Christa for their years of support bringing this project across the finish line. The author also wishes to recognize the vital support and love of his parents, Wes and Mary Crago for instilling in the author the skills, ethics, and passion to serve his community as an educator.

This author would indeed be remiss if he failed to express his sincere and incalculable appreciation of Dr. Jack McPherson, without whom, literally, this project would not have been finished. Dr. McPherson is the kind of educator, principal, and man, which keeps the world turning about its axis.

Finally, the author recognizes that without the miraculous intervention of God he would not be alive today to finish this project and degree. Whatever skill and success I have achieved in this life is but a reflection of the love and spirit of the Lord in my life.

TABLE OF CONTENTS

CHAPTER ONE:	BACKGROUND OF THE PROJECT	PAGE
	Introduction	1
	Purpose of the Project	2
	Limitations of the Project	2
	Definition of Terms	2
CHAPTER TWO:	REVIEW OF LITERATURE AND INFORMATION	
	School Crisis Incidents	6
	Existing Plans from Other Schools and Communities	11
	Summary of Related Information from Selected Sources	14
	Effective Strategies	17
	Summary	21
CHAPTER THREE:	PROCEDURES OF THE STUDY	
	Introduction	23
	Need for the Project	25
	Development of the Scope and Support for the Project	26
	Procedures of the Project	26
	Planned Implementation of Ongoing Assessment of the Project	27
CHAPTER FOUR:	THE CRISIS RESPONSE PLAN	
	Contents	P 2
	School Climate Team	P 3
	Drill Plan	P 6
	Crisis Response Team	P 10
	Communications Plan	P 14
	Crisis Response Kit	P 18
	Directed Responses	P 20
	Post-Crisis Plan	P 27
CHAPTER FIVE:	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
	Summary	29
	Conclusions	30
	Recommendations	32
REFERENCES		34
APPENDICES:		
	A: <i>Bang, Bang, You're Dead</i> Handout Examples	38
	B: National School Safety Center Report (excerpts)	43

CHAPTER ONE

THE BACKGROUND OF THE PROJECT

INTRODUCTION

The national tragedy of kids killing kids sweeps the county, and no one, not the schools, not the parents, not the pundits nor the government, has a clue. While committees meet and talk and school practice their emergency medical procedures, some discontented soul is up in his room loading his gun and fantasizing about the moment of glory when he walks into school, the stage of choice before his peers, to act out his frustrations. We are all waiting for the shot to ring out. We're all, dreading that phone call that will follow the gunshot. School used to be one of the safest places a kid could be. Despite our best efforts, no child is safe in any school, because the harm comes from within, not without.

Mastrosimone (2000)

In 1999 a student at Enumclaw Junior High School scrawled, "You are all dead meat." on a blackboard. This message appeared two days after the school shooting in Springfield, Oregon. William Mastrosimone's son was 15 and attending Enumclaw JHS. The quote was taken from the introduction to a play, written that very night by Mastrosimone. The play took the audience inside the head of school shooter. It was a powerful drama, which spoke to the fears of all, staff, parents, and students.

With chilling regularity in the late 1990s, violence erupted within our schools. While school is still the safest and best environment for students, parent's faith in school safety has been shaken. It is certainly impossible to make schools completely safe, and it is equally certain that the safety of each student is our first and most important responsibility as educators. (ASCD, 1997)

Preparation for any kind of crisis facing our schools, whether it takes the form of an emotional event from the news, or a worst-case scenario involving weapons on campus, has become a necessity. In the introduction of a 1997 guide for crisis planning it says, "The very

nature of a crisis demands that people act quickly and responsibly.... Ideally, people should know what to do in a crisis before it occurs.” (ASCD, 1997) Preparation, in the form of crisis response plan can both minimize harm, and restore confidence in a community for its schools.

PURPOSE OF THE PROJECT

The purpose of this project was to develop a comprehensive plan for managing a crisis at Ephrata High School, Ephrata, Washington. To achieve this purpose, current research, literature, and other such response plans were reviewed. Additionally, specific plans, information, and forms were adapted and developed to serve Ephrata High School and the Ephrata community.

LIMITATIONS OF THE PROJECT

For the purpose of this project it was necessary to establish the following limitations:

1. Scope: The plan was designed to serve the students, staff, and community of Ephrata High School.
2. Research: The literature and plans reviewed for Chapter 2 were predominately limited to research current within the last five years. Selected safety plans from other organizations were obtained and analyzed.
3. Participants: As the project was limited to the community of Ephrata and our high school, so too were the contacts with various emergency service agencies limited to local jurisdictions. Primarily, this included the City of Ephrata, and Grant County.
4. Time: This project was designed for implementation during the 2003-2004 school year.

DEFINITION OF TERMS

Significant terms used in the context of this study have been adapted and defined as follows:

1. Accident: An accidental physical trauma to a person or structure. (Webster's, 1991)
2. Bullying: A pattern of physical or psychological intimidation. (Banks, 1997)
3. Crisis: Any event, within the school or community, of sufficient magnitude that it affects the physical or emotional ability of students to learn. (Webster's, 1991)
4. Directed Evacuation: A controlled evacuation from all or some portion of the school building or grounds to a given location. (ASCD, 1997)
5. Directed Lockdown: A response involving using the school facility as a shelter for some period of time. (ASCD, 1997)
6. Emergency: A crisis that requires immediate action to prevent further risk or trauma to students or staff. (Webster's, 1991)
7. Emergency Evacuation: An emergency requiring the immediate vacation of all or some portion of the school building or grounds. (ASCD, 1997)
8. Emergency Lockdown: An emergency requiring the immediate clearing of all halls, common area, and the sealing of the school building. (ASCD, 1997)
9. Emotional Trauma: An event affecting only the emotional state of students or staff. (Webster's, 1991)
10. Evacuation: A directed response to a crisis involving relocating all or a portion of the student body. (Webster's, 1991)
11. Medical Crisis: Any event requiring treatment, medication, or professional judgment to restore or treat a physical trauma to a student or staff. (Webster's, 1991)

12. National Event: An incident occurring that, due to historic significance, emotional impact, or media coverage interferes with the school operations. (Webster's, 1991)
13. Operations: The general arrangement of the grounds, traffic-flow, assembly areas, physical plant, and management of personnel during a crisis. (ASCD, 1997)
14. Systems Thinking: The strategy for planning change that looks at the organization as a whole, organic structure. (Threat Assessment, 2002)
15. Table-Top Simulation: A simulation game in which participants role-play out their responses to a crisis over a map and/or model of their building and area. (ASCD, 1997)
16. Targeted Violence: In this context, it refers to a premeditated or planned violent attack in the schools. (Threat Assessment, 2002)

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND
INFORMATION OBTAINED FROM SELECTED SOURCES

CONTENTS

Section One	SCHOOL CRISIS INCIDENTS
Section Two	EXISTING PLANS FROM OTHER SCHOOLS AND COMMUNITIES
Section Three	SUMMARY OF RELATED INFORMATION FROM SELECTED SOURCES
Section Four	EFFECTIVE STRATEGIES
Section Five	SUMMARY

SECTION ONE: SCHOOL CRISIS INCIDENTS

Educators can play a part in prevention by creating an environment where students feel comfortable telling an adult whenever they hear about someone who is considering doing harm to another person, or even whether the person is considering harming themselves. Once such an environment is created it will remain important that the adults in that environment listen to students and handle the information they receive in a fair and responsible manner.

Final Report (2002)

As noted in a report from the United States Secret Service and the U.S. Department of Education, the environment played a critical component to a safe school. In the past, schools were a safer environment due to the nature of the society and community they reflected.

Schools were perceived, and correctly, as a safe haven. This is a perception that has been challenged in recent years. Parents, students, staff, and community members are increasingly concerned with violence in the schools. (Gibbs, 1999)

The history of school violence in America extends back 75 years. It was 1927 when farmer and school board member Andrew Kehoe, disgruntled at his farm's foreclosure, sought to avenge himself upon the school in Bath, Michigan. Kehoe planted a series of bombs in the school and at his home, killing 38 students, two teachers, and three other adults, including himself. Other bombs placed in the school were discovered and disarmed, or the death toll may have gone higher. It was not until 1959 that this type of violence erupted again. Poe Elementary in Houston, Texas, was the sight of another bombing by an adult, which killed six. The motive in this second bombing-suicide was the forced enrollment of the bomber's son at Poe. In 1966 there was a widely publicized intruder-shooting incident at the University of Texas at Austin, killing 13. (School Violence Watch, 2003)

In 1970 there were two campus protests where control was lost resulting in deaths. Most infamous was the riot at Kent State University in Ohio where four students lost their lives

from national guardsmen. Another incident in 1970 took place on the campus of Jackson State University in Mississippi. Race protestors were forced to disband by police, when a breaking bottle startled police into firing shots, killing two. (School Violence Watch, 2003) These five incidents were all the result of either a mentally unstable intruder, or law enforcement versus protestor confrontation gone badly. There was little that law enforcement or school officials could do to prevent these incidents.

In late 1974, modern targeted violence by students first began. From 1974 to 1995 there were 12 incidents of shooting deaths in U.S. high schools, five in the 1970s, three in the 1980s, and four more up to 1995. This pattern of approximately one incident every other year was roughly followed in Canada, and European nations. (Infoplease, 2003) Studies vary, but in the mid-1990s, targeted violence increased dramatically. In 1992 the National School Safety Center began tracking school related fatalities and prepared its first annual report. In the interval between the start of the study, 1992, and this year's 2003 report; 331 fatalities occurred in the school system. Some studies show that prior to 1992, as few as eight incidents of targeted violence appear in the press. (School Associated, 2003) Largely because of differences in definitions, the statistics are somewhat confusing. However, based on data from multiple studies, overall targeted violence was increasing.

For many educators in the Pacific Northwest, school violence has become a major concern. On 19 February 1996, Barry Loukitas killed three in Moses Lake, Washington. Following this incident was a string of shootings in the late 1990s. With names that have become all too familiar to Americans: Pearl, Paducah, Jonesboro, Springfield, Columbine, Savannah, Santee, and more. The list of schools suffering from targeted violence seems to grow endlessly. (Infoplease, 2003)

In 1999, the United States Secret Service teamed up with the Department of Education, to study targeted violence. To give schools a resource for combating this violence, the Federal panel looked at common elements between incidents of premeditated, targeted violence. In a one-year study, the team looked at very specific incidents over 28 years, from 1974-2002. Overall, the study found 37 incidents in the 119,000 schools, and 60 million students that attended during the study. (Threat Assessment, 2002) During that 28-year period, a school's chance of targeted violence occurring was 1 in 3,000. In the same interval, the odds for an individual student to be involved were only 1 in 1.6 million. (Threat Assessment, 2002) Again these incidents involved targeted violence; the premeditated assault of an identified victim. One of the implications of this study of targeted violence was that the school might have had foreknowledge of the attacker and/or target.

Thompson (1990) described how other school incidents and crises affected the mission of the schools. Suicide has become a "major concern" in the system nationwide. Within the context of overall school safety, suicide of an individual has become more than a grief issue for the school, as it frequently leads to a higher incidence of additional suicides among a peer group. This is because one of the highest contributing factors in teen suicide is a sudden and traumatic loss. (Thompson, 1990) In particular, the suicide rate among 15-24 year olds has nearly doubled in the last 25 years. (Youth Indicators, 2003) Preventing any suicide is a major milestone in achieving a safe school.

Another major focus of concern was bullying. Cited by Banks (1997), repeated intimidation, or bullying, occurs within approximately 15% of the school population. One pattern of bullying was that the older the student population, the greater the verbal harassment compared to physical. Because of the ongoing nature of bullying, it can be a major contributor to targeted violence. (Threat Assessment, 2002) Bullying must be

considered in school safety plans for two reasons. First, the students who initiate harassment were frequently in need of services and care. And second, some students who were targets of bullying, struck back with targeted violence. (Banks, 1997) In a 1997 study, Ron Banks pointed to the importance of preventing this harassment saying, "Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially." Because so much of the harassing behavior took place out of the sight of staff members, effective strategies to combat bullying must utilize school-wide climate solutions.

Many other potential hazards have disrupted the educational process for the schools. Severe weather events routinely force closures, a nationwide crisis such as 11 September 2001 will alter the school day, and accidents injure or claim the lives of many young people each year. Most of these types of events can easily be dealt with using common sense, support, and proper planning. (Early Warnings, 1999)

According to Youth Indicators (2003), the worst-case scenario for a school, the death of a student, was quite rare. Yet, there was an upward trend on violent student deaths, from both suicide and homicide. In the period from 1960-1995, overall deaths of 15-24 year-olds fell. In the time from 1960-1974 compared to a 1990-1992 period, overall deaths, per 100,000 people in the 15-24 year-old categories, fell by 14%. Motor vehicle deaths, the leading cause of injury and death to all people except for black men of the same cadre, fell by 27%. The suicide rate of this same cadre, 15-24 year-olds, rose over the period from 6.7 per 100,000 to 13.1, an increase by 196%. It was in the category of homicide, for this same population, that the statistics become a concern for the schools. Overall, the rate of homicide rose from 1960 to 1992 by 265%. This same rise in frequency was even greater for black men of the same age, nearly nine times higher per 100,000 people. These statistics crystallize the need of schools to prepare for this rare, but growing type of trauma.

Several organizations, responding to such statistics and media coverage, have attempted to develop a profile for potentially harmful students. There is a great danger in this approach, as such profiles were easily misused to exclude or otherwise isolate a child. (Early Warnings, 2003) Training to observe the context for aggressive or harmful behavior, to utilize knowledge of how children develop, and to recognize multiple signs are vital for staff. There were several common trends with youth that exhibit so-called warning signs. One study identified social withdrawal, discipline problems, prejudice, drug use, gang affiliation, inappropriate access to firearms, and serious threats as the common traits of students who caused violence. (Early Warnings, 2003) A 1992 study produced a similar checklist, but added behaviors of truancy, cruelty to animals, lack of supervision, victim of neglect or abuse, shows a preference for violent media, expresses violence in writing, and suffers from depression. (Checklist, 1998) The difficulty with lists of this nature was their lack of context and statistics. Clearly, any educator would find all such behaviors troubling in a student and seek counseling. This checklist approach to safety could identify a large number of potentially violence prone students, but would likely cause the loss of rapport, and unnecessarily stigmatize a large number of students. (Early Warnings, 2003) It would be difficult to effectively use any anecdotal-style list of traits to safeguard a school against violence.

SECTION TWO: EXISTING PLANS FROM OTHER SCHOOLS AND COMMUNITIES

In preparing for battle I have always found that plans are useless, but planning is indispensable.

Eisenhower (Columbia, 1996)

Crisis Response plans are just now becoming a common element of school administration. All districts in Washington State do crisis planning, but few have a comprehensive response plan. Fewer still possess a truly all-encompassing plan that includes prevention and post-crisis planning. After reading many crisis response plans, the author chose to review four for analysis. These four plans are representative of the general trend in planning. The plans reviewed are:

	CITY	POPULATION	STUDENTS	PAGES
Franklin Middle School	Yakima, Washington	73,000	14,400	34
Schools of Wayne Township	Wayne Township, Indiana	63,000	8,600	6
Bremerton Public Schools	Bremerton, Washington	38,000	6,500	46
Pearl School District	Pearl, Mississippi	22,000	3,800	12

Additionally, two generic guides for crisis planning were obtained and reviewed. There are a great many commercial organizations that are willing to consult with school districts and write security plans. The two additional guides reviewed are from government sources.

These two guidebooks are:

	ORGANIZATION	PAGES
A Model Plan	Washington Emergency Management Division	13
Quick Response Management Guide	Association for Supervision and Curriculum Development	130

The Franklin Middle School plan is a long and thorough safety document. It includes an important section related to a permanent committee to work on safety, as a drill plan. Of note in the Franklin plan were drills conducted during passing time to better simulate a

realistic incident. The plan suffers from two deficiencies; a general lack of organization, in as much as it is very difficult to find one specific contingency, and the document is far too long. It is unrealistic to expect a staff member to find and follow lengthy action items during a crisis. The Franklin plan was designed for a medium sized school in an urban setting. (Yakima, 1998)

The crisis plan for the Wayne Township schools was simple and easy to follow, but hardly complete. The plan relies on staff members to use good judgment and not to read lengthy orders. Highlights of the Wayne plan were the flexible nature and the after action review form. Wayne Township is a medium sized district in an urban setting. (Wayne, 1999)

The Bremerton model was a large, complex plan that covered a wide variety of contingencies, but it was lacking in pre- and post-crisis planning. The model fulfills the requirements of crisis planning, but failed to organize the information so it can be used in a timely manner. The Bremerton plan also failed to provide a plan to prevent incidents. As further research will show, prevention is strongly recommended by most experts. From a standpoint of satisfying a school board, this model is acceptable but will most likely sit on a shelf, unused. (Bremerton, 1997) Bremerton is a medium sized school in a mixed urban/suburban/rural area.

Pearl School District (1998) described the safety plan developed for Pearl High School in Pearl, Mississippi. This school received national attention in 1997 when it was the scene of tragic school shooting. However, the plan, while well organized and full of contingencies, was very weak considering it was written immediately after a horrible incident of targeted violence. The emergency operations section for an intruder was very, very short and did not give specific instructions to staff or students. If a staff member followed their plan exactly as written, notification to the office would be the only action taken. The plan does have

guidelines for handling the media, first aid issues, and some helpful general suggestions for roles to take during a crisis. One would reasonably expect a greater degree of specific instructions, based on experience, from the Pearl model. However, it is clear that crisis planning is often neglected. Pearl is a smaller district in a largely rural setting.

~~The two general plans selected for review were quite different. The first, prepared by~~
Washington State Emergency Management Division was a generic form. It was available on-line, and by filling in the “insert school name here” links, one can build a competent plan in minutes. It was a very valuable planning tool for actual crises. This plan, like the Wayne plan, relied on a flexible response from a menu of choices. This framework, for just incidents alone, was well done. However, it did ignore the pre- and post-incident elements. (Comprehensive Hazard, 2003)

By far the most complete and helpful document in developing a plan was produced by the Association for Supervision and Curriculum Development (ASCD), and the Educational Service District 105 in Yakima. This large document also provided a framework for creating a crisis plan. What made this model so effective was the reliance on prevention and pre-crisis planning. A district could acquire this manual; follow the steps and fill in the templates to produce an excellent crisis plan. One of the ultimate documents produced by this guide was a flip chart of contingency plans. This chart is reasonably easy to use and included all necessary phone numbers. The author found only two flaws in the ASCD document; it was a very long and difficult process to follow, and the flip chart may contain too much information. (ASCD, 1997)

SECTION THREE: SUMMARY OF RELATED INFORMATION FROM SELECTED SOURCES

Even if we turn our schools into airtight security zones, stopping weapons at the door with x-ray machines, it's what's in a person's heart that can't be detected by those of us looking from the outside. But kids seem to know who the potential killers are. After every shooting incident, someone has always come forward to say, "Oh sure, he told me he was going to kill people, but I just thought he was letting off steam." We know that potential killers fire a warning shot. Sometimes the warning shots are a cry for help. Sometimes we just don't hear it.

Mastrosimone (2000)

William Mastrosimone alluded to the foreknowledge common in incidents of targeted violence in the introduction to his play, "Bang, Bang, You're Dead." Mastrosimone's characterization of a fictional school-shooter was confirmed by the research reviewed.

Targeted violence in the school is a complex problem. The causes are many, the patterns few. The body of research on the issue is light and just now are serious studies being conducted. What follows is general information from which a model plan was developed for Ephrata High School.

In a 1997 two-year study contracted by the Department of Education, it was discovered that there is almost no correlation between rural and urban, affluent and poor, large and small, racially diverse and racially homogeneous student bodies as it applies to violence in the schools. Where a difference can be discerned is that middle schools constituted the greatest threat and general incidence of violence. Figures presented from the study of 886 schools run roughly double for middle-level incidents, compared to high schools in nearly every category. (McPartland, 1977) However the current review of school violence from 1992-2003 showed that while the overall incidence of violence was higher at the middle-level, the overwhelming number of fatalities occurred in the high school. (School Associated, 2003)

A research study led by Marisa Reddy of the Secret Service and Randy Borum of the University of South Florida in 1999, suggested that there is no profile or type of person who

will engage in targeted violence. This parallels the findings presented at a conference in Memphis in 1998 that also made this claim. The Memphis conference was produced for schools and law enforcement personnel, and saw target violence as a community problem, not simply as school issue. (Reisman, 1998)

Teacher involvement in the community, beyond just teaching, seemed to play a critical role in the prevention of violence. Both an article by Wendy Schwartz, and the Secret Service report on Safe Schools bore out this claim. The importance of classroom climate, school climate, and general level of discipline at a given school played a massive role in the prevention of violence (Schwartz, 1996) This prevention climate took place on a variety of levels from staff awareness of violent issues between students, to staff respect, resulting in a safer climate. The concept of teachers and other staff connecting to students in outside of class activities was also lauded as a powerful tool to create the proper environment for safety. (Threat Assessment, 2002)

Of importance to prevention was the gathering and dissemination of information. Anonymous tip lines are an older concept, but have achieved good results in preventing violence. (Morse, 1998) This same concept, open communications, was advocated in a fact sheet prepared by the National Resource Center for Safe Schools. This sheet listing out risk factors, also noted that good communications and positive relationships with staff contributed to a student's ability to cope with trauma and loss. (Early Warning, 1999) Another report that detailed the importance of communication was the 1998 Annual Report on School Safety. This paper reported favorably on a Peer Culture Development program that fostered student-to-student communication skills. An evaluation of this program found a 44% drop in police contacts to the school and a 66% reduction in violent incidents. (Annual Report, 1998)

11 September 2001 affected schools in two different ways. First, staff had to deal with the attacks on an emotional level, discussing out fears and feelings of the student body.

Secondly, schools in certain areas now had to consider the threat of terrorism, due to the proximity of the school to a national target. (Nuclear, 2003) Issues such as site security, mail handling, biologic agents, and other threats are possible in the schools. (Terrorism, 2003)

While a direct terrorist threat to EHS is highly unlikely, Ephrata, Washington, does lie roughly 100 miles North of the Hanford Nuclear Reservation, 60 miles South of Grand Coulee Dam, and generally downwind of the Pacific coast. Therefore, the secondary impact of a terrorist attack is possible. Washington State Emergency Management has distributed some information on possible fallout scenarios, most of which can be dealt with in the same manner as a extreme weather event. The difference however is one of psychology and emotions. Students and parents will react far differently to airborne nuclear material than to a severe snowstorm. (Nuclear, 2003) Contingencies for these and other similar threats are as yet undeveloped.

Many studies advocated the use of a School Resource Officer (SRO) provided by the local community. (Survey, 2003) This uniformed officer can provide much more than on-site security, achieving goals in communications to students and staff, as well as connection between students and authority. Many programs use the SRO as a guide in peer-to-peer problem solving and civics-style lessons. Schools using this type of programs have seen good results in threats decreasing. (Effective Programs, 1999)

SECTION FOUR: EFFECTIVE STRATEGIES

Anyone who thinks they are not vulnerable is really naïve.

Durso (1998)

To develop an effective crisis response plan, three separate components were required; preventative strategies, timely responses, and post-event counseling.

Some of the most effective strategies for prevention encompassed both classroom and school wide programs. (Prevention Strategies, 1999) This can generally be described as systems thinking. As student behavior is the result of multiple forces from the community, their families, the school staff, and their peers; so too must prevention strategies deal with the entire system. Effective prevention programs included the community, school architecture, students, staff, and all other possible factors. (McPartland, 1977) Economics can strongly affect an individual student, and there was at least one study that showed linkage between economic status and some acts of school violence. (McPartland, 1977) Therefore a comprehensive approach to planning was necessary.

Preventative strategies were not common. A 2002 report detailed the link between community character and school attitudes. (Crosse, 2002) The local school district is thereby affected by such attitudes. The same study found that schools with a high degree of “disorder” had a disconnected attitude. Disordered schools had unclear discipline policies and a low degree of communication between administration, staff, and students. (Crosse, 2002) It was also noted that school violence is not consistent nationwide. Nearly 60% of all school violence occurs within just 4% of schools. (Crosse, 2002) Effective anti-violence programs must include a method of changing behaviors, not simply detecting and reacting to weapons and incidents. The same study found that the 4% of schools with the majority of violence too often relied on methods of detection and reaction rather than preventative

methods to curb crisis incidents. (Crosse, 2002) Nearly all schools carried some sort of “zero-tolerance” policy towards violence and weapons, yet the number of incidents has continued to climb. (Violence and Discipline, 1998)

The implication of this research was that several of the current school safety plans are ineffective. There were many possible reasons for the lack of effective programs. Statistical risk, being so low, certainly must play a factor in the minds of school administration.

However, a more likely possibility was the unpredictable nature of school violence. A 2003 report from the National School Safety Center compiled 11 years of violent school-incidents into a single paper. While compiled from media clippings and therefore not a scientific survey, the paper was nonetheless disturbing. As it applied to motivation for violence, unknown was the highest percentage, in 97 out of 331 incidents. (School Associated, 2003)

The second most common motive was the very general category of “interpersonal dispute”, in 83 of 331. (School Associated, 2003) Since the vast majority of deaths resulted from shooting, 76% of all fatalities, then detection programs have not effectively curbed weapons incidents. (School Associated, 2003) Effective prevention programs, proactive as opposed to reactive, may hold the key to reducing these numbers. (Crosse, 2002)

The most revealing and global work in assessing the problems of school violence came from the aforementioned partnership between the U.S. Secret Service and the Department of Education. *Threat Assessment in School: A Guide to Managing Threatening Situations and Creating Safe School Climates* was a 2002 publication that illuminated ten key points regarding school violence. According to the assessment, the commonalities in school violence were:

1. Targeted violence was planned and acted on quickly.
2. Other students knew of the planning before the incident.

3. Targets of violence were not threatened directly, but were generally warned prior to the incident.
4. There was no profile to a "shooter". Only behavior provided a key.
5. All shooters gave behavioral clues prior to an incident.
6. In greater than 75% of the incidents, the shooter suffered a traumatic loss prior to the incident.
7. Majority of shooters were, or perceived themselves as, being bullied and harassed.
8. Majority of shooters had access to, and knowledge of weapons.
9. Two or more people planned the majority of incidents.
10. The majority of incidents were over prior to the arrival of law enforcement personnel. (3)

The report continued on with six major themes that must be addressed in any school safety plan. These themes must be regarded as foundational truths for the development of an effective safety plan (Threat Assessment, 2002).

The first foundation was the understanding that all targeted violence is understandable, discernable, and therefore preventable. Violence in the schools was not a random event, like a natural disaster. Targeted violence arose out of system-wide identifiable factors. This was a very overwhelming fact to school employees, putting the burden of prevention upon the school community. (Threat Assessment, 2002)

The second foundational truth was that targeted violence came of out four interrelated forces; the potential shooter and their unique situation, and the target and their situation. It then became the community's responsibility to be aware and sensitive to these situations and people, and then intervene a timely manner. (Threat Assessment, 2002)

The qualities of critical thinking, an investigative mindset, and a skeptical approach form the third element of a safety plan. Potential threats must be carefully considered before taking action, and plans must be run through a virtual gristmill in their development. Staff must consider each potential incident as a result of completely individual motives. There

remains great danger in overlooking a potential shooter since they may fit some “safe” pattern. (Threat Assessment, 2002)

The fourth quality and foundation to consider in designing a safety plan dealt with how a plan considers people. The report encourages plans to observe facts of behavior, not patterns or traits. Since the violent student was responding to very individualized motivation and adhered to no known profile of person; a staff could not become complacent. The widespread feeling that targeted violence “can’t happen here because we don’t have that kind of kid” was common on campus’ that suffered a violent incident. (Threat Assessment, 2002)

Another principle that was advocated by the report is “systems thinking”. This fifth foundation was the understanding that the school did not exist in a vacuum. All events inside the school system were interrelated with the community. Each member of the school community has some role to play in the overall climate and feeling-tone of each school. It is in this extremely complex interchange of events and ideas that violence took its form. It was also from within this network that prevention can arise. (Threat Assessment, 2002)

The final element and foundation was the simple fact that any and every threat must be taken seriously. The figures on violence sustained this recommendation. If a student posed a threat based on behaviors, motivations, and situations, then it was vital to intervene immediately. The time interval between an actual verbal or written threat and action was often quite short, so intervention at the potential threat stage was critical to successful prevention. (Threat Assessment, 2002) This was the background for the Ephrata High School Safety Plan.

SECTION FIVE: SUMMARY

Still the question recurs, "Can we do better?" The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew, and act anew.

Lincoln (Columbia, 1996)

SECTION ONE SUMMARY

It was clear to the author in examining the history of school violence, that, threats change over time. In the past, more students were killed, in overall terms, than are students today. However, in the past, students were killed in accidents rather than acts of violence. While the current upswing in targeted violence is significant, it is likely to change over time as well. Preventative crisis planning must stay flexible and responsive.

SECTION TWO SUMMARY

In general, crisis planning focused on reactive scenarios rather than preventative planning. The author found this to be troubling, based on the first section. Research clearly showed that most incidents of targeted violence, which is growing, were preventable. Crisis plans must feature prevention and intervention methods.

SECTION THREE SUMMARY

The information that stood out to the author from the overall and global research was the importance of communication. In all aspects of crisis planning, prevention, reaction, and after, communications were mentioned frequently. The value of connections between staff and student was a special significance to the author.

SECTION FOUR SUMMARY

Treating the entire school organization as a single, organic system dominated the author's research in this last section. Much of the research led in the direction of community-wide prevention programs. The most effective programs fulfilled this concept.

CHAPTER TWO SUMMARY

In summarizing the entire review of literature and selected plans, the author has developed a set of philosophical values to follow in developing the model plan for Ephrata High School.

- Prevention must be the primary method of keeping a school safe.
- The safety plan must include and focus upon the entire school community.
- The goal of any plan is to minimize the impact of a crisis upon classroom instruction.
- Creating an atmosphere of open, mutually respectful communication is critical.
- Mutual respect is created and sustained by mutual involvement in outside activities between students and staff.
- That nearly all incidents of targeted violence are preventable.
- Realistic practice must be scheduled into the plan.
- A plan should focus upon roles that members fill, rather than a "cookbook" list of what specifically staff should do. This allows for flexibility and independent action within proper limits.
- No matter what crisis confronts a school, all appropriate responses can be summarized into five possibilities.
- During a crisis, staff members have little time to react appropriately and therefore a safety plan must be simple and easy to use.
- Methods and means of communication are critical in a crisis.

CHAPTER THREE

PROCEDURES OF THE STUDY

INTRODUCTION

The purpose of this project was to develop a comprehensive plan for managing a crisis at Ephrata High School, Ephrata, Washington. To achieve this purpose, current research, literature, and other selected sources were reviewed. Additionally, specific plans, information, and forms were adapted and developed to serve Ephrata High School and the Ephrata community.

This project dealt with school crises as a system-wide threat. The ability to respond to a crisis will be a reflection of our preparation. A crisis, be it an emotional trauma to a single student, or a case of targeted violence, affects every member of Ephrata High School. The school's responsibility to provide education for the community is interrupted by a crisis. Therefore, a plan that will both prevent, to the highest extent possible, a crisis, and efficiently resolve an incident as fast as possible is desirable. When the overall odds of a student being affected by targeted violence were well over 1:1 million, there would seem to be little logical incentive to plan for a crisis. However, a model plan such as this will provide for real improvement in the school, more involvement from the community, increased buy-in from students and staff, and better classroom instruction; as well as an effective response to a crisis. General Eisenhower once said that the planning process was far more valuable than the actual plan produced. (Columbia, 1996)

There are several biases' that were present in this plan; the result of the author's research and experience. First, the author believes that prevention must be the foremost component of this plan. Secondly, the author feels that the purpose of the plan is to

minimize impacts on the classroom of any kind. Third, the author believes that the worst-case scenario is absolutely preventable. This model plan relies on prevention, drill, and preparation, not complex procedures. Prevention is the key, as research showed. Since shooters discussed nearly every incident of targeted violence prior to attacking, an open climate for effective communication could have stopped many incidents. This fact, brought out in Chapter Two, greatly influenced the author.

There are seven unique components of this plan: Prevention Plan, Drill Plan, Crisis Response Team, Communications Plan, Resource Kit, Directed Response Chart, and Post-Crisis Plan.

The Prevention Plan dealt with Ephrata High School as a whole and targets student and staff behaviors that can stop an incident from occurring. This creates a climate to assist the mission of learning. The Drill Plan sets up monthly drills, designed to minimally disrupt the schedule, while providing a degree of training for every student a staff in their role before, during, and after a crisis. A Crisis Response Team and chain of command is established to ensure a single point of leadership and communication during a crisis. A plan for Communications is a necessity for effective responses once an event is underway. A Resource Kit is provided to each building on the EHS campus to be used during an incident. A set of five Directed Responses are provided to each staff member that details all aspects of the plan, their role, and specific instructions to follow for different incidents. And a Post-Crisis plan is provided to deal with clean-up, resolution, and on-going aid after the incident is over.

NEED FOR THE PROJECT

Schools face an increasingly difficult task in the 21st Century. Our communities, sensitized by 24-hour media, sensational press reporting, a popular culture that enjoys violence, and seemingly common disregard for school authority by parents, put our school systems on the front line of attention. Targeted violence is much more on the forefront of our community's mind. Public schools are, after all, a reflection of our communities.

This project is to provide a way to realistically manage and minimize the impact of a crisis upon the mission of Ephrata High School; instructing students. The benefits to the school and community of a Crisis Response Plan are multi-fold: It will provide for an effective, professional response by school district employees, it will reassure the community that all reasonable steps have been taken to ensure student safety, it will provide a mechanism for system-wide change, and it will involve the community in our schools in a positive manner.

The author has been a first hand witness to a number of crisis incidents and has seen the need for planning and preparation, and is familiar with the concept of flexible response. Currently, many plans rely far too much on a long list of procedures to follow, taken from a very long list of possible incidents. The author believes quite strongly that you can not anticipate every possible incident, but you can summarize the proper responses for a wide variety of incidents. By preparing for only five distinct responses, we can train staff and students to take appropriate action, quickly and professionally without becoming bogged down in procedures and paperwork.

DEVELOPMENT OF THE SCOPE AND SUPPORT FOR THE PROJECT

This project first began as a parallel plan for the Ephrata School District and may have actually developed into the District's plan. However, due to an illness on the part of the author, this parallel track was discontinued. Since that time, the author has limited to scope of the plan to include just Ephrata High School. The staff at EHS have participated at various levels of involvement in the plan. The author has also used his position within the City government to access personnel and agency expertise for support. This project is to assist the office staff in managing a crisis as professionally as possible.

PROCEDURES OF THE PROJECT

A review of literature, selected plans, and relevant school district policies was conducted. Several interviews were also taken with personnel from the Ephrata Public Schools, and the City of Ephrata. A draft of the model plan was submitted to selected personnel in both organizations and comment was accepted. The author's own experiences were also integrated into this plan. Of note were the author's direct experiences with the following incidents; a school wide medical crisis at Wapato High, several accidents over the course of teaching and coaching with the author as a first-responder, two fires on campus, an emergency lockdown with an armed intruder (later found to be an off-duty sheriff), a bomb-threat evacuation and search, and the death of four students in an automotive accident.

PLANNED IMPLEMENTATION AND ONGOING ASSESSMENT OF THE PROJECT

This model plan will be presented to the school board of the Ephrata School District in August of 2003. If adopted, it would be implemented by October of 2003 with the drill schedule taking effect immediately. It will be recommended that this type of plan, especially

the prevention piece, be implemented in the Ephrata Middle School as soon as is possible. The need for a prevention plan at the middle level is much, much higher. This plan would be subject to review by the climate committee and the response team after every drill. It will be recommended that this plan be updated annually in August, taking note of new district personnel and phone number changes.

It is also the intent of the author to work at increasing the connections between the City of Ephrata and Ephrata High School. It will be one of the author's first duties to oversee the creation of our first School Resource Officer. Successful and professional planning between the schools and the emergency services of the City will multiply the effectiveness of this plan. The author will be in a unique position to oversee these types of connections.

CHAPTER FOUR
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

The Crisis Response Plan for Ephrata High School provides a systematic process for creating and implementing prevention, response, and post-crisis strategies. This Plan is divided into

seven parts:

1. Prevention Plan
2. Drill Plan
3. The Crisis Response Team
4. Communications Plan
5. Crisis Response Kit
6. Directed Responses
7. Post-Crisis Plan

A CRISIS RESPONSE PLAN



FOR EPHRATA HIGH SCHOOL

CHAPTER FOUR
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

Contents

Prevention Plan	CLIMATE TEAM DRAMA PLAN ANTI-HARASSMENT EDUCATION ACTIVITIES PLAN DISCIPLINE PLAN INFORMATION TEAM
Drill Plan	FIRE DRILL: EMERGENCY EVACUATION TABLE-TOP EARTHQUAKE SIMULATION EARTHQUAKE DRILL: DIRECTED EVACUATION INTRUDER DRILL: EMERGENCY LOCKDOWN TRAIL DERAILMENT DRILL: SHELTER LOCKDOWN LUNCHTIME INTRUDER DRILLS: EMERGENCY LOCKDOWN TABLE-TOP SUICIDE DRILL: SUPPORT BOMB THREAT DRILL: DIRECTED EVACUATION VOLCANIC ERUPTION DRILL: SHELTER LOCKDOWN
The Crisis Response Team	CHAIN OF COMMAND ROLES
Communications Plan	EPHRATA HIGH SCHOOL NUMBERS AND RADIOS EPHRATA SCHOOL DISTRICT NUMBERS OUTSIDE AGENCY NUMBERS
Crisis Response Kit	MATERIALS
Directed Responses	••• EMERGENCY EVACUATION ••• DIRECTED EVACUATION ••• EMERGENCY LOCKDOWN ••• SHELTER LOCKDOWN ••• SUPPORT
Post-Crisis Plan	INCIDENT COMMANDER RESPONSIBILITIES PHYSICAL PLANT RESPONSIBILITIES EMOTIONAL RESPONSIBILITIES STUDENT SUPERVISOR COMMANDER RESPONSIBILITIES

SECTION ONE
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

PREVENTION PLAN

CLIMATE TEAM

DRAMA PLAN

ANTI-HARASSMENT EDUCATION

ACTIVITIES PLAN

DISCIPLINE PLAN

INFORMATION TEAM

PREVENTION PLAN

Purpose: To create an overall school climate where students and staff have mutual respect for one another and communicate openly.

Method: A six point process is created to improve Ephrata High School; Climate Team, Drama Plan, Harassment Education, Activities, Discipline Plan, and Information Team.

CLIMATE TEAM

A group is formed of ten individuals; 2 students, 2 parents, 2 teachers, 1 certified staff, the School Resource Officer, the principal, and 1 school-board member. These positions should receive a stipend for their time and they shall meet monthly. This team will be responsible for evaluating and recommending change related to how students treat each other and staff, and how staff treats each other and students. They will be empowered to require attendance at programs and in service, bring in speakers and trainers, and generally report on how EHS relationships are progressing.

Their specific mandate is to improve mutual respect and communication between all involved parties at EHS. Team members should not have many other duties or activities in the school so that a degree of focus can be achieved.

DRAMA

The emotional impact of drama, when student led, is significant. Every three years, EHS will perform the play, "Bang, Bang, You're Dead" or a similar production. The play will include a significant time for discussion after each performance. The play will be performed for the staff first, the community second, and then for all students. On the day of the performance for the student body, a complete half-days of school will be devoted to the play and the resulting discussions. Counseling services will also be available after the performance.

**ANTI-HARASSMENT
TRAINING**

Each staff member will take part in anti-harassment education and use it in their curriculum where appropriate. The training could range from professional consultants, the SRO, to members of the Climate Team, or to students. This training will take place yearly.

Additionally, each student will receive education of a similar nature, taking the form of assemblies, classroom discussions, dramas, or other such events. It is recommended that all training for students should be either led by students, or presented professionally by a very engaging presenter, or both.

ACTIVITIES

Staff at EHS will take part in outside of school activities. By way of policy in hiring, financial incentives, and contract negotiations, all staff members will be encouraged to coach, advise, participate, tutor, or simply watch the activities of students. Likewise, all students will be encouraged to take part in some form of activity after or before school. Staff members will also be encouraged to interact with members of the community in a similar manner to foster good relationships within our District.

DISCIPLINE

School-wide support for the EHS policies on discipline is weak. This must change through enforcement, incentive, and strict enforcement . This starts with administrators enforcing the rules upon staff, and then all staff enforcing the rules upon students. EHS has a well balanced set of guidelines for behavior that simply need to be enforced school-wide. This policy must be enforced, professionally and with compassion, but completely.

**INFORMATION
TEAM**

This team of two individuals, probably the school's councilors or other staff with excellent rapport, are responsible to the clearing-house of all information related to climate and safety. An anonymous tip line will be created and monitored by this team. It must be publicized and supported that any information regarding health and safety issues will be routed to this team. This team will then have the responsibility to look at motives and behaviors, and then recommend appropriate action.

SECTION TWO
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

DRILL PLAN

FIRE DRILL: EMERGENCY EVACUATION

TABLE-TOP EARTHQUAKE SIMULATION

EARTHQUAKE DRILL: DIRECTED EVACUATION

INTRUDER DRILL: EMERGENCY LOCKDOWN

TRAIL DERAILMENT DRILL: SHELTER LOCKDOWN

LUNCHTIME INTRUDER DRILLS: EMERGENCY LOCKDOWN

TABLE-TOP SUICIDE DRILL: SUPPORT

BOMB THREAT DRILL: DIRECTED EVACUATION

VOLCANIC ERUPTION DRILL: SHELTER LOCKDOWN

DRILL PLAN

Purpose: To provide ongoing training for students and staff and create an environment where school crisis events are responded to in a professional, orderly, and efficient manner.

Method: Drills are held on a monthly basis, just before assemblies, generally at, or near the end of the day.

General Notes: Prior to each drill, staff is assembled in the morning to review the drill for that day. Questions and concerns are given to the Climate Team at that time in advance of the next month's drill.

SEPTEMBER

Just prior to an assembly, a fire drill is sounded and an **Emergency Evacuation** Drill takes place. Staff takes students outside, takes roll, and waits for an all-clear signal. Staff then proceeds into gym for assembly.

OCTOBER

Staff participates in a table-top exercise simulating an earthquake and partial collapse of the main building. Maps are used as the staff role-plays out their duties and roles as conflicting information is given out. A debriefing follows.

OCTOBER

Just prior to an assembly, an earthquake and **Directed Evacuation** drill is sounded. Students and staff move to cover positions. A directed evacuation is sounded to move all students out of the main building, bypassing the commons, and into Tiger stadium. Staff takes roll at that time and then proceeds into the gym for the assembly.

NOVEMBER

In the morning classes, a drill intruder and **Emergency Lockdown** is sounded. Staff and students move to secure areas and seal up. Staff goes over issues related to cell-phones, safety, and procedures.

DECEMBER

In the afternoon classes, a train derailment drill, and **Shelter Lockdown** is sounded. Staff and students move to sheltered areas and seal up all windows or other ventilation sources. Operations staff shuts down HVAC system. Staff goes over issues related to cell-phones, safety, and procedures.

JANUARY

On a day with an afternoon assembly, an **Emergency Lockdown** drill is sounded during 1st lunch. Staff and students move to the nearest secure areas and seal up. Staff goes over issues related to cell-phones, safety, and procedures. Assembly schedule follows for the remainder of the day.

JANUARY

Staff performs another table-top simulation involving a student death and a Support Drill is performed. Staff role-plays out how EHS would respond to the situation.

FEBRUARY

On a day with an afternoon assembly, an intruder drill and **Emergency Lockdown** drill is sounded during 2nd lunch. Staff and students move to the nearest secure areas and seal up. Staff goes over issues related to cell-phones, safety, and procedures. Assembly schedule follows for the remainder of the day.

MARCH

Fire drill and **Emergency Evacuation** Drill scheduled as before in September.

APRIL

A bomb threat and **Directed Evacuation** Drill is sounded. Follow the earthquake procedure as in October, except that every student takes their bag with them and administration inspects every locker, etc. as students watch assembly on the football field.

MAY

A volcanic eruption and **Sheltered Lockdown** Drill is performed as in the December hazardous materials spill drill.

In every drill scenario, staff should be prepared ahead of time with knowledge and have their roll books at the ready. Administration must follow up with staff on every student caught leaving the school grounds during the drills. The administration should always attempt to balance realistically difficult drills with a minimal impact upon classroom instruction.

SECTION THREE
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

THE CRISIS RESPONSE TEAM

CHAIN OF COMMAND

ROLE OF INCIDENT COMMANDER

ROLE OF SCHOOL RESOURCE OFFICER

ROLE OF OPERATIONS RESPONDER

ROLE OF COMMUNICATIONS RESPONDER

ROLE OF MEDICAL RESPONDER

ROLE OF PHYSICAL PLANT RESPONDER

ROLE OF STUDENT SUPERVISORS

CRISIS RESPONSE TEAM

Purpose: To create an unambiguous line of authority.

Method: A hierarchy is created and followed if individuals are out of contact during a crisis. Each role in a crisis has at least one back-up person who is a staff member with an adjoining room or other ability to transfer students easily.

CHAIN OF COMMAND

TEAM PERSONNEL

ROLE IN CHAIN OF COMMAND

Principal	Incident Commander
School Resource Officer	-SRO follows EPD policies
Vice-Principal	Operations Responder
Councilor	Emotional Responder
Secretary	Communications Responder
Other Administrators	Substitute as needed
Nurse	Medial Responder
Maintenance Person	Physical Plant Responder
Librarian	Student Supervisor
PE Teacher	Substitute as needed
Other Staff Members	Substitute as needed

ROLES

Incident Commander
 Student Supervisors
 Medical Responder
 Emotional Responder
 Physical Plant Responder
 Operations Responder
 Communications Responder

RESPONSIBILITIES

**INCIDENT
COMMANDER**

Generally the Principal. Commander is in charge of selecting the response from the plan. Commander will make the decisions as to how and when to alert the District office, and how and when to activate any of the other roles. The Commander must be on-site or in direct communication to assume this role.

**SCHOOL
RESOURCE
OFFICER**

The SRO will follow Ephrata Police Department regulations and policies during an incident. Depending on the severity of a given crisis, the SRO may play a secondary role as assisting the Operations Responder (ie. A medical incident) or the SRO may take command of the situation as the Incident Commander (ie. An hostage situation)

**OPERATIONS
RESPONDER**

Generally the Vice-Principal. This role is to see to traffic flow into the campus for emergency services, out of the building in an evacuation, and generally oversee the student body during the crisis. This role would also assist the Commander as necessary.

**STUDENT
SUPERVISORS**

Generally classroom teachers will take their own students during a crisis. The exceptions being, during a non-lockdown incident, that certain staff will have a role to play in the Chain of Command. These staff members will have rooms that adjoin and thereby give that teacher the ability to hand-off the students and roll-book to their neighbor teacher.

**MEDICAL
RESPONDER**

Generally the School Nurse. This will be a staff member trained in 1st Aid who will render aid as is appropriate and will make the decisions regarding further medical support.

**EMOTIONAL
RESPONDER**

Generally one of the two Councilors. This role is to assist students and staff in dealing with grief or other emotional stress from a crisis. This role also is the contact person for continued counseling from outside agencies.

**PHYSICAL PLANT
RESPONDER**

Generally a custodian. This person would take whatever steps are necessary to secure the building, HVAC system, and vents as would be necessary in certain incidents.

**COMMUNICATIONS
RESPONDER**

Generally the head secretary. This role would be the only contact point to the school from the outside community or media. They would also coordinate any radio communications from other building and answer phones as directed by the supervisor. After the crisis is over, all media communication will be taken over by the Supervisor or designee.

Each member of this Team, and their back up, will meet monthly before every drill and after each drill. These meeting may be very short, but it will be necessary to touch base to stay current on each responsibility during a drill. This is also the team that would put together the tabletop simulations for the rest of the staff. It may be useful to have this team go through similar simulations with the District's crisis team to hone skills, however that may be unrealistic because of time restraints.

SECTION FOUR
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

COMMUNICATIONS PLAN

EPHRATA HIGH SCHOOL NUMBERS AND RADIOS

EPHRATA SCHOOL DISTRICT NUMBERS

OUTSIDE AGENCY NUMBERS

COMMUNICATIONS PLAN

Purpose: To have one single resource for all contacts in the building, in the District, and with outside agencies.

Method: This will be a resource for the Communications Responder member of the Crisis Response Team, their back-up, or any other substitute. Radios will be provided in each Response Kit and in the main office.

**EPHRATA
HIGH
SCHOOL**

PERSONNEL	NUMBER
Principal <INCIDENT COMMANDER>	CELL: NA RADIO #: 1 LANDLINE: 2004
Sergeant Jim McNeil <SCHOOL RESOURCE OFFICER>	CELL: NA RADIO #: NA LANDLINE: NA
Vice-Principal <OPERATIONS>	CELL: NA RADIO #: 2 LANDLINE: 2003
Secretary <COMMUNICATIONS>	CELL: NA RADIO #: BASE LANDLINE: 2001
Librarian <STUDENT SUPERVISOR>	CELL: NA RADIO #: 3 LANDLINE: 2185
Nurse <MEDICAL>	CELL: NA RADIO #: 4 LANDLINE: 2001
Councilors <EMOTIONAL>	CELL: NA RADIO #: 5 LANDLINE: 2160
Custodian <PHYSICAL PLANT>	CELL: NA RADIO #: 6 LANDLINE: 2121
PE Teachers <STUDENT SUPERVISORS>	CELL: NA RADIO #: 7,8 LANDLINE: 2129

**EPHRATA
SCHOOL
DISTRICT**

PERSONNEL	NUMBER
Superintendent <DISTRICT OFFICE>	CELL: NA LANDLINE: 754-2474
Special Services <BEEZLEY ANNEX>	CELL: NA LANDLINE: 754-5625
Federal Programs < BEEZLEY ANNEX >	CELL: NA LANDLINE: 754-5625
Maintenance Office <BUS GARAGE>	CELL: NA LANDLINE: 754-3310
Principal <GRANT ELEMENTARY>	CELL: NA LANDLINE: 754-4676
Principal <PARKWAY ELEMENTARY>	CELL: NA LANDLINE: 754-2991
Principal <MIDDLE SCHOOL>	CELL: NA LANDLINE: 754-4659
Principal <COLUMBIA RIDGE ELEMENTARY>	CELL: NA LANDLINE: 754-2882
Vocational Director <MIDDLE SCHOOL>	CELL: NA LANDLINE: 754-5285

**OUTSIDE
AGENCY**

AGENCY	NUMBER
911 <MACC DISPATCH CENTER>	EMERGENCY: 911 LANDLINE: 762-1160
Ephrata Police Department <CITY HALL>	EMERGENCY: 911 LANDLINE: 754-2491
Ephrata Fire Department <FIRE HALL>	EMERGENCY: 911 LANDLINE: 754-4666
Ephrata Ambulance Department <FIRE HALL>	EMERGENCY: 911 LANDLINE: 754-5714
City of Ephrata <CITY HALL>	LANDLINE: 754-4601
City Equipment and Maintenance <CITY GARAGE AND SHOP>	LANDLINE: 754-2342
Grant County Sheriff <COURTHOUSE>	LANDLINE: 754-2011
Grant County Emergency Management <MACC DISPATCH CENTER>	LANDLINE: 762-1462
Grant County Child Protective Services <COURTHOUSE>	LANDLINE: 754-5740
Grant County Mental Health <COURTHOUSE>	LANDLINE: 754-3840
Grant County Coroner <COURTHOUSE>	LANDLINE: 765-7601
Grant County Health District <COURTHOUSE>	LANDLINE: 754-6060
Washington State Patrol <EPHRATA OFFICE>	LANDLINE: 754-3571
Washington Department of Transportation <EPHRATA OFFICE>	LANDLINE: 754-6088
WA Army National Guard, 1161 st Trans. Co. <EPHRATA ARMORY>	LANDLINE: 754-4541
WA State Emergency Management Division <STATE E.O.C., FT. LEWIS>	LANDLINE: 1-800-854-5406
Federal Bureau of Investigations <SPOKANE FIELD OFFICE>	LANDLINE: 1-509-747-5195

SECTION FIVE
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

CRISIS RESPONSE KIT

MATERIALS

CRISIS RESPONSE KIT

Purpose: To provide a kit with a basic set of tools to assist team members during an incident.

Method: Rucksacks containing the following materials will be placed in each building office on the High School campus. Three kits will be each building of the EHS campus.

There will be an additional three in the main building, two in the office, and one in the library.

CRISIS RESPONSE KIT

1. Flashlight plugged into a charger
2. Personal 2-way radio also plugged in and charging
3. AM/FM radio
4. Leatherman-style multi-function tool
5. 4 MRE military rations
6. 2 1 liter bottles of water
7. Large 1st Aid kit
8. Blanket
9. Crisis Response Plan
10. 50' of rope
11. 50 basic filter masks
12. 4 Large splints
13. Paper and pencils
14. Duct tape
15. Plastic sheeting
16. 1st Aid manual

SECTION SIX
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

DIRECTED RESPONSES

- EMERGENCY EVACUATION
- DIRECTED EVACUATION
- EMERGENCY LOCKDOWN
- SHELTER LOCKDOWN
- SUPPORT

DIRECTED RESPONSES

Purpose: To create comprehensive plan to address possible incidents that is easily accessible by all school district personnel.

Method: There are only five responses to a crisis: Two methods of Evacuation; emergency (as in a fire), or directed (as in a bomb threat). Two types of Lockdown; emergency (with an intruder), or shelter in place (as in a weather crisis). There is only one other response of Support in the case of some emotional trauma suffered by some number of the student body. Each of these five responses will be detailed as well as the corresponding actions to be taken by each member of the Crisis Response Team. All incidents fit into one of five responses as follows:

FIRE, EXPLOSION, COLLAPSE OF BUILDING STRUCTURE, AIRCRAFT IMPACT TO BUILDING, AS DIRECTED BY OUTSIDE AGENCIES, OR ANY OTHER <i>IMMINENT</i> THREAT TO SAFETY FROM WITHIN THE BUILDING	EMERGENCY EVACUATION
BOMB THREAT, EARTHQUAKE, FIRE IN DIFFERENT BUILDING, POWER OR HVAC FAILURE, HAZARDOUS MATERIEL SPILL IN ONE AREA, SUSPICIOUS DEVICE FOUND, STRUCTURE OF BUILDING IN DOUBT, FLOODING, MAJOR INCIDENT IN PROXIMITY TO BUILDING, INCOMING HAZARD, OR AS DIRECTED BY OUTSIDE AGENCIES	DIRECTED EVACUATION
INTRUDER ON CAMPUS OR WITHIN BUILDING, WEAPON ON CAMPUS, CIVIL DISTURBANCE OUTSIDE BUILDING, HOSTAGES TAKEN, RAPE, ANY IMMEDIATE THREAT TO SAFETY FROM WITHOUT CAMPUS, OR AS DIRECTED BY OUTSIDE AGENCIES	EMERGENCY LOCKDOWN
HAZARDOUS MATERIALS SPILL FROM OUTSIDE, VOLCANIC ERUPTION, SEVERE WEATHER, MISSING STUDENT, DRUG INCIDENT, POISONING, SERIOUS FIGHT, RADIATION RELEASE, WILDFIRE, NATIONAL EMERGENCY, TERRORISM, ACCIDENT, ANY NON-EMERGENCY SITUATION OR CRISIS, OR AS DIRECTED BY OUTSIDE AGENCIES	SHELTER LOCKDOWN
DEATH OF STUDENT, STAFF, OR CLOSE FAMILY, SUICIDE OF STUDENT, STAFF, OR CLOSE FAMILY, EMOTIONAL TRAUMA OF COMMON KNOWLEDGE, OR AS DIRECTED BY OUTSIDE AGENCIES	SUPPORT

EMERGENCY EVACUATION

POSSIBLE INCIDENTS

FIRE, EXPLOSION, COLLAPSE OF BUILDING STRUCTURE, AIRCRAFT IMPACT TO BUILDING, AS DIRECTED BY OUTSIDE AGENCIES, OR ANY OTHER *IMMINENT* THREAT TO SAFETY FROM WITHIN THE BUILDING

IMMEDIATE STEPS TO TAKE

1. Call 911
2. Notify Supervisor if time permits and no imminent threat
3. Pull fire alarm
4. Make all-call signaling event and give appropriate instructions
5. Notify District Office and other agencies as needed

CRISIS TEAM ROLES

MEMBER	DUTIES
SUPERVISOR	Assess crisis directly, manage incident as needed
OPERATIONS	Ensure clear path for emergency personnel, oversee students, prepare for either reentry of students, designate temporary morgue if needed, poll all teachers for missing students, pick up of students, and/or media area
STUDENTS	Move to safety as a group, take roll, manage students
MEDICAL	Check on students and direct emergency personnel as needed
PHYSICAL PLANT	Check on necessary cut off valves, switches, etc.
EMOTIONAL	Stand by to assemble team, assist Student Responder
COMMUNICATIONS	Cal PE classes, call District Office, assist Supervisor, monitor radio

OTHER

Make sure roll is taken by staff and no students leave scene. Operations may need to make a reunion point for parents if injuries have occurred.

DIRECTED EVACUATION

POSSIBLE INCIDENTS

BOMB THREAT, EARTHQUAKE, FIRE IN DIFFERENT BUILDING, POWER OR HVAC FAILURE, HAZARDOUS MATERIEL SPILL IN ONE AREA, SUSPICIOUS DEVICE FOUND, STRUCTURE OF BUILDING IN DOUBT, FLOODING, MAJOR INCIDENT IN PROXIMITY TO BUILDING, INCOMING HAZARD, OR AS DIRECTED BY OUTSIDE AGENCIES

IMMEDIATE STEPS TO TAKE

1. Notify Supervisor if time permits and no immediate danger
2. Consult with Operations to determine secure area to evacuate to
3. Contact emergency services to determine risk in evacuating students
4. Decide on method and route of evacuation
5. Inform school of reason, route, and secure area

CRISIS TEAM ROLES

MEMBER	DUTIES
SUPERVISOR	Assess crisis directly, manage incident as needed
OPERATIONS	Ensure clear path for emergency personnel, designate temporary morgue if needed, poll all teachers for missing students, oversee students, lead students on route
STUDENTS	Move to secure location as a group, take roll, manage students
MEDICAL	Check on students and direct emergency personnel as needed, notify Communications
PHYSICAL PLANT	Check on necessary cut off valves, switches, etc.
EMOTIONAL	Stand by to assemble team, assist Student Responder
COMMUNICATIONS	Call District Office, assist Supervisor, monitor radio

OTHER

Make sure roll is taken by staff and no students leave scene. Communications should prepare alternative lines for contact.

EMERGENCY LOCKDOWN

POSSIBLE INCIDENTS

INTRUDER ON CAMPUS OR WITHIN BUILDING, WEAPON ON CAMPUS, CIVIL DISTURBANCE OUTSIDE BUILDING, HOSTAGES TAKEN, RAPE, ANY IMMEDIATE THREAT TO SAFETY FROM WITHOUT CAMPUS, OR AS DIRECTED BY OUTSIDE AGENCIES

IMMEDIATE STEPS TO TAKE

1. If time permits, notify Supervisor
2. Issue all-call for "Emergency Lockdown"
3. Notify District Office and other agencies as needed

CRISIS TEAM ROLES

MEMBER	DUTIES
SUPERVISOR	Assess crisis directly, manage incident as needed
OPERATIONS	Ensure all doors are sealed. After all clear, designate temporary morgue if needed, poll all teachers for missing students
STUDENTS	Move to cover position, close all openings, stay silent and calm
MEDICAL	Stand by to assist when all-clear sounded
PHYSICAL PLANT	Ensure all doors sealed and other classified personnel in safe areas, stand by to assist when all-clear sounded
EMOTIONAL	Stand by to assemble team, assist Student Responder
COMMUNICATIONS	Call PE classes, call District Office, assist Supervisor, monitor radio

OTHER

Stay off phones. After all clear signaled, check roll carefully
Check on PE classes

EMERGENCY LOCKDOWN

SHELTER LOCKDOWN

POSSIBLE INCIDENTS

HAZARDOUS MATERIALS SPILL FROM OUTSIDE, VOLCANIC ERUPTION, SEVERE WEATHER, MISSING STUDENT, DRUG INCIDENT, POISONING, SERIOUS FIGHT, RADIATION RELEASE, WILDFIRE, NATIONAL EMERGENCY, TERRORISM, ACCIDENT, ANY NON-EMERGENCY SITUATION OR CRISIS, OR AS DIRECTED BY OUTSIDE AGENCIES

IMMEDIATE STEPS TO TAKE

1. Notify Supervisor
2. Determine threat, evaluate risk of evacuation
3. If time does not permit pick up of students, shelter and assemble Team
4. Notify District Office
5. Notify emergency services
6. Notify local media

CRISIS TEAM ROLES

MEMBER	DUTIES
SUPERVISOR	Assess crisis directly, manage incident as needed
OPERATIONS	Ensure all doors are sealed, poll all teachers for missing students check in kitchen for foodstuffs
STUDENTS	Keep students calm and informed
MEDICAL	Check on students and direct emergency personnel as needed, notify Communications
PHYSICAL PLANT	Ensure all doors sealed and other classified personnel in safe areas, shut down all HVAC and air-exchange systems if appropriate
EMOTIONAL	Assemble team, assist Student Responder
COMMUNICATIONS	Call PE classes, call District Office, assist Supervisor, monitor radios and media

OTHER

Monitor news media closely, take roll carefully

SHELTER LOCKDOWN

SUPPORT

POSSIBLE INCIDENTS

DEATH OF STUDENT, STAFF, OR CLOSE FAMILY, SUICIDE OF STUDENT, STAFF, OR CLOSE FAMILY, EMOTIONAL TRAUMA OF COMMON KNOWLEDGE, OR AS DIRECTED BY OUTSIDE AGENCIES

IMMEDIATE STEPS TO TAKE

1. Notify Supervisor
2. Assemble Team
3. Notify appropriate services

CRISIS TEAM ROLES

MEMBER	DUTIES
SUPERVISOR	Stay informed thru Emotional Responders
OPERATIONS	Assist as needed, consider activities schedule
STUDENTS	Lead discussions as necessary, monitor students
MEDICAL	Assist as needed
PHYSICAL PLANT	Assist as needed
EMOTIONAL	Assemble team, ascertain facts, watch for secondary reactions, provide interventions as needed
COMMUNICATIONS	Assist as needed

OTHER

Remain receptive to continued emotional problems for several weeks

SECTION SEVEN
OF THE
A CRISIS RESPONSE PLAN
FOR
EPHRATA HIGH SCHOOL

POST-CRISIS PLAN

INCIDENT COMMANDER RESPONSIBILITIES

PHYSICAL PLANT RESPONSIBILITIES

EMOTIONAL RESPONSIBILITIES

STUDENT SUPERVISOR COMMANDER RESPONSIBILITIES

POST-CRISIS PLAN

Purpose: To have personnel in place to clean up, plan for the next school day, and assist with grieving, post-trauma stress, or other emotional effects.

Method: The Supervisor, Physical Plant Responder, and Emotional Responder will form a team made up of appropriate personnel to simply return Ephrata High School back to normal as fast as possible.

**INCIDENT
COMMANDER ROLE**

Write up an after incident report. Check on all appropriate agencies for follow up, and report to the school board. Discuss incident with Crisis Team, assess performance, and make changes as necessary.

**PHYSICAL PLANT
ROLE**

Write up an after incident report. Check on all appropriate agencies for follow up, and assist Supervisor. Assemble team for clean up, restoration, and/or facilitate move to alternative facility. Discuss incident with Crisis Team, assess performance, and make changes as necessary.

EMOTIONAL ROLE

Write up an after incident report. Check on all appropriate agencies for follow up, and assist Supervisor. Assemble team to provide services for staff and students affected. Act as clearing house for information regarding counseling services. Discuss incident with Crisis Team, assess performance, and make changes as necessary.

**STUDENT
SUPERVISOR ROLE**

Maintain good rapport and communications with students. Discuss openly students' impressions of the incident and their feelings as is appropriate. Move students towards resolution and restoration. Identify students who seem to have ongoing difficulties.

**CRISIS RESPONSE
TEAM ROLE**

Within two weeks of the end of a crisis, the team is required to meet and assess the performance of the school and the response plan. Changes are then recommended to the school staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Those with responsibility to manage a student assessed as posing a threat of targeted violence should consider options for the long term management of threatening situations in the context of the primary goal of prevention. The response with the greatest punitive power may not have the greatest preventative power.

Threat Assessment (3)

SUMMARY

The purpose of this project was to develop a comprehensive plan for managing a crisis at Ephrata High School, Ephrata, Washington. To achieve this purpose, current research, literature, and other selected sources were reviewed. Additionally, specific plans, information, and forms were adapted and developed to serve Ephrata High School and the Ephrata community.

Further analysis was governed by the actual experience of the author in the following situations encountered in education; three fires, two serious weather related emergencies, two community-wide medical crisis's, an armed intruder emergency lockdown, a bomb-threat and search for a device, and the accidental death of a group of students.

CONCLUSIONS

The first and most important goal in educating youth must be to provide a safe environment. To accomplish this primary goal that leads, as all goals must, to the benefit of classroom instruction; school safety plans are developed. Based on this study, the author finds the following conclusions:

1. Targeted violence within schools is increasing and preventable.
2. There is no profile of a typical shooter. There are only a few common behaviors.
3. Prevention must be the primary method of keeping a school safe, and encompass the entire school system, community, and focus on changing behaviors to be effective.
4. Connection between staff and students leads to mutual respect and open communications.
5. Most crisis response plans are far too detailed and would confuse staff experiencing a crisis; therefore all response should condense into only five to allow flexibility and speed.

Finally, after completing this thesis project, the author has learned and internalized a set of philosophical values related to school and community safety:

- The safety plan must include and focus upon the entire school community.
- Prevention must be the primary method of keeping a school safe
- The goal of any plan is to minimize the impact of a crisis upon classroom instruction.
- Creating an atmosphere of open, mutually respectful communication is critical.
- Mutual respect is created and sustained my mutual involvement in outside activities between students and staff.
- That all incidents of targeted violence are preventable.
- Realistic practice must be scheduled into the plan.

- A plan should focus upon roles that members fill, rather than a “cookbook” list of what specifically staff should do. This allows for flexibility and independent action within proper limits.
- No matter what crisis confronts a school, all appropriate responses can be summarized into five possibilities.
- During a crisis, staff members have little time to react appropriately and therefore a safety plan must be simple and easy to use.
- Methods and means of communication are critical in a crisis.

RECOMMENDATIONS

As a result of this project, the following recommendations are made:

1. To combat and prevent targeted violence; that this crisis response plan be adopted for Ephrata High School by following these steps:
 - a. Assemble the Crisis Response Team in August 2003.
 - b. Read through and adjust the roles and communications plan as needed.
 - c. Work with City of Ephrata to acquire funds necessary for a School Resource Officer.
 - d. Liaison with the City of Ephrata and Grant County to establish clear procedures and common definitions for communicating during a crisis.
 - e. Purchase emergency kits and locate them in classrooms appropriately.
 - f. Begin drill schedule as specified in plan, including monthly review and updates.
2. In June 2004, meet with members of local emergency services to review and update plan as is necessary.
3. Once this plan is successfully implemented at Ephrata High School, it is adopted for use at Ephrata Middle School.
4. Utilize new position of Teacher on Other Assignment to periodically review research and responses to school crisis incidents.
5. Utilize new position of Teacher on Other Assignment to monthly read and post the current statewide threat levels provided by the Emergency Management Division.
6. Utilize new position of Teacher on Other Assignment to periodically scan for new materials posted on the United States Secret Service, National Threat Assessment Center.

7. During the annual review in August of the Crisis Response Plan, critically review the procedures by comparing them with information gathered by the Teacher on Other Assignment.
8. Adhere to a process of honest, open, and skeptical review of the Crisis Response Plan each year.

And finally, as the author has moved to a new position within the city government of Ephrata, it is recommended that the school board and the city meet on a regular basis to update this plan, in addition to the Crisis Team's annual meeting. A copy of this thesis project is now in file at Canfield and Associates, an insurance firm that administers policies for the *Cities Insurance Association of Washington*. The C.I.A.W. is one of the largest providers of insurance for cities and school districts in the Northwest and maintains current in relevant research. City police, fire, ambulance crews, and public works personnel, as well as the director of Grant County Emergency Services, should take part in this planning to increase the response time during an event.

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APPENDIX A

**SAMPLE HANDOUTS USED IN THE 2003 PERFORMANCES OF
*BANG, BANG, YOU'RE DEAD.***

**SAMPLE HANDOUTS USED IN THE 2003 PERFORMANCES OF
*BANG, BANG, YOU'RE DEAD.***

After viewing this drama in 1998, the author and several others became determined to bring it to Ephrata. A team of four met, our curriculum director, a drama coach, the choir director, and the author. The procedure followed was to open the play to only staff members in the schools first, then to the student body, and later to the community. The students viewed the play as a whole during the school day. Discussions took place in the classroom later that day.

What follows in this appendix are the notes the author used for the post-play discussions, and a handout for staff to lead discussion with students.

COMMUNITY DISCUSSION

2003 EPHRATA SCHOOL DISTRICT PERFORMANCES

BANG BANG YOU'RE DEAD

ORDER OF DEBRIEFING

1. Introductions
2. History
3. Introduction of Cast
4. Q & A with Cast
5. Q & A with and of Audience
6. Closure

INTRODUCTIONS Introduce self, Thank audience
5 years ago. Days after Springfield. Blackboard Phantom @
Enumclaw JHS. William Mastrosimone's son. Wrote play

Team saw production just weeks after written. Changed us. Worked hard to bring. Believed important/powerful. Great drama- Hamlet, Greek. Great message. No answers, but a vehicle for discussions re: Compassion, how our actions affect others, how we treat people, etc.

Important to remember: Josh's motivations were Guns, Hunting, Video Games, Girlfriend, Movies, Pranking, Mental Health Issues. The message of the play is NOT that these are causal factors. Josh chose to use those otherwise innocent items for evil.

Purpose is safety. Schools can, generally, only *react* (guards, punishment for harassing, detectors, etc), students dealing with safety is *pro-active*.

MEET THE CAST Introduce each cast member. Tech crew 1st, Chorus, then principals, then Directors.

Mention difficulties in doing production and "varsity" nature of Seniors

Q&A with Players

- 1) What was it like to play this role?
- 2) How did you maintain your normal/balanced outlook on life?
- 3) How did this production affect you personally?
- 4) How do you think this production will affect our school?
- 5) What was the most powerful part of this production?

Take questions from the audience of and for the players.
Release the players.

AUDIENCE Q&A

Explain process in classrooms. Age level issues, etc.

Teaching/Learning takes place in the discussions

Ask for Questions- if none, read questions

Identify Counselors or other experts to call on for answers

1. What do you think was the purpose behind Mr. Mastrosimone's writing of this play?
2. Describe Josh: (the shooter)
3. Who is *really* confronting Josh? (the play takes place *inside* Josh's head)
4. What did Josh learn by confronting the "spirits" of those he murdered?
5. Without using any names, or thinking about any one individual; is such a horror possible in Ephrata?
6. What did the murdered students miss most after their premature deaths? What do these things say about life?
7. How realistic did you find Josh's character?
8. Why did Josh choose to murder his classmates?
9. What can be done to prevent violent incidents in Ephrata Schools?
10. What can you do, as an individual, to prevent violence, deadly or otherwise?
11. What hope does this play offer us in Ephrata?

Keep audience focused on the reason for the play; not on identifying individuals, responding to some threat, or changing some policy.

CLOSURE

Thank audience again, mention other performances, ask for feedback, mention that play is no charge but donations are accepted. Mention student player 1 more time for accolades.

OTHER ISSUES

Playwright did not mention Moses Lake shooting for whatever reason. Schools are planning on repeating this production every so often. Website- www.bangbangyouredead.com, the film from Showtime
Contact info on back of program for services
Pre-set with students will address different issues raised by staff (ie. Hunting)

CLASSROOM DISCUSSION

2003 EPHRATA SCHOOL DISTRICT PERFORMANCES

BANG BANG YOU'RE DEAD

Bang Bang You're Dead is a very emotional, thought provoking play written by William Mastrosimone. It was developed following a weapons scare at Enumclaw High where Mr. Mastrosimone's son was attending.

To provide true learning and maximize the impact of this play, it is both vital and necessary that open classroom discussions follow the viewing of the play. Our desire is to allow students to develop their own thoughts and reactions to the play and share them in the open forum of your classroom immediately following the performance. Students and staff have put a great deal of time and energy into these performances because they believe that this play has real power to educate and improve school safety.

These questions are provided as a rough guide. We hope that you will moderate, encourage, and prompt; but not control the discussions. Thank you.

1. What do you think was the purpose behind Mr. Mastrosimone's writing of this play?
2. Describe Josh: (the shooter)
3. Who is *really* confronting Josh? (the play takes place *inside* Josh's head)
4. What did Josh learn by confronting the "spirits" of those he murdered?
5. What did the murdered students miss most after their premature deaths? What do these things say about life?
6. Without using any names, or thinking about any one individual; is such a horror possible in Ephrata?
- 7.
8. How realistic did you find Josh's character?
9. Why did Josh choose to murder his classmates?
10. What can be done to prevent violent incidents in Ephrata Schools?
11. What can you do, as an individual, to prevent violence, deadly or otherwise?
12. What hope does this play offer us in Ephrata?

**EXCERPTS FROM THE NATIONAL SCHOOL SAFETY CENTER'S REPORT ON
*1992-2003 SCHOOL ASSOCIATED VIOLENT DEATHS***

This document was the most revealing and concise of all general surveys. I have included the first two pages and the summary charts from the end of the report.

APPENDIX B

**EXCERPTS FROM THE NATIONAL SCHOOL SAFETY CENTER'S REPORT ON
*1992-2003 SCHOOL ASSOCIATED VIOLENT DEATHS***

**EXCERPTS FROM THE NATIONAL SCHOOL SAFETY CENTER'S REPORT ON
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This document was the most revealing and concise of all general surveys. I have included the first two pages and the summary charts from the end of the report.

The National School Safety Center's Report on
School Associated Violent Deaths

Internet: www.nssc1.org
 E-mail: info@nssc1.org
 In-House Report of the National School Safety Center
 141 Duesenberg Drive, Suite 11 • Westlake Village, CA 91362 • Ph: 805/373-9977 • Fax: 805/373-9277
 Dr. Ronald D. Stephens, Executive Director

DEFINITION:

A school-associated violent death is any homicide, suicide, or weapons-related violent death in the United States in which the fatal injury occurred:

- 1) on the property of a functioning public, private or parochial elementary or secondary school, Kindergarten through grade 12, (including alternative schools);
- 2) on the way to or from regular sessions at such a school;
- 3) while person was attending or was on the way to or from an official school-sponsored event;
- 4) as an obvious direct result of school incident/s, function/s or activities, whether on or off school bus/vehicle or school property.

* Note: Not a scientific survey. Since information is taken from newspaper clipping services, it is possible that not all such clippings have reached the NSSC.

SCOPE:

Newspaper accounts, on which NSSC bases this report, frequently do not list names and ages of those who are charged with the deaths of others. Such omissions were in some cases because the person charged was a minor. In some instances, persons were killed in drive-by shootings, gang encounters or during melees in which the killer was not identified, and the killers were either never apprehended or were caught days or months after the crime was first reported. As a result, more is known about victims than about perpetrators and therefore information in this report relates more to victims than to perpetrators.

DATES:

This report covers all reported school associated violent deaths that the National School Safety Center knows of from the 1992-1993 School year to present. For purposes of this study, the new school year begins on August 1st.

MISSING INFORMATION:

The National School Safety Center has worked hard to make this study as accurate as possible. If you are aware of school associated violent deaths that are not reported in the study please contact us at the above address. Please include articles or references to confirm the accuracy of the account.

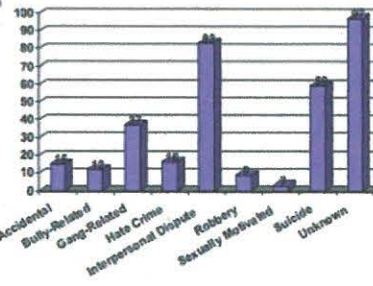
DETAILS

1992-1993 School Year							
Date	School Name / Population	Victim's Name	Method	Reason	Location	Multiple Deaths/ Total Victims	Description of Incident
9/21/92	South Shore High School Brooklyn, NY 2,300,664	Damon Ennis, 15, Male, Student	Stab/Slashing	Interpersonal Dispute	On Campus		stabbed with 4.5 inch dagger by classmate, Michael Bubb, 16, after argument about football game
9/25/92	Miller High School Fontana, CA 67,535	Michael A. Ameliano, 15, Male, Student	Stab/Slashing	Gang-Related	On Campus		stabbed twice by 14-year-old (believed to be gang-related)
9/30/92	Paramount High School Paramount, CA 47,669	Sheila Lorta, 16, Female, Student	Shooting	Gang-Related	Near School		caught in gang gunfire while crossing street in front of school on way to cheerleading practice; shot in the head
10/6/92	Northbrook High School Houston, TX 1,630,553	Luis Mesa, 16, Male, Student	Shooting	Gang-Related	Playground		gang fight; died from shotgun wound inflicted by Juan Diaz, 15, at playground of Holbrook Elementary School
10/12/92	Desert View High School Tucson, AZ 405,390	Oscar Daniel Leon, 16, Male, Student	Shooting	Gang-Related	School Parking Lot		shot with .22 by Antonio Redondo, 20, in a gang-related incident
10/13/92	Jenner Elementary School Chicago, IL 2,783,726	Dantrell Davis, 7, Male, Student	Shooting	Gang-Related	Near School		shot in gang gunfire near home, while walking to school
10/17/92	James Logan High School Union City, CA 53,762	Thomas E. Weinhofer, 41, Male, Parent	Stab/Slashing	Interpersonal Dispute	Near School		stabbed by group of teens when he got out of car to stop youths from jumping on his car while he was waiting across street from school for daughter and wife attending band competition
11/6/92	Berkner High School Richardson, TX 74,640	Sean Patrick Cooper, 17, Male, Student	Shooting	Gang-Related	Near School		victim accidentally followed assailant's car after leaving school parking lot; victim pulled from stopped car and shot in chest with shotgun; friend riding in car beaten; possibly gang-related
11/10/92	Sherman Elementary School Chicago, IL 2,783,726	Willie Clayborn, 13, Male, Student	Shooting	Suicide	Classroom/Office		accidentally shot self with .22 pistol while playing with gun from home
11/13/92	Langham Creek Hig School Houston, TX 1,630,553	Steve Wenzel, 39, Male, Other	Shooting	Suicide	On Campus	✓ 2	shot self after killing estranged wife, an employee of the school
11/13/92	Langham Creek High School Houston, TX 1,630,553	Rita Bertsch Wenzel, 39, Female, Teacher	Shooting	Interpersonal Dispute	On Campus	✓ 2	Chair of Special Education Department, gunned down by estranged husband
11/16/92	Fairfield High School Birmingham, AL 265,968	Michael Jackson, Jr., 16, Male, Student	Shooting	Robbery	On Campus		shot in back of head after a chase by four youths trying to steal victim's athletic jacket
11/20/92	Edward Tilden High School Chicago, IL 2,783,726	Delondyn Lawson, 15, Male, Student	Shooting	Interpersonal Dispute	Halway		bystander to argument; shot in back by Joseph White, 15, while standing in school hallway outside 2nd floor science classroom

4/14/03	John McDonough High School New Orleans, LA	Jonathan Williams, 15, Male, Student	Shooting	Unknown	Athletic Field/Gym		Gunmen armed with an AK-47 rifle and a handgun opened fire in a packed school gymnasium, killing a teenage boy and wounding three girls in a spray of 30 bullets that sent some 200 students scrambling for cover. Shooting appears to be "gang-related" although police say they believe the attack was retaliation for an earlier slaying that occurred elsewhere and deny that it is gang related.
4/24/03	Red Lion Area Junior High School Red Lion, PA 6,500	Eugene Segro, 51, Male, Administrator	Shooting	Unknown	Cafeteria	✓ 2	James Sheets, 14, shot and killed his school principal, Eugene Segro, inside the crowded cafeteria about 15 minutes before school started. He then shot himself in the head using a .22-caliber handgun. The principal, who was shot in the chest with a .44-caliber weapon, was pronounced dead at the hospital. Sheets died at the scene.
4/24/03	Red Lion Area Junior High School Red Lion, PA 6,600	James Sheets, 14, Male, Student	Shooting	Unknown	Cafeteria	✓ 2	James Sheets, 14, shot and killed his school principal, Eugene Segro, inside the crowded cafeteria about 15 minutes before school started. He then shot himself in the head using a .22-caliber handgun. The principal, who was shot in the chest with a .44-caliber weapon, was pronounced dead at the hospital. Sheets died at the scene.
5/13/03	Forest Hills High School Johnstown, PA 29,000	Brian Thomas Angelotti, 18, Male, Student	Shooting	Suicide	School Parking Lot		Student, who was apparently despondent over the death of a friend, abruptly left school, got into his car, and fatally shot himself in the school parking lot.

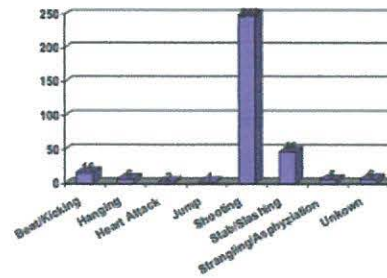
REASONS FOR DEATHS

School/Year	Accidental	Bully-Related	Drug-Related	Gang-Related	Hate Crime	Interpersonal Dispute	Robbery	Sexually Motivated	Suicide	Unknown
1992-1993	3	1		13	1	18	2		9	9
1993-1994	4	1		8		10	1	1	7	21
1994-1995				4		6			4	7
1995-1996	1	3		1		10	2		8	13
1996-1997	1	2		2		11		1	1	8
1997-1998		4		6		15		1	9	9
1998-1999	1	1		1	15	3			5	5
1999-2000	3			1		6			10	12
2000-2001	2			1		1	3		5	10
2001-2002						1	1		2	
2002-2003						2			1	3
Totals	15	12		37	18	83	9	3	59	97



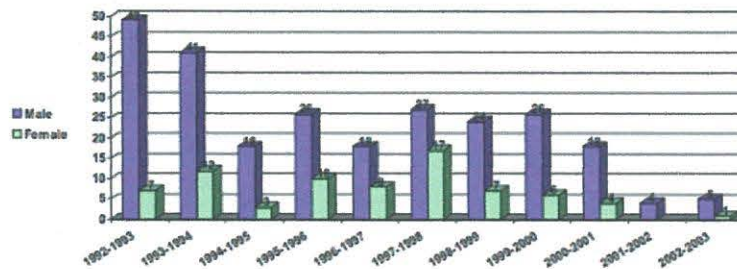
METHODS OF DEATH

School/Year	Beat/Kicking	Hanging	Heart Attack	Jump	Shooting	Stab/Slashing	Strangling/Asphyxiation	Unknown
1992-1993				1	45	10		
1993-1994	1	1			41	7	2	1
1994-1995	2				16	3		
1995-1996	1				29	6		
1996-1997	3		1		15	4	1	2
1997-1998	1				36	6	1	
1998-1999	3				25	2	1	
1999-2000	5	5	1		16	3		2
2000-2001					18	3		1
2001-2002					3	1		
2002-2003					5	1		
Totals	16	6	2	1	249	46	5	6



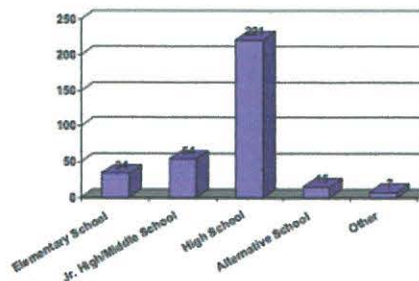
VICTIMS' GENDER

School/Year	Male	Female
1992-1993	49	7
1993-1994	41	12
1994-1995	18	3
1995-1996	26	10
1996-1997	18	8
1997-1998	27	17
1998-1999	24	7
1999-2000	26	6
2000-2001	18	4
2001-2002	4	
2002-2003	5	1
Totals	256	75



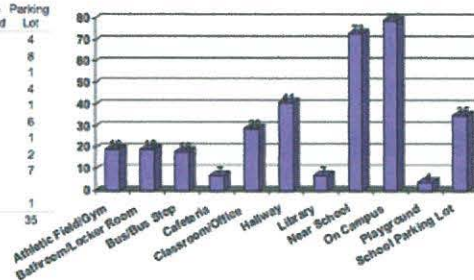
DEATHS BY SCHOOL TYPES

School/Year	Elementary School	Jr. High School	High School	Alternative School	Other
1992-1993	3	7	42	2	2
1993-1994	12	7	32	2	
1994-1995	1	3	17		
1995-1996	1	8	22	4	1
1996-1997	4	3	18	1	
1997-1998	5	10	28	1	
1998-1999	5	5	24	2	
1999-2000	5	6	17		4
2000-2001	3	3	15	1	
2001-2002			2	2	
2002-2003		2	4		
Totals	34	54	221	15	7



LOCATIONS OF DEATHS

School/Year	Athletic Field	Restroom	School Bus	Cafeteria	Classrooms/Office	Library	Near School	On Campus	Playground	Parking Lot
1992-1993	4	2	2	2	7	8	12	10	1	4
1993-1994	4	1	5	1	4	5	7	17	1	8
1994-1995	1	1			2	5	8	3		1
1995-1996	2	1	8		6	8	5	4		4
1996-1997	4	1	2		1	6	6	5		1
1997-1998	2	3	1	1	1	2	11	17		6
1998-1999	1	4	2		2	2	7	4		1
1999-2000		5		1	3	1	12	6	2	2
2000-2001		3			1	2	6	3		7
2001-2002					2	1	1			
2002-2003	1			2		1	1			1
Totals	19	19	18	7	29	41	73	79	4	35



DEATHS BY STATE

0	CT	2	IN	1	MN	1	NJ	7	PA	14	WI	1	
AK	2	DC	7	KS	2	MO	9	NM	1	SC	5	WV	2
AL	5	DE	1	KY	6	MS	5	NV	1	TN	10	WY	1
AR	6	FL	19	LA	2	MT	1	NY	18	TX	23		
AZ	3	GA	17	MA	14	NC	8	OH	5	UT	2		
CA	74	IA	1	MD	4	NE	1	OK	1	VA	2		
CO	15	IL	10	MI	11	NH	1	OR	2	WA	12		

- END OF REPORT -