

**Diocese of Baton Rouge
Catholic Schools Office**



**CRISIS RESPONSE
MANUAL**

MAY 2020

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CHAPTER ONE GENERAL INFORMATION

I. CRISIS “QUICK LIST”

A. Compile prior to any crisis:

1. Form a Crisis Response Team—See Roles as defined in Chapter 6.
2. Emergency phone numbers.
3. A plan to communicate with Catholic Schools Office, parents, and pastor.
4. Maps of grounds.
5. Maps of physical plant.
6. Floor plans.
7. Electrical, water, and gas shut-off points.
8. Back-up power generator.
9. Evacuation plan for:
 - a. Exiting buildings.
 - b. Exiting campus.
 - c. Safe rooms.
10. Plan for “holding” rooms for media, families.
11. Emergency signals.

B. Task during crisis:

1. Notify local emergency responders.
2. Notify Catholic Schools Office.
3. Activate roles of school’s Crisis Response Team.

C. After the crisis:

1. Be aware of delayed reaction.
 - a. Be alert.
 - b. Be accepting.
 - c. Be ready.
2. Follow up with the school’s Crisis Response Team and use appropriate forms as needed.
3. Grief counseling and outside referrals to counseling.

II. SAFETY SUPPLY KITS (Recommended Supplies and Suggested Kits)

- A. Disaster Supply Kit:** (kept in a classroom, ready at all times and easily accessible)

Portable AM/FM Radio
Extra Batteries
Flashlight
Megaphone
Two-way Radio
Bleach

- B. Hazardous Substance Release Kit:** (kept in each classroom or location where students assemble for such a release)

Cups for each child
2-3 gallons of water
Paper towels
Duct tape

- C. Duty Pack for Teachers:** (for use with blood borne pathogens and/or bodily fluids – should accompany the appropriate staff person)

Plastic bag containing latex gloves
Small package of tissues
Two plastic bags
Pocket mask for CPR
Alcohol wipes for use on person administering first aid (not victim).
Band-Aids
Pre-assembled kits are available

- D. Safety Kit for CPR**

- E. First Aid Kit**

- F. Stop the bleed tourniquet**

- G. Vomit Kit**

III. CRISIS RESPONSE INFORMATION

(Each crisis has its own procedures outlined in a specific chapter. This is general information that may be useful for any emergency.)

A. Who will be in charge?

A school-based team member should be selected by the principal or the administrator in charge of the building with input from the faculty and staff.

B. Select a School Crisis Response Team (CORE TEAM).

Careful consideration during the selection process should be given to staff members who have demonstrated confidence in themselves, are capable of responding rationally and thoughtfully in stressful situations, are quick-thinking, can follow directives, and have a knowledge of safety, first aid, or security measures. Individuals with training in first aid and CPR should be given consideration (use Staff Members With First Aid Training to compile a list). Once team members have been selected, inform every staff member. In addition to administrators, teachers and guidance counselors, key people are secretaries and custodians. A member of the clergy should always be a member of the core team.

Devise a plan to cover the classes of team members. Teachers that have planning periods could be assigned to report to certain rooms when an alert is issued. Also, the use of the "buddy" system is useful. This plan must be developed on a period by period basis.

C. Establish a police liaison.

Cooperate with police authorities; remember to include written procedures for dealing with police (see Guidelines for Requesting Police Assistance).

D. Have a designated phone fielder, media greeter, and social media communicator.

During a crisis, it will be necessary to work with the media personnel who may arrive quickly. Until the diocesan spokesperson arrives on the site to provide statements to the media, remind school personnel *this is not the time for speculation or to make passing comments. The media will use anything and everything they can. Give careful thought to everything that is said in their presence, because it could easily end up in print or on the air. Do not make any statements to the media.*

- **One or two people to field calls:** During a crisis the school can expect numerous phone calls from parents and the media. Do not make any official statements to the media. Simply state to the media, for example: We are trying to sort out the details. Please understand I must clear the line." Then clear the line.

For parents calling, try to calm and reassure them. For example: “Mrs. Jones, everything is under control. The parents of the students involved have been notified. I assure you, your child is fine. Now I’m sorry, but I really must clear the line”. If circumstances are unknown assure the parents that their call will be returned.

- **One person to greet the media and monitor social media.** Have one person assigned to greet and to designate a media area. Give careful consideration as to where this media area should be located. It **should not** be near any areas where they may overhear key information or near students and/or parents. In a crisis, this person is a greeter only and should not make any official statement(s) to the media. If pressed for information, the greeter should simply state, for example: “Please be patient. An official statement will be given shortly;” or, “I do not have any details. Someone will be with you soon to make a statement.”

NOTE: *Our school system’s policy is not to release the names of minors. If the parents choose to provide that information, they may. It should not come from us.*

E. Communication.

The designated person on your school’s Crisis Response Team should make phone calls in the following order:

1. Call 911.
2. The Catholic Schools Office personnel (336-8735). Explain what has happened and what the status is at the precise moment.
3. Others (parents, nurses, bus drivers, church parishes, etc.), using automated phone system.

From that point on, it would be the responsibility of the Catholic Schools Office to make any additional calls.

F. Establish a system to alert staff.

The foundation of an effective school crisis response plan is a system of communication that is developed specifically for the site. A system of communication is recommended, such as: Two-way radios, public address systems and text/app alerts. The specific form of communication for a particular crisis will be determined by the administrator as events are assessed.

G. Hold practice “school crisis response alert” sessions just as you would fire drills.

Once the team has been identified and roles clearly defined, the flow chart developed, strategies outlined, and the faculty/staff trained, appropriate personnel shall conduct drills and practice sessions with the faculty and team. The following drills should be practiced at least once a semester: tornado drill, hazardous substance release drill, drop and cover drill, lockdown drill, and bomb threat.

H. Evaluation.

Once a year, the entire plan should be evaluated by a committee to ensure that the needs of the school and community are being met. After each crisis, evaluate the effectiveness of the plan and its implementation (i.e., response, role confusion, etc.) Look at the outcome and ask questions.

1. Was the plan formulated for this particular crisis?
2. Would it be effective in other situations?
3. Was the team effective in implementing the plan?
4. What was the response time?
5. Were team members present?
6. Was the plan followed? Why or why not?

I. Suggestions.

1. All school Crisis Response Team members should have access to two-way radios, except in the case of a bomb threat.
2. The name and number of the parent or guardian for students should be readily available.
3. In case of a crisis before 8:30 a.m., appropriate school personnel are requested to contact the superintendent at home.
4. Let clergy/counselor take a lead role in the aftermath of a crisis.
5. When traumatic events affect a significant portion of a student body, the Diocesan Crisis Response Team may be activated through the request of any principal to the diocesan school superintendent. This team, made up of counselors selected by the diocesan superintendent, is available to offer emotional and spiritual support from the Catholic perspective and to assist in returning the school to normal functioning.
6. Members of the school Crisis Response Team should understand natural stress reactions. Professionals within the school system/church parish and the greater community should be involved to assist individuals who are at-risk for severe stress reactions.

IV. PROCEDURE FOR EVACUATING A SCHOOL BUILDING

[Each school adds its own information to this list]

1. Principal assesses the need to evacuate and determines if injury has occurred.
2. School Crisis Response Team activated if appropriate.
3. After the evacuation call has been issued, evacuation process begins.
4. Everyone should exit to designated areas according to posted evacuation routes.
5. Available school Crisis Response Team members will survey their area and ensure that all have evacuated and that the restrooms are clear. Defer to police when mandated.
6. Absolute silence is to be observed during evacuation.
7. Close doors and windows for fire and keep them open for a bomb threat. Do not lock them in case emergency personnel need to enter the room. Leave the lights on.
8. Escort students and have them walk quietly, in single file. If the exit is blocked, use an alternate exit.
9. Call roll once in designated area. Report any missing or added student to administrator in charge. Stay in assigned area.
10. Keep students calm and in assigned area. Students should not be allowed to roam or talk. Teachers are responsible for the welfare and safety of their students; therefore, staff must remain with them at all times.
11. If evacuation is needed during lunch, changes of classes, or during an activity period, clear the area immediately. Keep students in groups. Teachers make a roster of who they have. Administrator in charge will retrieve the roster from teachers.
12. Teachers will be notified when they may return to the building by the all-clear signal. Under no circumstances are teachers or the students to re-enter the building until then.
13. In case of long waiting periods for evacuations or inclement weather, designate other nearby facilities to be utilized.
14. A remote-site evacuation plan needs to be developed as well as a phone chain and lists with home and work phone numbers.

DO NOT, UNDER ANY CIRCUMSTANCES, RETURN TO THE BUILDING UNTIL THE ALL-CLEAR SIGNAL IS GIVEN.

Attachment A-1

NAME OF SCHOOL

**CRISIS RESPONSE MANUAL
FACULTY/STAFF INSERVICE VERIFICATION FORM**

This form has been provided to help the Catholic Schools Office monitor the annual in-servicing of Faculty/Staff. Please complete the following areas:

1. The administration has inserted information pertinent to their school.
_____Yes _____No

2. The school has conducted team training:

a. List of team member names: _____

b. _____ Meetings documented - Dates: _____

3. Verification for date the plan was reviewed with the entire faculty/staff.

_____ (date)

Person Completing Form

Date

Please return this from to the Catholic Schools Office after the Faculty/Staff Inservice.

CHAPTER TWO MEDICAL EMERGENCY

I. DIOCESAN POLICY (*See Administrative Manual*)

4.6.7: Student Health Records

A school health record shall be maintained on each student in a separate file according to the schedule approved by the State Department of Health and Human Resources. Administration of medication records shall be maintained by appropriate school personnel.

4.6.1: Student Accident Report

A report of each accident taking place while the student is under the jurisdiction of the school shall be filed in the office of the principal. (Incident Report)

4.6.3: Emergency Information Records

Schools shall have an emergency information record on file for each student. The information on the record shall include:

- A. *Name of parents or guardian, places of employment, and home, business, and cell phone numbers.*
- B. *Name and phone number of at least one adult to be notified if parents or guardian cannot be contacted.*
- C. *Name and phone number of doctor and hospital to be contacted.*
- D. *Unusual sickness, together with symptoms and procedure to follow in case of an attack and place to go in case of emergency.*

4.10.1: Accidents, Injury, or Illness to Students

- A. *Parents or guardian should be notified immediately in case of accident or injury to students.*
- B. *Non-prescription medications should never be administered.*
- C. *Children should NEVER have medications (prescription or non-prescription) in their possession on the school grounds. Teachers and administrators have the right to take any such medication away from children and contact the parents or guardian for appropriate information.*
- D. *If children must take prescription medications at school, the following should be observed:*
 - 1. *The medication should be brought to school by the parents or guardian in the container in which it was originally packaged. The label should have the name of the student, name of medication, date, dosage, and the specific time it is to be given at school.*
 - 2. *The medication must be clearly labeled (unlabeled medicine cannot be dispensed) and brought to the school office. School medication form must be filled out and signed by parents or guardian.*

(Medication - Parental Consent for Administration)

3. *No more than a month's supply of medication for each student should be kept at school. The student may bring the empty bottle home with him/her.*
4. *To circumvent potential abuse, the medication will be kept in the school office under lock and key in a secure, central location and a log maintained on the administration of the medications.*

TEACHERS ARE NOT TO KEEP STUDENT MEDICINES IN THE CLASSROOM OR DISPENSE MEDICINE AT ANY TIME, EXCEPT FOR SPECIAL EDUCATION TEACHERS. (A 4.10.1)

II. STUDENT MEDICAL HISTORY

A. **Purpose:** To develop a protocol for informing staff about a student's medical history.

B. **What triggers the intervention process?**

Student's presence in the classroom.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Obtain current medical history.
(Health and Emergency Information)
 - b. Secure permission from parents or guardian.
(Medication - Parental Consent for Administration)
(Medication - Supply Form)
(Medication - Administration Log/Record)
 - c. Disseminate information to all school personnel who need to know as confidential information.
2. Appropriate school personnel:
 - a. Reviews health records with principal.
 - b. Disseminates health information to all school personnel who need to know as confidential information.
3. When do you respond?
 - For each school year and each addition of a new student.

D. **Additional Resources:**

1. Additional information regarding individual student's specific medical needs
2. Staff Members With First Aid Training

III. RESPONSE

A. **Purpose:** To develop a crisis response on how to respond to a medical emergency.

B. **What triggers the intervention process?**

Any medical emergency, including:

Bee Sting	Drug Overdose
Cardiac Arrest	Head Injury
Respiratory Arrest	Severe Bleeding
Choking	Severe Burn
Seizures	Severe Injury
Diabetic Emergency	Trauma
	Allergic Reactions

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. If student cannot be moved, send another student for assistance. If appropriate, remove other students from room.
 - b. Assess situation. Contact main office, dial 911 or notify medical team.
 - c. Meet emergency help at door to guide to the emergency scene.
 - d. Appropriate school personnel notify parents or guardian.
2. Identify appropriate procedures to protect the health, safety, and welfare of staff.
 - a. Train students to notify office or nearby staff
 - b. Office personnel refer to emergency information/health information
 - c. Assess situation. Contact main office, dial 911 or notify medical team.
 - d. Meet emergency help at door to guide to the emergency scene.
 - e. Appropriate school personnel notifies family
3. Appropriate school personnel:
 - a. Calls emergency number.
 - b. Notifies parents or guardian.
 - c. Determines emergency coverage for all classes.
 - d. Develops an appropriate First Aid protocol for recess and field trips.
4. When do you respond?
 - Immediately.
5. What will the follow-up be?
 - Appropriate school personnel completes forms:
(Medication - Administration Log/Record) and/or (Incident Report)

D. Additional Resources:

1. Staff Members With First Aid Training
2. List of emergency telephone numbers
3. Illustrations of emergency procedures such as Heimlich Maneuver obtained through American Red Cross (<https://www.mayoclinic.org/first-aid/first-aid-choking/basics/art-20056637>)

IV. COMMUNICABLE DISEASE OUTBREAK/VIRAL PANDEMIC

A. Purpose: To develop a crisis response to an outbreak of a communicable disease or viral pandemic.

B. What triggers the intervention process?

Outbreaks of significant numbers of students with contagious disease or viral pandemic as determined by contacting appropriate medical professionals.

C. Procedures:

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Determine the number of cases by reviewing absence excuses or contacting appropriate medical professionals.
Exclude infected cases from school and re-admit only after appropriate medical approval.
 - b. The school nurse/administration may inform the Catholic Schools Office, as appropriate.
 - c. Communicate with parents or guardian regarding observations, precautions, signs, and symptoms.
2. Appropriate school personnel:
 - a. Checks absentee records to discern a pattern of disease transmission.
 - b. Arranges for appropriate school personnel to examine in-school students for signs of infection. Exclude infected cases from school.
 - c. Communicates with parents or guardian regarding the communicable disease or viral pandemic.
3. When do you respond?
 - a. When a significant number of cases of contagious disease or viral pandemic occur. If a community wide event, follow crisis response procedures and activate the school crisis response team. If school needs to be closed follow procedures outlined in Chapter Three concerning school closings.

Local Authority should address: the protection of students and staff; coordinate essential school business operations based on risk management principles; preparation for the orderly closure of school operations (in the event this is required) and eventual school reopening; and potential use of school facilities by community partners during the pandemic.

D. Additional Resources:

- Communicable Disease (<http://ldh.la.gov/index.cfm/page/537>)

V. UNIVERSAL PRECAUTIONS

A. **Purpose:** To develop a crisis response for universal precautions in handling blood and bodily fluids.

B. **What triggers the intervention process?**

Any injury or spillage of bodily fluids.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Always wear intact latex gloves (boxes of gloves should be visible and accessible to staff).
 - b. Use specific disinfectant (chlorine bleach in a 1:10 ratio).
 - c. Avoid direct contact.
 - d. Use leak proof bags (double bag).
 - e. Wash hands with soap.
 - f. If clothing becomes contaminated, remove and bag if possible.
 - g. Use pocket mask if CPR is to be administered.
 - h. Protect eyes and mucosa (nose and mouth).
2. Appropriate school personnel:
 - Follows procedures in number 1 if comes in contact with blood and/or bodily fluids. This includes volunteers, coaches, support staff, custodial staff, etc.
3. When do you respond?
 - Whenever there is a spill of blood or bodily fluids.
4. What will the follow-up be?
 - a. Notify main office and custodian.
 - b. Complete Incident Report.
 - c. Appropriate school personnel notify parents or guardian, if necessary.

D. **Additional Resources:**

1. OSHA Blood-borne Pathogen Policy found in Diocesan Safety Procedures Binder or at the website:
https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_id=10051&p_table=STANDARDS
2. Duty Pack for Teachers: 2 plastic bags, latex gloves, small package of tissue, alcohol wipes for use on person administering first aid (not victim), pocket mask for CPR

VI. CHOKING OR CARDIAC/RESPIRATORY ARREST

A. Purpose: To develop a crisis response to choking or cardiac/respiratory arrest.

B. What triggers the intervention process?

Choking, no breathing or heartbeat.

C. Procedures:

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Call 911.
 - b. Assess for breathing (look-listen-feel).
 - c. Clear room of other students.
 - d. If CPR is indicated, locate someone qualified to administer CPR and wait for ambulance.
 - e. Trained personnel use AED if available.
 - f. Determine if student is choking. If he/she is coughing loudly or talking, do not perform Heimlich maneuver.
2. Appropriate school personnel:
 - a. Calls emergency number (911).
 - b. Assesses for breathing.
 - c. Only CPR-trained personnel should provide CPR prior to the arrival of the ambulance and emergency personnel.
3. When do you respond?
 - Immediately.
4. What will the follow-up be?
 - Appropriate school personnel completes Incident Report.

D. Additional Resources:

1. List of qualified CPR individuals in school (Staff Members With First Aid Training)
2. Illustrations of Heimlich maneuver (<https://www.mayoclinic.org/first-aid/first-aid-choking/basics/art-20056637>)
3. Safety Kit for CPR as available through medical supply houses

VII. KNOWN ALLERGY

A. **Purpose:** To develop a crisis response on how to respond to a known allergy.

B. **What triggers the intervention process?**

An acute, immediate reaction to an allergic agent to which the student is hypersensitive. Reactions may include: generalized flush, severe anxiety, difficulty breathing, hives, coughing, wheezing, vomiting, turning blue, sitting up in order to breathe, or collapse.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Give prescribed medication, if available. Students with known allergic response should have on file written permission and protocol from individual source of care (private physician/clinic). See forms:
(Health and Emergency Information)
(Medication - Parental Consent for Administration)
 - b. Call school nurse and/or ambulance, or emergency medical technician/paramedic or equivalent depending on individual student's permission protocol.
 - c. Advise parents or guardian of incident.
2. Appropriate school personnel:
 - a. Administers any prescribed emergency medication.
 - b. Calls school nurse and ambulance or medical technician.
 - c. Notifies parents or guardian.
3. When do you respond?
 - Immediately, at first symptoms.
4. What will the follow-up be?
 - Appropriate school personnel completes forms:
(Medication - Administration Log/Record) and/or (Incident Report)

D. **Additional Resources:**

1. Staff Members With First Aid Training
2. Emergency numbers near or on telephone
3. <https://www.cdc.gov/> Center for Disease Control & Prevention
4. <https://www.hhs.gov/> U.S. Dept. of Health & Human Services
5. <https://www.nih.gov/> National Institutes of Health
6. <https://www.nlm.nih.gov/> National Library of Medicine

VIII. UNKNOWN ALLERGY

A. Purpose: To develop a crisis response on how to respond to an unknown allergic reaction.

B. What triggers the intervention process?

An acute, immediate reaction to an allergic agent to which the student is hypersensitive. Reactions may include generalized flush, severe anxiety, difficulty breathing, hives, coughing, wheezing, vomiting, turning blue, sitting up in order to breathe, or collapse.

C. Procedures:

1. Identify appropriate procedure.
 - a. Call for school nurse and/or ambulance, emergency medical technician/paramedic or equivalent.
 - b. Advise parents or guardian of incident.
2. Appropriate school personnel:
 - a. Calls ambulance.
 - b. Notifies parents or guardian.
3. When do you respond?
 - Immediately.
4. What will the follow-up be?
 - Appropriate school personnel completes forms:
(Medication - Administration Log/Record) and/or (Incident Report)

D. Additional Resources:

1. List of emergency telephone numbers

Attachment A-3
SCHOOL NAME
HEALTH AND EMERGENCY INFORMATION
(Sample)

Student's Name: _____ Grade: _____

1. Please check if student has been chronically diagnosed, by his/her physician, with any of the following problems:

____ ADD/ADHD	____ Arthritis	____ Asthma
____ Chronic Stomach Aches	____ Depression	____ Diabetes
____ Earaches	____ Epilepsy	____ Eye Problems
____ Free Bleeder	____ Frequent Sore Throat	____ Headaches (Chronic)
____ Headaches (Migraine)	____ Hearing Difficulty	____ Heart Problems
____ Hernia	____ Nose Bleeds	____ Other (explain in #8)
____ Seizures	____ Skin Problems (Dermatitis, Psoriasis, etc.)	

Recent Surgery? Please explain: _____

3. Has student had an allergic reaction to any of the following?

____ Alcohol ____ Ant Bites ____ Antiseptic Sprays (Bactine[®], Solarcaine[®], etc.)
____ Bee Stings ____ Latex ____ Peroxide ____ Sutures ____ Tape

4. Other specific allergies (foods, medications, etc.)?

5. Does student wear any of the following?

____ Artificial Limb ____ Contact Lenses ____ False Teeth ____ Glasses
____ Glass Eye ____ Hearing Aide ____ Pacemaker ____ Wig (Hair Loss)

6. Is student on any daily/long term medication? Please explain:

7. Authorized Medication and Dosage: _____

8. Does student have any special problem or chronic disability of which school officials should be aware? _____

9. Please add specific instructions for special conditions.

SCHOOL NAME
HEALTH AND EMERGENCY INFORMATION
(Sample)

Student's Name: _____ Grade: _____

Date of Birth: _____ Home Phone: _____

Home Address: _____

Father: _____ Work Phone: _____ Cell Phone: _____

Mother: _____ Work Phone: _____ Cell Phone: _____
(Please indicate if either of the above is a step-parent.)

Please list the emergency numbers of three in-town friends or relatives who can be contacted in the event of an emergency when the parents cannot be reached. Place a check mark in the boxes next to the names of those individuals who are authorized to pick up your child/children from school, or, for those students driving themselves, may authorize their early dismissal.

Name Relationship to Student Home Phone Work Phone

Name Relationship to Student Home Phone Work Phone

Name Relationship to Student Home Phone Work Phone

Name Relationship to Student Home Phone Work Phone

Name Relationship to Student Home Phone Work Phone

Name of Student's Doctor: _____

Doctor's Phone # and Address: _____

Preferred Hospital: _____

Health Insurance Plan (other than School Policy): _____

Policy Holder's Name: _____ Policy #: _____

I hereby authorize the persons indicated above to act on my behalf in making decision regarding the release of my child/children from school. Further, as a parent and/or legal guardian, I authorize the treatment of my child/children in the event of a medical emergency which may endanger his or her life, cause physical disability or undue discomfort if delayed. This authorization is granted only after a reasonable effort has been made to contact me.

Signed: _____ Date: _____

Parent or Legal Guardian

Attachment A-4
SCHOOL NAME
INCIDENT REPORT
(For School Use)

Name of Student: _____ Gender: _____ Age: _____ Grade: _____

Name of Parent/Guardian: _____

Date of Injury: _____ Time: _____ Specific Location: _____

Name of Adult(s) Responsible for Supervision: _____

Activity at Time of Injury: _____

Description of Accident (Event): _____

Who witnessed the accident (incident) and give phone numbers (if not students): _____

Description of Injury: _____

Was first aid administered? _____ Yes _____ No *If yes, by whom? _____

Describe any emergency medical or first aid procedures administered: _____

Were paramedics summoned? _____ Yes _____ No

Were police summoned? _____ Yes _____ No

Was the injured student referred for medical treatment? _____ Yes _____ No

*If yes, by whom? _____ And to whom was student referred? _____

How did the injured student leave the scene of the accident (incident)? _____

Was a parent or guardian notified? _____ Yes _____ No

*If yes, by whom? _____ And who was contacted? _____

Was the student hospitalized? _____ Yes _____ No

Report prepared by: _____ Date: _____

Principal's signature: _____ Date: _____

Attachment A-5
INCIDENT REPORT - EVALUATION O
(Optional, For School Use)
F PROCEDURES

Name of Student(s): _____ Grade(s): _____

School: _____

Date of Incident: _____ Time of Incident: _____

Nature of Incident and Description: _____

Incident Reported by: _____

Incident Observed or Witnessed by: _____

Check the Steps Taken:

_____ Called 911 _____ Contacted All Parents before Dismissal

_____ Called CSO _____ Contacted Bus Drivers

_____ Evacuated Buildings _____ Other Steps Taken _____

_____ Secured Students in Building _____

_____ Dismissed School _____ First Aid Issued

_____ Contacted Parents of Students Involved _____ Issued Alert by: _____ Memo

_____ P. A.

_____ Walkie-Talkie

_____ Other

Recommended Follow-Up (i.e. letters to parents, referral to counselor, assess campus security):

Recommended Follow-Up Reviewed by: _____

Signature of Principal or Designee _____ Date

Signature of Person Completing Incident Evaluation Report _____ Date

Attachment A-8
SCHOOL NAME
MEDICATION - SUPPLY FORM
(Sample)

Name: _____ **Date:** _____

Grade and Section: _____

Medication: _____

Remaining Doses: _____

Parents or guardians, your child's medication supply is low. Please bring in medication to the school nurse as soon as possible. Times for bringing medications are between _____.

Thank you for your cooperation.

Name, School Nurse
Name of School

CHAPTER THREE NATURAL DISASTERS

I. DIOCESAN POLICY

6.7: Emergency Planning Procedures

An emergency disaster is to be considered as a “sudden and extraordinary misfortune, bringing with it destruction of life or property”. There are numerous events which might constitute a disaster:

1. *Natural disaster: hurricane, flood, tornado, lightning, etc.*
2. *Man-made disasters: fire, toxic chemical spill, nuclear attack, civil riot, bomb explosion, etc.*

It is the principal’s responsibility to see that all personnel know exactly what to do in an emergency. There shall also be written instructions and appropriate phone numbers for police and fire department readily available.

Schools should designate a shelter area or areas in the building to accommodate students. Civil Defense authorities should be asked to inspect these areas and to advise on their suitability. Emergency exit routes and procedures must be published and displayed in all rooms of the school. Plans should be developed prior to, and not after, disasters occur.

The regular school signaling system may be used to indicate when shelter drills are to be held; however, the alarm which signals these drills, should be different from that used for fire drills.

6.7.4: School Closing

Normally school closing due to an emergency will parallel public school closing.

In East Baton Rouge Parish, emergencies occurring prior to the opening of the school will be announced over the local radio and television stations by 6:00 a.m. When school is already in session and an emergency occurs, the schools will be contacted by the Diocesan Superintendent of Schools, and/or East Baton Rouge Transportation Department. Announcement of such closing will also be reported to the local radio and television stations.

Schools located outside of East Baton Rouge should contact their local public school authority during an emergency and proceed accordingly, as the local situation dictates. Principals, at their earliest convenience, should inform the Diocesan Superintendent of Schools of such emergency closings.

6.7.5.1: Diocesan School System

Our schools have no legal obligation relative to a disaster except to provide protection to children who are in the school at the time of the disaster. However, the Catholic Schools Office has made the schools in the system and the Catholic Life Center available to Civil Defense and the Red Cross for shelter purposes.

6.7.3: General Procedure Information

6.7.1: Notice to Parents

Parents should be notified by the principal using the automated messaging service chosen by the principal. The school handbook and bulletins should contain the general procedures for dismissal and/or holding students in school during emergencies. Parents should be urged to make arrangements with neighbors or friends to take care of their children if they are customarily not at home during school hours. The parents should be encouraged to instruct their children about such plans.

6.7.2: Identification for Pupils

In order to identify children, principals may wish to institute a system of identification. Identification should be prepared by each teacher and kept ready to be attached to each child if it appears that the teacher may be separated from her class. The front of the identification should show the child's name, parent's name, address and telephone number. The back of the identification can be used to list the names of persons authorized by the parent to take custody of the child as well as lists of allergies or any special medical needs.

6.7.5.4: Building Evacuation

- 1. At the signal, designated students should lead the class in a single column through the designated evacuation route: the teacher, after checking the room, should bring up the rear.*
- 2. Students should be held beyond usual dismissal time, if necessary.*
- 3. Notify Police and/or Fire Department, the Diocese of Baton Rouge Catholic Schools Office, and request assistance if needed.*

6.7.5.4: Holding Students in School During Emergencies

When hazardous conditions exist in the vicinity of a school, consideration should be given to the best means of protecting the students.

- 1. The principal or person in authority is to exercise immediate control.*
- 2. Students should be held beyond usual dismissal time, if necessary.*
- 3. Notify Police and/or Fire Department, the Diocese of Baton Rouge Catholic Schools Office, and request assistance if needed.*

6.7.3: Communications

Each school should have a weather alert radio and at least one battery-powered radio for emergency use. If an emergency condition is imminent, someone should be designated to listen to these radios constantly for instructions issued from official sources.

6.8: Fire Safety

Principals should be familiar with state fire regulations and local codes, and principals should conduct fire drills and other disaster drills at least once a month. An exact record of the dates of the drills and the time required to evacuate the building must be kept on file.

Complete fire drill instructions should be distributed to and reviewed at regular intervals with teachers, custodians and students. Written instruction should be posted in each room, giving specific routes to be followed by the occupants of that room.

Fire alarm signal is to be one long continuous sound. In the event of electrical failure, the signal should be given by manual school bells.

Fire extinguishers should be maintained and placed in the school according to governmental regulations.

All exit doors are to be clearly marked. Exit doors are not to be locked from the inside during the school day.

Corrections and suggestions offered by the fire marshal and by the school's insurance company are to be complied with as soon as possible.

6.9: First Aid Preparedness

At the beginning of each school year, the principal should determine which faculty members are trained to give First Aid/C.P.R.

Plans should be made for a specific area to be designated as an emergency First Aid Station, and qualified personnel should be assigned to duty there in the event of a disaster. Necessary equipment and supplies should be made available.

Faculty members are urged to take the Red Cross First Aid Course, available to them free of charge.

II. RELEASE OF HAZARDOUS MATERIALS OUTSIDE THE BUILDING

A. **Purpose:** To develop a crisis response to release of hazardous material outside the building.

B. **What triggers the intervention process?**

Release of hazardous materials outside the building.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Evacuate or stay inside away from windows and doors, based on the decision of the local emergency authority and/or received through ring down message, where applicable. See Procedure for Evacuating a School Building.
 - b. If staying inside, determine if windows and doors need to be closed and ventilation systems turned off.
 - c. Seal gaps around windows, doors, vents, and transoms with duct tape.
2. Appropriate school personnel:
 - a. Monitors radio reports for evacuation.
 - b. Identifies a building at a different safe-site to be used for evacuation. Go at least a half-mile from danger area. Building site is _____.
 - c. Calls 911.
 - d. Contacts Transportation Department.
 - e. Monitors for "all clear" and then "secure", where applicable.
 - f. Contacts Catholic Schools Office.
3. When do you respond?
 - When release of materials occurs or when emergency or plant alarms are activated.
4. How will the response be carried out?
 - Evacuation to another area to be determined beforehand.
5. What will the follow-up be?

Appropriate school personnel:

 - a. Coordinates assistance for injured.
 - b. Contacts pastor and Catholic Schools Office.
 - c. Contacts parents through automated calling, texts, emails, or other media.
 - d. Coordinates attendance for everyone after evacuation.
 - e. Coordinates dismissal arrangements.
 - f. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources:

1. Office of Emergency Preparedness telephone numbers
2. Parent home and work telephone numbers
3. Disaster Supply Kit

III. RELEASE OF HAZARDOUS MATERIALS WITHIN THE BUILDING

- A. Purpose:** To develop a crisis response to release of hazardous materials (inside building).
- B. What triggers the intervention process?**
1. Odor of released chemicals.
 2. Knowledge of released chemicals.
- C. Procedures:**
1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Principal assesses need to evacuate and determines if injury has occurred.
 - b. Evacuate building (see Chapter 1, Section IV).
 - c. Follow primary or secondary routes.
 2. Appropriate school personnel:
 - a. Calls 911.
 - b. Checks attendance.
 - c. Coordinates attendance reports.
 3. When do you respond?
 - Immediately.
 4. What will the follow-up be?
Appropriate school personnel:
 - a. Contacts pastor and Catholic Schools Office.
 - b. Identifies another building as a safe site.
 - c. Coordinates assistance for injured.
 - d. Coordinates dismissal arrangements.
 - e. Contacts parents through automated calling, texts, emails, or other media.
 - f. Evaluates process and files Incident Report – Evaluation of Procedures.
- D. Additional Resources:**
- List of emergency telephone numbers

IV. FIRE

A. Purpose: To develop a crisis response to a fire.

B. What triggers the intervention process?

1. Smoke.
2. Fire.
3. Alarm.

C. Procedures:

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Pull local alarm.
 - b. Evacuate building (see Chapter 1, Section IV).
 - c. Follow posted evacuation route.
 - d. No attempt should be made on the part of personnel to extinguish the fire until the safety of all pupils is assured.
 - e. Students should not be permitted to re-enter the building until permission is given by the Fire Department officer in charge at the scene.
2. Appropriate school personnel:
 - a. Calls 911.
 - b. Checks attendance.
 - c. Coordinates attendance check.
3. When do you respond?
 - Immediately.
4. What will the follow-up be?

Appropriate school personnel:

 - a. Coordinates assistance for injured.
 - b. Contacts pastor and Catholic Schools Office.
 - c. Coordinates arrangements to dismiss.
 - d. Contacts parents through automated calling, texts, emails, or other media.
 - e. Designates nearby facility in case of inclement weather or long waits.
 - f. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources:

- List of emergency telephone numbers

V. TORNADO

A. **Purpose:** To develop a crisis response to a tornado.

B. **What triggers the intervention process?**

1. *Tornado Watch:* tornado may develop. Continue normal operations.
2. *Tornado Warning:* tornado has been detected. Put plan into operation.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Take students to designated safety point, usually interior room or inside hallway, lowest level possible. Gather medicine, class lists, nametags, emergency bags.
 - b. Rooms such as gymnasium should not be used.
 - c. Stay away from glass; gather in center of room.
 - d. If inside, use arms to protect head or seek secure shelter under sturdy furniture.
 - e. If outdoors and cannot get inside:
 - 1) Appropriate school personnel alerts students and staff to seek emergency shelter.
 - 2) Lie in ditch and cover head.
 - f. Appropriate school personnel turns off gas, water, and electricity if danger is imminent or if instructed by local officials.
 - g. Near end of school day, secure students in safest area.
2. Appropriate school personnel:
 - a. Monitors weather bulletins and provides information to staff.
 - b. Sounds alarm that sounds different from fire alarm bell.
 - c. Delays transportation home until safe.
 - d. Takes attendance.
 - e. Coordinates attendance check.
3. When do you respond?
 - When tornado has been detected (*Tornado Warning*).
4. What will the follow-up be?

Appropriate school personnel:

 - a. Calls emergency personnel.
 - b. Contacts pastor and Catholic Schools Office.
 - c. Arranges transportation, if warranted.
 - d. Contacts parents through automated calling, texts, emails, or other media.
 - e. Listens to emergency radio for "All Clear" signal.
 - f. Delays dismissal until determined safe.

- g. Coordinates release of students to parents.
- h. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources:

- Disaster Supply Kit

VI. HURRICANE

- A. Purpose:** To develop a crisis response to a hurricane.
- B. What triggers the intervention process?**
1. *Hurricane Watch:* hurricane possible within 24-36 hours.
 2. *Hurricane Warning:* hurricane will hit land within 24 hours.
- C. Procedures:**
1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Evacuate if directed to do so by authorities (see Chapter 1, Section IV).
 - b. Appropriate school personnel contacts parents.
 - c. If advised to remain, stay indoors and away from windows.
 - d. All loose boards or debris should be disposed of or stored in a safe place.
 - e. All window shades should be completely rolled on the rollers. Venetian blinds should be lowered and securely fastened in the bottom brackets; if there are no bottom brackets, the blind should be raised to the top.
 - f. All books, papers, computers, and other equipment should be moved as far away as possible from windows or other areas that might be damaged and admit water to the building. Store these items at least two or three feet above the floor to protect them from water damage due to flooding.
 - g. Office records, student records and similar papers should be given maximum protection and should receive prompt attention after the storm.
 - h. All valuable equipment, such as office machines, projectors, television sets, etc., should be locked up in a secure place offering maximum protection against theft, windstorm damage and rising waters.
 - i. All items such as garbage cans, cartons, tin cans, and other miscellaneous items should be stored inside the building.
 - j. Designated school personnel should be available to perform duties as required in the event that the schools are used as emergency shelters.
 2. Appropriate school personnel:
 - Listens to radio to monitor conditions and sends information to staff.
 3. When do you respond?
 - After speaking to authorities and Catholic Schools Office.
 4. What will the follow-up be?
Appropriate school personnel:
 - a. Coordinates dismissal arrangements.
 - b. Contacts parents through automated calling, texts, emails, or other media.
 - c. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources

- Disaster Supply Kit
- National Hurricane Center website: <https://www.nhc.noaa.gov/>
- Red Stick Ready website (Local): <http://redstickready.com/>

VII. EARTHQUAKE

A. Purpose: To develop a crisis response to an earthquake.

B. What triggers the intervention process?

An earthquake.

C. Procedures:

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Stay in building.
 - b. Take shelter under desks, tables, or furniture.
 - c. Hold onto leg of furniture.
 - d. Stay away from windows and electrical appliances.
 - e. Outdoors: stay clear of building, trees, and power lines. Stay in the open.
2. Appropriate school personnel:
 - a. Designee shuts off utilities if instructed to do so by local authorities (unless you are in imminent danger from something like an obvious gas leak).
 - b. Check attendance.
 - c. Coordinates attendance.
3. When do you respond?
 - Immediately.
4. What will the follow-up be?

Appropriate school personnel:

 - a. Prepares for aftershocks.
 - b. Calls emergency personnel and coordinates assistance for injured.
 - c. Shuts off utilities, if needed.
 - d. Coordinates dismissal arrangements.
 - e. Contacts parents through automated calling, texts, emails, or other media.
 - f. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources:

- Disaster Supply Kit

VIII. THUNDERSTORM WITH LIGHTNING

- A. Purpose:** To develop a crisis response to severe thunderstorm with lightning.
- B. What triggers the intervention process?**
1. *Severe Thunderstorm Watch:* thunderstorm may develop.
 2. *Severe Thunderstorm Warning:* thunderstorm is imminent.
- C. Procedures:**
1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Remain indoors, or come inside.
 - b. If outdoors, crouch in a low spot, put hands on knees, bend forward. Don't lie flat. Avoid tall structures.
 - c. Stay away from open doors and windows, radiators, metal pipes, sinks and plug-in electrical appliances.
 - d. Do not use electrical equipment.
 - e. Do not use the telephone during the storm.
 2. Appropriate school personnel:
 - a. Checks attendance.
 - b. Coordinates attendance reports.
 - c. Principal monitors weather conditions and provides information to faculty and staff.
 3. When do you respond?
 - When lightning is first observed.
 4. What will the follow-up be?
Appropriate school personnel:
 - a. Coordinates assistance for injured.
 - b. Contacts pastor and Catholic Schools Office.
 - c. Coordinates dismissal arrangements.
 - d. Contacts parents through automated calling, texts, emails, or other media.
 - e. Evaluates process and files Incident Report – Evaluation of Procedures.
- D. Additional Resources:**
- Disaster Supply Kit

IX. EXPLOSION

A. Purpose: To develop a crisis response to an explosion.

B. What triggers the intervention process?

An explosion.

C. Procedures:

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Evacuate building (see Chapter 1, Section IV).
 - b. Adjust evacuation routes, if necessary.
 - c. No attempt should be made on the part of personnel to extinguish the fire until the safety of all pupils is assured.
 - d. Pupils should not be permitted to re-enter the building until permission is given by the Fire Department officer in charge at the scene.
2. Appropriate school personnel:
 - a. Notifies emergency response organization.
 - b. Checks attendance.
 - c. Coordinates attendance report.
3. When do you respond?
 - Immediately.
4. What will the follow-up be?

Appropriate school personnel:

 - a. Coordinates assistance for injured.
 - b. Contacts pastor and Catholic Schools Office.
 - c. Contacts parents through automated calling, texts, emails, or other media.
 - d. Arranges transportation to alternate site.
 - e. Coordinates releasing students to family.
 - f. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources:

- Disaster Supply Kit

X. FLOOD

A. Purpose: To develop a crisis response to a flood.

B. What triggers the intervention process?

Flash flood or flood warning.

C. Procedures:

The principal will monitor weather conditions.

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Be prepared to evacuate if necessary (see Chapter 1, Section IV).
 - b. Determine location to place evacuated students.
 - c. Move to highest level in building.
 - d. If outdoors, climb to highest ground.
2. Appropriate school personnel:
 - a. Checks attendance.
 - b. Coordinates attendance reports.
 - c. Coordinates transportation to alternate site, if needed.
 - d. Contacts Catholic Schools Office.
3. When do you respond?
 - When advised by the local emergency agency or Catholic Schools Office.
4. What will the follow-up be?

Appropriate school personnel:

 - a. Stays tuned to radio station.
 - b. Coordinates assistance for injured.
 - c. Contacts pastor and Catholic Schools Office.
 - d. Contacts parents through automated calling, texts, emails, or other media.
 - e. Coordinates release of students.
 - f. Evaluates process and files Incident Report – Evaluation of Procedures.

D. Additional Resources:

- Disaster Supply Kit

XI. UTILITY SERVICES EMERGENCIES

A. **Purpose:** To develop a crisis response to the disruption of utility services.

B. **What triggers the intervention process?**

Any interruption or loss of a utility service or power source.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - Each school needs to establish procedures for restoring systems.
2. Appropriate school personnel:
 - a. Determines impact of disruption.
 - b. Calls local authority to determine possible length of disruption.
 - c. May dismiss early after consultation with Catholic Schools Office.
 - d. Notifies transportation department if early dismissal is necessary.
 - e. Notifies parents through automated phone system, e-mail, text messages, or other media, etc.
3. When do you respond?
 - At a loss of service.
4. What will the follow-up be?
 - a. Appropriate school personnel evaluate procedures.
 - b. Files Incident Report – Evaluation of Procedures.

D. **Additional Resources:**

- List of emergency telephone numbers

XII. BUS ACCIDENT

A. **Purpose:** To develop a crisis response for bus accident.

B. **What triggers the intervention process?**

Bus accident.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.

Appropriate school personnel:

- a. Evacuates bus, if necessary.
- b. Provides emergency treatment. Don't move victims unless absolutely necessary.
- c. Calls 911.
- d. Notifies principal who calls Catholic Schools Office.

2. When do you respond?

- Immediately.

3. What will the follow-up be?

Appropriate school personnel:

- a. Contacts pastor and Catholic Schools Office.
- b. Contacts parents through automated calling, texts, emails, or other media.
- c. Speaks with students involved.
- d. Evaluates process and files Incident Report – Evaluation of Procedures.

D. **Additional Resources:**

1. List of emergency telephone numbers
2. List of school information on bus drivers and student bus assignments

XIII. TRAFFIC ACCIDENT, OTHER EMERGENCY

A. **Purpose:** To develop crisis response to traffic accident/other emergencies.

B. **What triggers the intervention process?**

Accident, other emergency.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.

Appropriate school personnel:

a. Calls 911.

b. Assigns available personnel to isolate emergency, delay dismissal, if necessary.

c. Keeps students away from emergency.

2. When do you respond?

- Immediately.

3. What will the follow-up be?

Appropriate school personnel:

a. Coordinates assistance for injured.

b. Contacts parents.

c. Speaks with students involved.

d. Evaluates process and files Incident Report – Evaluation of Procedures.

D. **Additional Resources:**

- List of emergency telephone numbers

CHAPTER FOUR WEAPONS AND VIOLENCE

NOTE: For this chapter, be sure your school's practice drills include evacuation to the farthest perimeter or designated meeting place, as would be needed in the event of a bomb threat, for example. Also include a "Drop Drill" where all are to drop in place on the floor or ground and cover their heads. Continue this position until further directions. Another drill which should be practiced is "Lock-Down Drill" so that an armed or threatening person would not have access to other classrooms or areas of campus. Also note that in the case of a church parish school, the pastor and/or church office personnel should be notified of any incidents of weapons or violence on the school campus, as should anyone else in close proximity to the school who could be at risk. It may also be appropriate to call on the pastor in some instances to participate in negotiations, administrative decision-making, and spiritual counseling.

I. DIOCESAN POLICY

4.9.2.12: Possession of Weapons

It is a crime for any student or non-student to carry a firearm or concealed weapon on campus or school bus and should be reported to police. The principal is required to notify the parents of any student who is arrested for carrying a concealed weapon on campus or a school bus.

4.9.2.6: Search and Seizure Policy for Diocesan Schools

In that the legal relationship between the Catholic school and the student (or student's parents/guardians) is one of contract law, the Catholic school handbook or rules and regulations governing the school operations must contain a statement concerning the use of lockers, the possession of illegal substances and objects, and the resulting disciplinary action for violation of the school rules in these areas.

A school parish is co-tenant of lockers and desks and reserves the right to search them at any time without notice.

School officials (2 or more) may search student(s), his/her belongings, (i.e., including but not limited to handbag, briefcase, bookbag) and vehicle driven by student, if one or more of the following exist:

- 1. The students are warned in writing (student/parent handbook) that searches may be conducted.*
- 2. The administrator has suspicion that contraband, illegal substances or objects or stolen property are being concealed or that a violation of a school rule related to the maintenance of discipline in the school has been committed.*

Any vehicle driven to school by a student and is on campus, or is adjacent streets, is subject to search upon reasonable suspicion.

*The search of a student(s), his/her belongings, shall be conducted by no less than two (2) school officials (at least one (1) the same gender as the student when possible). The search shall be should be conducted with a minimum of embarrassment to the student(s), preferably in the privacy of an administrator's office. Strip searches **shall not** be conducted.*

4.9.2.13: Student Involvement with Law Officers

If requests are received from police officers or other governmental investigative agents to have students released into custody and/or to interrogate students within the building, the following measures are to be observed:

- 1. Parents must be contacted and either be present or give written consent prior to any action. (faxed or emailed consent is acceptable)*
- 2. Any such interrogation within the school building shall be in the presence of the principal or other assigned staff member.*
- 3. The student's right to complete privacy shall be safeguarded.*
- 4. Information regarding a student must not be released without permission of the parents.*
- 5. Private investigators, lawyers, or representatives of insurance agencies are not governmental agents and shall not be allowed to interrogate or obtain information about students. The principal must request that governmental agents present the credentials and obtain prior parental consent.*

II. FIREARMS HANDLING

- A. If a gun is found on the school campus, DO NOT TOUCH THE GUN and do not let it out of your sight.
- B. Post an adult to guard the gun, and notify the school office. In the event there is not another adult available, stay with the firearm and send a responsible person to notify the office. If alone, wait until someone comes within hearing range so help can be summoned. NEVER touch the weapon, or leave the firearm unattended or attended by a student.
- C. If handed a firearm:
 - 1. Remain calm.
 - 2. Consider it loaded.
 - 3. Grasp it by the handle only.
 - 4. Immediately point it in a safe direction.
 - 5. Place the gun on the ground and refer to letter B.

According to the National Rifle Association, a “safe direction” is defined as:

Safe Direction means that the gun is pointed so that even if it were to go off, it would not cause injury. The key to this rule is to control where the muzzle, or front end of the barrel, is pointed at all times. Common sense dictates the safest direction, depending on different circumstances.

When applying the “safe direction” rule, one must use logic and commonsense. For example, do not point the gun at the ceiling if there is another floor of classrooms upstairs, and do not point it down at the floor if on the second story of the building.

III. STUDENT POSSESSING WEAPON AT SCHOOL OR WEAPON FOUND ON SCHOOL GROUNDS

- A. Purpose:** To develop a protocol for responding to report of a weapon at school.
- B. What triggers the intervention process?**

Anyone who reports a student possessing a weapon at school (locker, backpack, pocket, vehicle, etc.) or who reports a weapon found on the school grounds, not in anyone's possession.

D. Procedures:

1. If a weapon is found on school grounds, not in anyone's possession:
 - a. Post an adult to stay with the weapon to prevent handling, contamination of possible fingerprints or other evidence.
 - b. Notify principal or designee who will call police. See Guidelines for Requesting Police Assistance and information on Firearms Handling (Chapter 4, Section II).
 - c. Appropriate school personnel will notify the Catholic Schools Office of the weapon found.
2. If a weapon is reported in a student's possession (backpack, locker, pocket, etc.):
 - a. Follow Diocesan policy on search and seizure and Diocesan policy on weapons (found at the beginning of this chapter).
 - b. Appropriate school personnel will contact parent and police. Refer to listing of Additional Resources below for needed documents.
3. If judged to be life threatening, as would be the case of not being able to find or seize the reported weapon:
 - a. Call police and consider a Lock Down alarm to protect students in other classrooms and other areas of the campus. It would be safer to isolate students from the weapon by lock down rather than moving them and risking contact with the student possessing the weapon.
 - b. Faculty and staff will be notified to resume normal activity when weapon has been secured by the police and there is no immediate threat to others.
4. If students are aware that a crisis has occurred (i.e., it was necessary to use an alarm code or conduct a lock-in), school counselor or administration will provide a follow-up explanation to the students and communicate by letter to parents. Consult the Catholic Schools Office for approval of the letter before sending it home to parents. If student(s) had contact with or observed the threatening person in possession of the weapon, the effects could have been traumatic and after explaining the situation to the student(s), follow up by providing or recommending individual counseling as needed. Depending on the extent of the situation, the Diocesan crisis counseling team may need to be called to help at the school.
5. Complete Incident Report - Evaluation of Procedures.
6. Evaluate with faculty after the crisis to identify any procedural changes needed.

D. Additional Resources:

Students At Risk - Harassment Report

Students At Risk - Parent Agreement and Release Form

Students At Risk - Procedures for Evaluation

Students At Risk - Return to School Plan

[Weapons - Gun Free Schools Act](#)

IV. STUDENT OR INTRUDER THREATENING WITH WEAPON

A. **Purpose:** To develop a protocol for responding to a report of a student or intruder threatening with a weapon.

B. **What triggers the intervention process?**

Any report of a student or intruder threatening with a weapon.

C. **Procedures:**

1. When a crisis incident occurs, a teacher should act in a reasonable manner and consider the priorities of securing the children, calling 911, and notifying the principal or designee. See Firearms Handling (Chapter 4, Section II).
2. Determine the campus location of the threat and lock in all other areas of campus to deny that student or intruder access to other students or personnel. If at all possible, clear halls, bathrooms and playground of students.
3. Principal or designee determines a strategic place from which police may work. Allow police to take over when they arrive (Guidelines for Requesting Police Assistance).
4. Notify and consult with the Catholic Schools Office regarding statement for media. Designated staff field incoming phone calls and address media with prepared statement, or refer them to the Catholic Schools Office for statement if directed to do so (see Chapter 1, Section III).
5. Designated person summons ambulance to save time in the event of an injury.
6. Whoever is in closest contact with the student or intruder presenting the threat should consider the following:
 - a. If trapped in contact with the perpetrator, remain calm.
 - b. Do not say or do anything that may agitate the individual.
 - c. Express desire or willingness to cooperate/sympathize with the perpetrator.
 - d. Do not attempt to disarm the person wielding a weapon.
 - e. Talk in a very calm manner, soft tone, and low volume.
 - f. Try to distract the individual with conversation.
 - g. Never block an escape route for an individual threatening violence.
7. If the principal or administrative office is under siege by the person with the weapon, the designated staff member next in command will follow the procedural steps above and designate another area of the school campus as a communications/police headquarters. Since the P.A. system would be inaccessible in such a case, the designated next in command will determine the best means of communication and initiate such communication.
8. Evacuation would not be safe since movement of students might provide the person with the weapon access to more people.
9. Police will determine and administration will communicate all clear.
10. School counselor and Diocesan crisis counseling team will address students first as a group, then individually on an as needed basis.
11. Principal or designee will determine when school should be dismissed. Parents will be contacted by automated calling, texts, emails, or other media. A letter

will be sent explaining the incident, how it was handled, and what help will be provided for students when they return to school. The Catholic Schools Office must approve draft of letter to parents. Transportation Department should be called regarding buses.

12. Process incident with faculty to determine changes needed in procedure.
13. Complete Incident Report - Evaluation of Procedures.

D. Additional Resources:

Students At Risk - Harassment Report

Students At Risk - Parent Agreement and Release Form

Students At Risk - Procedures for Evaluation

Students At Risk - Return to School Plan

[Weapons - Gun Free Schools Act](#)

V. STUDENT OR INTRUDER MAKING VERBAL OR PHYSICAL THREATS

A. **Purpose:** To develop a protocol for responding to a student or intruder making verbal or physical threats.

B. **What triggers the intervention process?**

Any report of a student or intruder making verbal or physical threats.

C. **Procedures:**

1. Notify principal or designee and school disciplinarian or school counselor, if applicable. The school should already have written rules and discipline procedures developed and distributed to parents and students before the start of each school year. Follow hierarchy of consequences for dealing with such threats from a student. Isolate student(s) from person(s) being threatened. Contact parent for conference. Communicate provisions for this student returning to school. Refer to listing of Additional Resources (letter D) for needed documents.
2. In the event of a serious attack or if a fight breaks out:
 - a. Notify principal or designee.
 - b. If it is reasonable, an attempt should be made to subdue those initiating an attack.
 - c. Request police or ambulance if needed (Guidelines for Requesting Police Assistance).
 - d. Have school nurse or designated personnel provide first aid if required.
 - e. Contact parent or guardian of students directly involved.
 - f. Follow through with consequences for students participating in the fight.
 - g. In the event of a sexual assault, do not allow victim to wash or change clothing.
3. Meet with faculty involved to process the incident and get suggestions for any procedural changes needed.
 - a. Follow through with consequences designated in school's discipline plan.
 - b. Conference with parents of students involved.
 - c. Provide in-school counseling for students involved or provide a counseling referral to a professional in the community.
4. Administration will inform any potential victims and their parents of any valid threat.
5. File Incident Report - Evaluation of Procedures.

D. **Additional Resources:**

Students At Risk - Harassment Report

Students At Risk - Parent Agreement and Release Form

Students At Risk - Procedures for Evaluation

Students At Risk - Return to School Plan

[Violence - Gang and Gang Activity](#)

VI. HOSTAGE(S) TAKEN OR POTENTIAL FOR HOSTAGE-TAKING

A. **Purpose:** To develop a protocol for responding to a hostage or potential hostage situation.

B. **What triggers the intervention process?**

Report of a hostage taken or the potential hostage-taking.

C. **Procedures:**

1. See information on Firearms Handling (Chapter 4, Section II).
2. Notify principal or designee, police, and Catholic Schools Office.
3. The administrator or faculty involved, while waiting for police to arrive, should take whatever action necessary to stabilize the incident and provide for the safety of students and staff. Use Lock Down procedure and gather any students from halls, bathrooms, and playground.
4. Isolate intruder or student.
 - a. Do not attempt to disarm.
 - b. Remain calm.
 - c. Cooperate/sympathize with the perpetrator.
 - d. Stress with the students the importance of doing everything you tell them to do.
 - e. Less talk = less danger!
 - f. Never block an escape route for an individual threatening violence.
 - g. Allow police to take over as soon as they arrive.
5. Principal or designee determines a strategic place from which police can operate.
6. Principal or designee consults with the Catholic Schools Office regarding statement for media. Designated staff field incoming phone calls and address media with prepared statement (see Chapter 1, Section III).
7. Designated person summons ambulance to save time in the event of an injury.
8. If the perpetrator is not isolated and has freedom of movement through a building, teachers are to position students strategically in locked rooms, away from hall door or windows, crouching behind furniture or in storage spaces if possible. If principal or administrative office is under siege, the designated staff person next in command will follow the procedural steps and designate another area of the campus as a communications/police headquarters. Since the P.A. system would be inaccessible in such a case, this designated person would also determine the best means of communication and initiate such communication.
9. Evacuation may not be safe since movement of students might provide perpetrator a means of injuring or taking additional hostages.
10. Police will determine evacuation or all clear, and administration will communicate to all personnel.
11. School counselor and/or Diocesan crisis team counselors will address students first as a group, then individually on an as needed basis.

12. Principal or designee, after consulting with the Catholic Schools Office, will determine when school should be dismissed. Parents will be contacted by automated calling, texts, emails, or other media. A letter will be sent explaining the incident, how it was handled, and what help will be provided for students when they return to school. The Catholic Schools Office must approve draft of letter to parents. Transportation Department should be called regarding buses.
13. Process incident with faculty to determine changes needed in procedure.
14. File Incident Report - Evaluation of Procedures.

D. Additional Resource:

Guidelines for Requesting Police Assistance
Students At Risk - Harassment Report
Students At Risk - Parent Agreement and Release Form
Students At Risk - Procedures for Evaluation
Students At Risk - Return to School Plan

VII. BOMB THREAT

A. **Purpose:** To develop a protocol for responding to a bomb threat.

B. **What triggers the intervention process?**

A report of a possible bomb on the campus.

C. **Evacuating a school for a bomb threat:**

1. All school personnel should be familiar with this procedure and should have a copy of their school's safety manual and students' emergency information in a convenient place so that it can be easily taken on the way out in the event of an evacuation. Principal or designee calls 911 and assesses the need to evacuate. (Section D, Part 4 below for information to obtain from bomb threat caller.)
2. School's crisis team is activated if appropriate.
3. Evacuation code is communicated, but not by 2-way radio since radio transmission may cause a bomb to detonate. Students are to be gathered from areas where they may be separated from their class such as restrooms, stairwells, etc. Teachers should have roll books and students' emergency information.
4. Do not touch light switches, windows or doors. It is best if doors and windows are open in the event a bomb goes off, but do not take time to open them. (For a fire, doors and windows should be closed and lights turned off.)
5. Follow evacuation routes posted, unless detonation has already occurred and a route is blocked. Students should be directed to observe absolute silence.
6. Direct students to pre-designated meeting places at farthest perimeter of school grounds, depending upon where threat or damage is located. School personnel use best judgment.
7. Teachers will check roll, reporting any missing children to school administration.
8. Keep students calm and quiet and in the assigned waiting area. Remain with students at all times. Do not roam and converse with the other teachers, and do not allow students to roam or talk.
9. Wait for the all clear signal after the buildings have been searched by a bomb squad.
10. Principal or designee will make the decision whether or not to activate the automated phone calling to secure transportation for students. Transportation Department is to be notified regarding buses.

D. **Procedures:**

1. Do not communicate by 2-way radios or cell phones since these means of transmission may set off a bomb.
2. Notify principal or designee who then notifies police and Catholic Schools Office.
3. Communicate to faculty and students to evacuate school buildings and grounds to most distant secure meeting point. This is to have been pre-designated and practiced.

4. If the bomb threat was received by telephone, notify faculty/staff through spoken or written communication, not by P.A. or 2-way radios. Ask the caller these questions:
 - a. Where has the bomb been placed?
 - b. When will it explode?
 - c. What does the bomb look like?
 - d. What kind of bomb is it?
 - e. Why was it placed?
 - f. Who put it there?
 - g. Who are you?
 - h. Keep the caller on the phone as long as possible and record or write down the information for the police and school administration. Also record the time of the call, the date of the call, the exact words of the caller, the sex and approximate age of the caller, the caller's speech pattern or accent, and any background noises or other observations that might help with identification.
5. If a suspected bomb is received by mail or if a suspicious object is discovered, follow these guidelines:
 - a. Evacuate the buildings before further investigation.
 - b. Call 911 to summon police/bomb squad.
 - c. Secure the area to prevent re-entry.
 - d. Allow police to take over and provide for their access to necessary areas.
6. If police give all clear signal, return to classes and resume daily schedule. Contact the Catholic Schools Office to determine if a written communication should be sent to parents.
7. If threat continues or bomb is detonated, location of safe phones will be determined and automated phone calling will be activated by designated staff. Transportation Department is to be notified regarding buses.
8. If bomb is actually detonated before school is aware of threat:
 - a. Begin evacuation and administration of first-aid, contact EMS and other available ambulance services and emergency rooms, and contact police.
 - b. Appropriate school personnel will debrief faculty and students. Principal will prepare follow up letter for parents (to be approved by the Catholic Schools Office) and will decide when school will resume. Diocesan crisis team counselors will be made available for individuals and families.
9. Regardless of circumstances or type of bomb situation, all clear must be given by police before returning to school grounds.
10. Faculty will process the incident and discuss procedural changes needed.
11. File Incident Report - Evaluation of Procedures. If it is determined that a student initiated the bomb threat, principal will conference with that parent and impose consequences for that child.

D. Additional Resources:

Guidelines for Requesting Police Assistance

Students At Risk - Harassment Report

Students At Risk - Parent Agreement and Release Form

Students At Risk - Procedures for Evaluation

Students At Risk - Return to School Plan

[Weapons - Gun Free Schools Act](#)

VIII. GANG ACTIVITY

A. **Purpose:** To develop an awareness of and protocol for responding to gang activity.

B. **What triggers the intervention process?**

Report of suspected gang activity at or near the school and may include a drive-by shooting.

C. **Procedures:**

1. Alert principal, school counselor, or other appropriate school personnel of suspected gang activity. If gang activity is verified, notify Catholic Schools Office. Refer to [Violence - Gang and Gang Activity](#).
2. If suspected gang activity is being reported or observed, address through intervention. School administration and Diocesan crisis team counselors will meet with students involved and their parents.
3. If violent gang activity has been initiated, use Lock Down alarm; lock-in students to separate them from the violent gang activity.
4. Communicate with faculty so that they can secure children in their classrooms. Clear halls, bathrooms, and playground areas. Communicate with other staff who may be at risk.
5. Contact police and allow them to remove violent gang members. Contact parents of any students involved.
6. Appropriate school personnel will debrief faculty/staff and students.
7. Principal will prepare follow up communication to parents, if warranted, and will impose consequences if students are involved.
8. In the event of a drive-by shooting, any students outdoors in the area will be given the "Drop and Cover" direction (as in the Drop Drill which is to be practiced at school). Faculty on duty with students outside will remain with them on the ground. Faculty member closest to the office will attempt to notify appropriate school personnel so that Lock Down alarm can be issued.
9. Principal or designee will make the decision regarding evacuation of students.
10. The principal or designee will notify by the P.A. system when the all clear signal can be given. (Will consult with police if they have been called in.)
11. Follow up should include meeting with teachers and students to determine any other potential gang activity. Faculty should review information found in [Violence - Gang and Gang Activity](#) and inform the administration of any other students who could be involved. Students should be encouraged to come forward with any other information that might help avoid future incidents. Faculty/staff will process the incident and make suggestions for any changes needed to procedure.
12. File Incident Report - Evaluation of Procedures.

D. Additional Resources:

Guidelines for Requesting Police Assistance

Students At Risk - Harassment Report

Students At Risk - Parent Agreement and Release Form

Students At Risk - Procedures for Evaluation

Students At Risk - Return to School Plan

[Weapons - Gun Free Schools Act](#)

Attachment A-9

GUIDELINES FOR REQUESTING POLICE ASSISTANCE

1. When requesting police assistance, dial 9-1-1. Be very specific as to the problem at the school or its surrounding property. Tell WHAT the problem is, WHERE it is taking place, WHO is involved, WHY (if known), and WHEN the problem developed.
2. Describe the location of the entrance to the school grounds that the police should use, including cross streets, and, if applicable, where the door is located that they should use to enter the school building.
3. Depending on the nature of the problem, have appropriate school personnel at the designated door to meet them. If this is not practical, describe to them on the phone where they should come once they enter the building.
4. Designate a "command center" from which they can operate, and have a map of the school grounds ready for their reference.
5. If the problem involves student(s), have the student's personal information ready for the police. Make sure your Health/Emergency Information Forms for each student are kept up to date with changes in phone numbers and addresses of parents or guardians.
6. If the problem involves an outsider, have a good physical description of that person.
7. If the crisis involves communication security, make sure intercoms are off and phones with extensions that could be picked up by an intruder are not being used.
8. Never touch weapons or suspected explosive devices. Keep the area clear until the police or fire department arrives.

Attachment A-11
STUDENTS AT RISK - PARENT AGREEMENT AND RELEASE FORM
(Sample)
Include School Letterhead

I, _____ will obtain professional help within 24 hours for my child, _____, from _____, an appropriate mental health agency/facility/professional, approved by the school administration.

I authorize permission for the exchange of information, including written documentation with a summary of the evaluation, conclusion, and recommendations, between the above-named health agency/facility/professional and _____ School.

I understand that the school administration will determine my child's continued enrollment.

Parent/Guardian

Date

Witness

Witness

Attachment A-12
STUDENTS AT RISK - PROCEDURES FOR EVALUATION
For School Use Only

The following courses of action will be taken if therapy is required by the principal or designee to evaluate a student who threatens harm. Additionally, the agreed upon therapist is to be in contact with appropriate school personnel to keep them informed of the evaluation results and recommendations.

The evaluation or assessment may result in any one of the following courses of action:

1. **The student is not judged to be at imminent risk of harming him/herself or others.** If it is thought that counseling may be beneficial, the parents will be notified of this recommendation and therapy or a referral for therapy will be provided by the therapist who did the evaluation or assessment. Other school interventions, including discipline or intervention by the Diocesan Crisis Response Team, may also be considered.
2. **The student is judged not to be at immediate risk for causing harm, but counseling is deemed necessary** because of the current incident that resulted in the school requiring this evaluation or assessment. The student will be required to attend a therapy appointment before returning to school and will continue with the recommendations of the therapist. The parent will sign a "Students At Risk - Parent Agreement and Release Form". Documentation by the therapist must be provided to the school. Other school interventions, including discipline, may also be considered.
3. **The student is judged to be at immediate risk of harming him/herself or others. The school is to be notified by the agreed upon therapist who made this assessment.** The student may not return to school without treatment for potential suicide or self-injury, if this is the threat, or, if the threat is against one or more others, the student may be permanently expelled. If returning to school is an option, documentation including a summary, conclusions, and recommendations from the therapist must be provided to the school.
4. **If the parent/guardian chooses not to seek immediate professional help, the school will seek "Involuntary Treatment"** for a student presenting "a clear and present danger" in accordance with the Mental Health Act of 1976 (Section 302). The Coroner's Office will be contacted to provide the necessary means to insure the safety of the student and the school community.

In all cases, after consultation with the therapist, the principal will render a decision regarding the status of the student's enrollment.

Attachment A-13

STUDENTS AT RISK - RETURN TO SCHOOL PLAN
INFORMATION FOR PARENTS

Student's Name _____ Grade _____

School _____ Date _____

1. Your child must see a therapist before returning the school. The therapist you select to treat your child must be approved by the administration. Your child will not be allowed back to school until this appointment has taken place. You will need to bring written documentation from the therapist stating the therapist's recommendations for treatment. Continued enrollment is at the discretion of the administration.
2. Your child must receive a psychological/psychiatric evaluation prior to returning to school due to concerns that your child may be in imminent danger of harming him/herself or another person.
 - a. If this evaluation results in hospitalization, the following applies:
 - A Release of Information must be signed so that a school representative may talk to the treatment team.
 - Arrangements will be made with your child's teacher(s) to provide assignments for the time your child is in the hospital.
 - Upon return to school a meeting will be held. At that time an administrative decision will be made for continued enrollment. Release forms for information will be signed so that such information may be exchanged between your child's therapists and the school.
 - b. If this evaluation does not result in hospitalization, in order for the student to return to school, the following applies:
 - Written documentation is required from the psychologist/psychiatrist stating that it is his/her professional opinion that the student is not an immediate threat to him/herself or others.
 - The decision to allow the student to return to school is made at the discretion of the school administration.
3. Your child must have a therapy appointment, confirmed by the school within a week. Releases of information must be signed so that information may be shared between the school and the therapist. Continued enrollment is at the discretion of the administration.

Attachment A-14
VIOLENCE - GANGS AND GANG ACTIVITY
GANG MEMBERSHIP - FREQUENTLY ASKED QUESTIONS

1. **What is a gang?**

- A group of persons working toward unlawful or antisocial ends.
- The group normally takes on a common name.
- Normally commit crimes out of revenge or retaliation.

2. **What criteria establish gang membership?**

- Admits his/her gang membership into a known gang.
- Has tattoos, wears or possesses clothing and/or paraphernalia that is associated only with a specific gang.
- Associates with members of a street gang on several occasions.
- Commits a gang-related crime with known gang members.

3. **Where are the areas of high gang activity located?**

Gangs today are extremely mobile and are not turf-oriented as in the past. The following signs might indicate gang activity:

- Increase in graffiti in the neighborhood.
- Increase in crime, especially violent crime.
- Increase in groups of unknown subjects loitering in the neighborhood, especially those who fit the description of gang membership as described below.
- Increase in suspected narcotic activity.

4. **What are the warning signs of gang membership I should be aware of as a parent?**

- Change in attitude to include violent reactions, disruptive behavior, dislike and refusal to submit to authority (parents, school, and police).
- Becomes secretive regarding whereabouts and activities.
- Change in friends and does not bring friends home.
- School attendance becomes sporadic and grades begin to decline.
- Change in clothing selection such as style, color, or type. Friends or associates will dress similarly. Clothing may be altered with gang writings such as hats and T-shirts.
- Increase in gang-type graffiti on school books, notebooks, or other papers. This may also be found on bedroom walls or other locations in the room. May mark this graffiti on themselves in the form of tattoos.
- Son/Daughter receives calls from subjects who refuse to identify themselves or who identify themselves with a nickname only. They may also refer to your son/daughter by a nickname.
- Uses gang-related hand signs as a form of communication.

5. **Are there certain types of clothing which are indicative of gang membership?**

Clothing alone may not be an indicator of gang membership. Parents must look beyond the clothing and determine the attitude of why the clothing is being worn. Parents should be aware of the following attitudes:

(continued)

- If sport clothing is being worn, is the subject a true sports fan?
- Are all his/her friends wearing the same exact style, type, or color of clothing?
- Will wear only a certain style, type, color of clothing to the exclusion of all others.

Keeping in mind the attitudes listed above, the following clothing may be indicators of gang membership:

- Wearing exclusively of red, blue, or black clothing.
- Wears clothing which is altered by lettering or numbering indicating gang name, moniker, other type of gang insignia.
- Wearing of sport clothing (keeping in mind the list of behaviors above). For instance, the wearing of a Raiders coat in itself may not be a sign of gang membership; but if it is being worn in the middle of summer, there may be a purpose for the wearing of the coat.
- Wearing hats which may have been altered.

6. **How do I tell if graffiti is gang-related and what do I do if I spot it in my neighborhood?**

Much graffiti is not gang-related but is linked to a group referred to as “taggers”. Normally, these are young teenagers who consider themselves as street artists and take pride in putting their moniker (nickname) on a wall, sign, sidewalk, or other areas as many times as they can until they are apprehended. Gang graffiti is normally easy to read; whereas “tagger” graffiti uses symbols and letters which are very difficult to read. Gang graffiti is distinguished as follows:

- Normally done in block-style letters.
- May be done in the gang color (blue or red).May contain a moniker list (nicknames of the members of the gang).
- Some of the graffiti may be crossed out by a rival gang.
- Done in areas where gang activity is prevalent.

If you suspect gang graffiti in your neighborhood or have any questions about graffiti, call the local police department.

Home or business owners often ask to remove graffiti from the walls of their homes or businesses. In most cases, it is safe to remove this graffiti as long as it is not done selectively. In other words, remove all the graffiti so the gang member does not feel his/her particular gang is being “picked on”.

7. **Who are considered at high risk for entry into street gangs?**

- Youth living in areas of high gang activity.
- Youth from broken homes or single parent homes.

Excerpted from information provided by the Stockton, California Police Department.

(continued)

GANG PREVENTION TIPS

General Tips

- Talk with young people in your schools and community.
- Identify and work with the resources within your community that are working effectively with antisocial young people.
- Encourage and support a program to immediately obliterate all graffiti from the community.
- Talk to your local media about establishing a policy that no gang should be identified by name anywhere.
- Know the crime data where you live.
- Don't try to be an instant expert on gangs. There is no single answer to the gang problem. Your most important source of information is your child: listen to him or her.
- Observe changes within your neighborhood, graffiti, young people congregating.

School Tips

- Work closely with the PTA and the principal to encourage in-service training for teachers concerning gangs, gang recruitment, gang activities, gang signs and colors.
- Encourage your local school's administration to conduct a gang prevention program.
- Plan a PTA/Neighborhood/Community night on gang information and prevention.

Parent Tips

- Spend time with each child.
- Talk with your child about outside influences.
- Be aware of changes in your child's personality and selection of friends.
- Be consistent in the treatment of your child.
- Notice who your children's friends are.
- Know their names – first and last. Find out where they live. When possible, talk to their parents. Share what your family rules are.
- Plan some fun family activities.
- If gangs are active in your community, discuss them as a family. Find out how your child feels about gangs. **DON'T LECTURE – LISTEN!**
- Watch for gang insignias on any of your child's books, papers, or clothing. If your child wears the same color combinations or changes something as simple as the manner in which shoelaces are tied, check it out.
- If your child is bordering on being recruited into a gang, or is already a member, **GET HELP!** Contact your local school liaison, Crime Prevention Officer, or Juvenile Detective for resources.
- The important thing is **DO IT NOW** – before your child becomes involved with the law or becomes a statistic.

(continued)

Your Safety

- Be aware of your surroundings at all times. Perceive potential threats BEFORE they occur.
- Know your alternatives if you are attacked by an individual or a gang. Mentally rehearsing critical incident situations at work, at home, and while traveling will increase your survival if victimized!
- Your BRAIN is your most effective weapon in defending yourself if attacked. Carrying guns, knives, mace, etc., usually is of little value to you in an assault. Many times these items are used against you! The most common defensive weapons are keys, pens, whistles, etc.
- Always recognize that nothing you carry in your purse or pocket is more valuable than your life!

Attachment A-15
WEAPONS - GUN FREE SCHOOLS ACT

<http://www2.ed.gov/offices/OSDFS/GFSA/appendixa.html>

The Gun-Free Schools Act

Public Law 103-882, Oct. 20, 1994

PART F GUN POSSESSION

SEC. 14601 Gun-Free Requirements

SEC. 14602 Policy Regarding Criminal Justice System Referral

SEC. 14603 Data And Policy Dissemination Under Idea

UNITED STATES CODE, TITLE 18, SECTION 921

§ 921. Definitions

- (a) As used in this chapter

- (3) The term “**firearm**” means
 - (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
 - (B) the frame or receiver of any such weapon;
 - (C) any firearm muffler or firearm silencer; or
 - (D) any destructive device. Such term does not include an antique firearm.

- (4) The term “**destructive device**” means
 - (A) any explosive, incendiary, or poison gas:
 - (i) bomb,
 - (ii) grenade,
 - (iii) rocket having a propellant charge of more than four ounces,
 - (iv) missile having an explosive or incendiary charge of more than ¼ ounce,
 - (v) mine, or
 - (vi) device similar to any of the devices described in the preceding clauses;
 - (B) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
 - (C) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term “**destructive device**” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold,

loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

- (5) The term “**shotgun**” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.
- (6) The term “**short-barreled shotgun**” means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification or otherwise) if such a weapon as modified has an overall length of less than twenty-six inches.
- (7) The term “**rifle**” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.
- (8) The term “**short-barreled rifle**” means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.
- (26) The term “**school**” means a school which provides elementary or secondary education, as determined under State law.

Attachment A-16
WEAPONS - LOUISIANA LAW

DEFINITIONS OF WEAPON, ASSAULT, TRESPASSING
AND OTHER CHARGES

“Dangerous Weapon” as defined by Louisiana Law: A dangerous weapon is defined in La. R.S. 14:2 (3) as an instrumentality, gas, liquid, or other substance, which, in the manner used, is calculated or likely to produce death or great bodily harm.

“Assault” is defined by La. R.S. 14:36 as an attempt to commit a battery, or the intentional placing of another in reasonable apprehension of receiving a battery.

“Aggravated Assault” is defined by La. R.S. 14:37 as an assault committed with a dangerous weapon.

“Simple Assault” is defined by La. R.S. 14:38 as an assault committed without a dangerous weapon.

“Battery of a School Teacher” is defined by La. R.S. 14:34.3 as a battery committed without the consent of the victim when the offender has reasonable grounds to believe the victim is a school teacher acting in the performance of employment duties. For purposes of this section, “school teacher” shall include any teacher or instructor, administrator, staff person, or employee of any public or private elementary, secondary, vocational-technical training, special, or post-secondary school or institution. For purposes of this Section, “school teacher” shall also include any teacher aide and paraprofessional, school bus driver, food service worker, and other clerical, custodial, or maintenance personnel employed by a city, parish, or other local public school board.

“Terrorizing” is defined by La. R.S. 14:40.1 as the intentional communication of information that the commission of a crime of violence is imminent or in progress or that a circumstance dangerous to human life exists or is about to exist, with the intent of causing members of the general public to be in sustained fear for their safety; or causing evacuation of a building, a public structure, or a facility of transportation; or causing other serious disruption to the general public.

“Stalking” is defined by La. R.S. 14:40.2 as the intentional and repeated following or harassing of another person that would cause a reasonable person to feel alarmed or to suffer emotional distress. Stalking shall include but not be limited to the intentional and repeated uninvited presence of the perpetrator at another person's home, workplace, school, or any place which would cause a reasonable person to be alarmed, or to suffer emotional distress as a result of verbal or behaviorally implied threats of death, bodily injury, sexual assault, kidnapping, or any other statutory criminal act to himself or any member of his family or any person with whom he is acquainted.

(continued)

“Defamation” is defined by La. R.S. 14:47 as the malicious publication or expression in any manner, to anyone other than the party defamed, of anything which tends to expose any person to hatred, contempt, or ridicule, or to deprive him of the benefit of public confidence or social intercourse, or to expose the memory of one deceased to hatred, contempt, or ridicule, or to injure any person, corporation, or association of persons in his or their business or occupation.

“Criminal Mischief” is defined by La. R.S. 14:59 as the intentional performance of any of the following acts: 1) Tampering with any property of another, without the consent of the owner, with the intent to interfere with the free enjoyment of any rights of anyone thereto, or with the intent to deprive anyone entitled thereto of the full use of the property; 2) Giving of any false alarm of fire or notice which would reasonably result in emergency response; 3) Driving of any tack, nail, spike or metal over one and one-half inch in length into any tree located on lands belonging to another, without the consent of the owner, or without the later removal of the object from the tree; 4) The felling, topping, or pruning of trees or shrubs within the right-of-way of a state highway, without prior written approval of the chief engineer of the Department of Transportation and Development or his designated representative, provided prior written approval is not required for agents or employees of public utility companies in situations of emergency where the person or property of others is endangered; 5) Giving of any false report or complaint to a sheriff, or his deputies, or to any officer of the law relative to the commission of, or an attempt to commit, a crime; 6) Throwing any stone or any other missile in any street, avenue, alley, road, highway, open space, public square, or enclosure, or throwing any stone, missile, or other object from any place into any street, avenue, road, highway, alley, open space, public square, enclosure, or at any train, railway car, or locomotive.

“Criminal Trespass” is defined by La. R.S. 14:63 as no person shall enter any structure, watercraft, or movable owned by another without express, legal, or implied authorization. No person shall enter upon immovable property owned by another without express, legal, or implied authorization. No person shall remain in or upon property, movable or immovable, owned by another without express, legal, or implied authorization. (See also La. R.S. 16:63.4)

“Disturbing the Peace” is defined by La. R.S. 14:103 as the doing of any of the following in such manner as would foreseeably disturb or alarm the public: 1) Engaging in a fistic encounter; or 2) Addressing any offensive, derisive, or annoying words to any other person who is lawfully in any street, or other public place...; or 3) Appearing in an intoxicated condition; or 4) Engaging in any act in a violent and tumultuous manner by any three or more persons; or 5) Holding of an unlawful assembly; or 6) Interruption of any lawful assembly of people.

CHAPTER FIVE DEATH IN THE SCHOOL COMMUNITY

I. DEATH IN THE SCHOOL COMMUNITY

A. Purpose: To develop a crisis response to a death of a person who has a significant relationship with the school community.

B. What triggers the intervention process?

The death or the anticipation of the announcement of the death of a person who has a significant relationship with the school community.

C. Procedures:

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. The principal or designee will notify the Catholic Schools Office and the pastor of the death.
 - b. The Catholic Schools Office will activate the Diocesan Crisis Response Team for support purposes.
 - c. If a death has occurred on campus and the cause of death has not been determined, contact local authorities to determine appropriate procedures. Do not move the body of the deceased. Do not remove personal effects of the deceased until cleared to do so.
2. Intermediate recommendations until the Diocesan Response Crisis Team arrive:
 - a. Notify key personnel as well as all teachers and staff of the death. Meet individually or in small groups with teachers. It is essential that all faculty and staff be fully informed. All information should be accurate and identical. No information should be given over the public address system. The name of the deceased should not be released outside of the school community until family members have been notified. If no faculty or staff meeting is possible, an automated phone message or a detailed memo to all faculty and staff is used to communicate the death. All forms of communication must have accurate and identical information to relay.
 - b. Arrange for teacher substitutes for individual teachers. These persons should be familiar with the school and may serve as “pinch hitters” to relieve any teacher who is grieving, needs a break, or needs to attend to one student in crisis.
 - c. Prepare announcements to be read by those who will be answering the school telephones.
 - d. Alert faculty and staff to the fact that a Catholic Schools Office media spokesperson will be the sole point of contact with the media. An interview with this person should be held away from the school and

efforts should be made to deter reports from interviewing or filming students at the school.

- e. Prepare a memo for teachers which include:
 - 1) The actual announcement;
 - 2) Suggestions for assisting the students.
- f. If students must be informed before Crisis Team arrives, inform staff of the plan for debriefing students on the death and of the location of the crisis center. Students should be informed in their individual classrooms, not at an assembly. Teachers will be asked:
 - 1) To allow students to express their feelings regarding the death;
 - 2) To allow the school day to continue as normal, but suggest that activities such as tests and special presentations be postponed;
 - 3) To inform students of the location of the crisis center;
 - 4) To provide the names of the victim's closest friends who will need support;
 - 5) To provide a profile of the deceased, including a listing of any school and community groups with which the student may have been involved.
- g. Assign school staff to monitor halls during class changes and restrooms through the day. If a death occurs on the school campus, measures are to be taken to ensure that the bell system is shut off and that students do not change classes until the area of the death is secured. Otherwise, a systematic relocation of students (room by room) should be considered if response to the death or the investigation is lengthy. Hallways and the area of the death should remain free of people. (NOTE: You should immediately confer with your school/diocesan insurance company to alert them to the issue at hand.)
- h. Determine if any school activities (e.g., sports events or standardized test) need to be canceled or postponed. Notify students and other schools.
- i. Identify the deceased student's close friends and other friendship groups (e.g., sports teams or activity groups). Make contact with these students and/or their parents. Notify parents of severely affected students to prepare them for their children's return home.
- j. In the event of a teacher's death, an experienced teacher (NOT a substitute teacher) should meet the deceased teacher's class(es) the following day and subsequent days if needed. Counselors should be present the first day to help students review their feelings about the death.
- k. Identify and alert the principal and/or counselor at other public, private, or parochial schools who may be impacted by the death.
- l. The principal should prepare a letter to parents and make sure that it is distributed to all students before the end of the school day.
Samples: (Letter - Death of School Personnel), (Letter - Death of a Student)

- m. At the end of the school day, the principal should meet with faculty and staff to review the situation and consider future actions. Counselors and teachers should make available the names of students who could use additional support. It is imperative that faculty and staff who are grieving be given the opportunity to express their feelings. Grief support groups for students and faculty should be explored.
3. What will the follow up be?
- a. The school principal/spiritual director and/or local clergy should contact the deceased person's parents and/or other immediate family to provide support and to alert them to the school's planned response. Confirm the funeral arrangements so that faculty and classmates may make appropriate plans to attend the funeral service. Parental permission should be secured and parental participation and support should be strongly encouraged. Include permission slip in letter sent home.
 - b. If it is a student who has died, the deceased student's desk should NOT be removed at this time, nor should his locker be cleared, his name removed, etc.
 - c. When arrangements are made, the principal should use the public address system to announce information about the funeral. Students who need further help are encouraged to contact a teacher or counselor. Plans for a prayer/memorial school service may also be announced.
 - d. There should be faculty present at memorial services.
 - e. Shortly after the immediate crisis is over, the principal and staff and/or the response team should meet to review their effectiveness.
 - f. The principal should send a follow-up memo to faculty and staff encouraging them to be aware of students who may need support. This should occur a few weeks after the event and shortly before the anniversary of the event.
 - g. The administrator and /or pastor should visit the bereaved family.

D. Additional Resources:

- 1. <http://webhealing.com/> Crisis, Grief, and Healing
- 2. <http://www.apa.org/helpcenter/grief.aspx> Coping with Death of a Loved One
- 3. <https://aihcp.net/american-academy-of-grief-counseling/> American Academy of Grief Counseling
- 4. <https://www.dougy.org/grief-resources/death-impacts-your-school/>

II. SUICIDE - RISK FACTORS

A. Depression

Signs of depression may include:

1. Changes in sleep patterns
2. Difficulty concentrating
3. Appetite changes
4. Difficulty with peers, social isolation
5. Sadness and irritability
6. Decrease academic performance
7. Feelings of hopelessness, guilt, helplessness
8. No longer enjoys previously pleasurable activities

B. Drug and Alcohol Abuse

C. Previous Suicide Attempts

D. Behaviors

1. Writing or talking about death and dying
2. Giving away prized possessions
3. Writing a will, suicide, or good-bye note
4. Telling someone

E. Availability of Firearms

F. Exposure

1. Exposure to TV and news stories on suicide
2. Suicide of family member or classmate

G. Family Problems

H. Disciplinary Actions

A pending disciplinary crisis can contribute to suicidal behavior. It is recommended that discipline should occur as soon as possible after misbehavior.

III. SUICIDE - IDEATION

A. **Purpose:** To develop a crisis response to possible suicidal ideation.

B. **What triggers the intervention process?**

1. Suicidal ideation in writing or artwork.
2. Notes between students that mention or hint suicide.
3. Giving away valued possessions.
4. Overhearing someone speak of anything having to do with killing themselves.
5. Student talking about death, or not being alive, or being better off dead, or not being missed.
6. Inquiries about donations of bodily organs.
7. Planning a funeral.
8. Excessive crying which interferes with performance particularly if the student will not tell what is wrong.
9. Having a student report that he or another student is considering suicide.
10. Self-destructive behaviors.
11. Daredevil or risk-taking behaviors.
12. A student reports any of the above regarding another student.
13. A parent calls and reports any of the above.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Insure safety of student: someone must remain with student.
 - b. Notify administrator.
 - c. Contact parents and provide them with a list of referrals to outside agencies for the student to be evaluated as to whether he/she is danger to self. In order for the student to return to school, parents are required to provide a letter from the evaluator stating that the student is safe to return to school. Request that parents sign a release of information allowing school personnel to speak with evaluator.
(Students At Risk - Parent Agreement and Release Form)
(Students At Risk - Procedures for Evaluation)
(Students At Risk - Return to School Plan)
 - d. Document all steps taken and information provided to parents.
2. Appropriate school personnel:
 - a. Remains with student.
 - b. Notifies school administration.
 - c. Contacts parent/guardian.
 - d. Provides follow-up and contacts outside therapist, if applicable.
3. When do you respond?
 - IMMEDIATELY - AS SOON AS CONCERN IS NOTED!
4. What will follow-up be?
 - Principal or designee will see that the recommendations are carried out and will be in contact with the outside therapist if applicable.

IV. SUICIDE - ATTEMPT

A. **Purpose:** To develop a crisis response to suicide attempt.

B. **What triggers the intervention process?**

1. Overhearing someone speak of having attempted anything to do with killing himself/herself.
2. Writing which indicates someone has attempted killing himself/herself.
3. Having a student tell you he/she is considering suicide.
4. Having a student tell you another student has a plan for killing himself/herself.
5. Suicide ideation in a student who has previously attempted suicide.
6. Student attempting suicide.
7. Self-destructive behaviors.
8. Parent calls to report any of the above behaviors.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of students.
 - a. Insure safety of student: someone must remain with student.
 - b. Notify administrator.
 - c. Arrange for an appropriate local individual to do an immediate, preliminary evaluation. This person must be a therapist approved by the administration. This must be done before student leaves school.
 - d. Require that parents contact a professional and follow recommendations from the evaluation. Recommendations may include any of those listed in the document Students At Risk - Procedures for Evaluation.
 - e. Give parents letter stating requirements for returning to school (Students At Risk - Return to School Plan).
 - f. Have parents or guardian sign Release Form or take it with them, whichever is appropriate. Include school letterhead.
(At Risk Students - Parent Agreement and Release Form)
2. Appropriate school personnel:
 - a. Remains with student.
 - b. Notifies school administration.
 - c. Conducts on-site evaluation of situation.
 - d. Contacts parent or guardian.
 - e. Provides follow-up and contacts outside therapist, if applicable.
 - f. Communicates with therapist.
3. When do you respond?
 - IMMEDIATELY - AS SOON AS CONCERN IS NOTED.
4. What will the follow-up be?
 - a. Appropriate school personnel will complete Incident Evaluation Report.
 - b. Principal or designee will see that the recommendations are carried out and will be the school contact with the outside therapist if applicable.

D. Additional Resources:

- Star-Center manual, *Postvention Standards Guidelines: A Guide for a School's Response in the Aftermath of a Sudden Death*, Revised 1/98. This manual is available from Mary Anne Frederick, STAR-Center, School Community Outreach, 3811 O'Hara Street, Pittsburgh, PA.
- Suicide Prevention Resource Center, www.sprc.org

V. SUICIDE - ACTUAL

A. **Purpose:** To develop a crisis response to a suicide in the school community.

B. **What triggers the intervention process?**

Death, rumor, or factual report of a suicide in the school community.

C. **Procedures:**

1. Identify appropriate procedures to protect the health, safety, and welfare of the school community.
 - a. For a suicide on campus, see "Death in the School Community," in Chapter 5, Section I.
 - b. Principal or designee coordinates the response. This person or team will serve as the contact person/coordinator.
 - c. Contact police and EMS.
 - d. Follow police procedure as to contacting parents of the deceased student to confirm death and provide family with information of available assistance.
 - e. Contact police and coroner to confirm details, if parents cannot be contacted.
 - f. Call Diocesan superintendent to activate Diocesan Crisis Response Team.
 - g. Refer to Chapter 6.
 - h. Recommendations:
 - 1) Inform area schools, if applicable.
 - 2) A suicide often triggers others to attempt suicide. The school staff and community need to be aware of the danger of cluster suicides occurring.
 - 3) A letter should be sent to parents informing them of the death (Letter - Death of a Student or Letter - Death of School Personnel).
 - 4) To avoid the possible danger of imitation, do not memorialize suicide. For example, do not have trees planted or plaques put up with the student's name on them. Do not leave blank photo spots in the yearbook.
 - 5) Contact parents/guardian, preferably in person, if suicide is at school.
 - 6) Calls parents of the deceased, if not during school.
3. When do you respond?
 - As soon as rumor or factual report of student suicide is made.
4. What will the follow-up be?
 - a. Needs of the school community should be determined by the Diocesan Crisis Response Team.
 - b. The Team should be responsible for arranging the necessary follow-up response.
 - c. A faculty debriefing is recommended.
 - d. Principal or designee will complete Incident Evaluation Report.

D. Additional Resources:

1. Star-Center manual, Postvention Standards Guidelines: A Guide for a School's Response in the Aftermath of a Sudden Death, Revised 1/98. This manual is available from Mary Anne Frederick, STAR-Center, School and Community Outreach, 3811 O'Hara Street, Pittsburgh, PA.
2. Recommended websites:
<http://www.sptsusa.org/> The Society for the Prevention of Teen Suicide
<https://yellowribbon.org/> Suicide Prevention
<https://youth.gov/youth-topics/youth-suicide-prevention> Suicide Facts
<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/preventing-youth-suicide/preventing-youth-suicide-tips-for-parents-and-educators> Facts about Youth Suicide

Attachment A-17
LETTER - DEATH OF A STUDENT
(Sample)
Use with parental consent.

(Date)

Dear Parents,

On (date), (Student's Name), a student at _____ School died. Students were informed of this loss today in school and counselors were available from the Diocesan Crisis Response Team to talk with students.

Whenever there is a death of a young person other students often experience strong emotions, even if they did not know the deceased well. This is a difficult issue for young people, and we suggest that you talk to your children about their feelings. Your children may show signs of stress including difficulty sleeping or excessive sleep, difficulty concentrating, irritability, guilt, worries, thoughts of death and dying, use of alcohol or other drugs and risk taking behavior. Common grief reactions include shock, sadness, fear shame, anger and guilt. If you are concerned about how your child is handling this loss you can contact _____ at the school at _____. Additionally, the Catholic Schools Office is aware of this situation.

The funeral arrangements are as follows:

For a funeral during the school day parental permission will be required for students who want to attend the funeral. We recommend that any students attending the funeral be accompanied by an adult.

Our prayers are with the _____ family at this time. On behalf of (name of school), I have extended our sincere condolences to the _____ family.

Sincerely,

Principal

Attachment A-18
LETTER - DEATH OF SCHOOL PERSONNEL
(Sample)

(Date)

Dear Parents,

We are all saddened this week by the death of _____, one of our _____. We have had professional counselors at our school today to assist the students, guidance counselors, administrators, and faculty with the questions and grief, which accompany a situation such as this.

You may see signs of sadness in your children over the next several weeks. For some students, a death of someone they know may remind them of some other loss in their lives. For other children this may be their first encounter with death. Children grieve differently from adults. It is important that they have the opportunity to express their feelings. Such behaviors as lethargy, over-activity, crying, sleeplessness, lack of appetite, disinterest in usual activities, avoidance of the event, guilt and fear are expected.

It is important that you deal honestly and directly with their questions. Referring to death as going to sleep or passing away may result in confusion. It is appropriate that you use the word "death" and refer to _____ as having "died". Should you have difficulty approaching this issue, your clergy and local mental health agencies are there to help.

If you would like additional information about talking to your children about death, we have material available at school. If your child's reaction is prolonged or extreme, agencies are available or we can provide additional resource information. (Insert local agency numbers here.)

Funeral services are as follows:

PLEASE NOTE: School will be closed on _____ to allow our faculty, staff and students to attend the funeral services.

If your child wishes to attend the funeral, please be sure that you or another adult accompanies him/her. It is very important that children do not go through this experience alone.

Thank you for your understanding in these matters. Please keep the _____ family in your prayers.

Sincerely,

Principal

CHAPTER SIX SPIRITUAL/EMOTIONAL RESPONSE

I. THE DIOCESAN CRISIS RESPONSE TEAM

A. Purpose

The Diocesan Crisis Response Team is available to offer emotional and spiritual support from the Catholic perspective and to assist in returning the school to normal functioning. When traumatic events affect a significant portion of a student body, the team may be activated through the request of any diocesan school principal to the diocesan school superintendent.

B. Role of Crisis Team

When requested by the principal and approved by the superintendent, the Diocesan Crisis Response Team can:

1. Provide support for the spiritual, psychological and emotional needs of faculty and students during the time of crisis.
2. Provide assistance with the various stages of grief.
3. Assist school personnel in resuming normal activities as soon as possible.

C. Qualifications of Team Members

Each team member has a background in counseling and experience in the Catholic school system which makes them sensitive to the specific needs of our schools and is supported by trained crisis management professionals who are willing to dedicate their time to an emergency in our school system and who have also been trained in the specific needs of a Catholic school system. Team members are approved by the Catholic Schools Office.

II. DEFINITIONS AND LEVELS OF CRISIS

A. Definition of Crisis

A crisis is a state which temporarily overwhelms an individual's ability to cope, or an organization's ability to function routinely. A crisis may affect an individual, a family or an entire community.

B. The level of response is dictated by the level of the crisis.

1. LEVEL ONE: A major personal crisis or threatening incident affecting a member of the school community, such as death of a parent, suicide threat, death of a friend or a suicide off campus.
2. LEVEL TWO: Threatening incident or major disaster that impacts the school, such as an accusation against school personnel involved in illegal or immoral activity, accident resulting in severe injuries to several members of the school community, highly contagious disease, violent behavior, evidence of gang activity or national incidents such as political assassinations, war, or terrorism.
3. LEVEL THREE: Crisis which directly and profoundly affects the school community, such as death of a student or teacher, natural disaster, suicide attempt at school, cluster suicides, community epidemic, taking of hostages, terrorist acts, destruction of building.
4. At higher levels of crisis, it is more likely that intervention will be warranted at more than one school or across the diocesan community.

NOTE:

Level One may require psychological and pastoral counseling.

Level Two: add PR, educational interventions, parental communication; contacting the appropriate outside agency.

Level Three: add physical plant needs and/or medical personnel, shelter, media, security and communication network.

Optional follow-up need determined by an administrator and/or counselor.

III. PLAN FOR ACTION DIOCESE OF BATON ROUGE

A. Who to call:

Level One: Principal

Level Two and Three: Superintendent or Catholic Schools Office

- Information needed:
 - a. Where did the event happen?
 - b. What happened?
 - c. Who was involved?
 - d. What is the extent of the crisis?
 - e. Provide and communicate the designated areas for crisis team to use

B. Superintendent activates the Diocesan Crisis Response Team upon request of the principal:

- Make team contact and give briefing—include directions and parking information.

C. Crisis Team action:

1. Arrive on campus—provide parking.
2. Report to administration.
3. Brief the administration of process.
4. Outline roles.
5. Respond to the situation.
6. Initiate process.

D. Process varies according to need:

1. General faculty meeting for debriefing.
2. Student meeting (class, group, general).
3. Remain available for individual meeting with faculty, students, and family.
4. Parent communication via meeting, automated phone messaging, and/or email.

E. Follow-up:

1. Debriefing in writing to principal and Diocese.
2. Catholic Schools Office calls school when appropriate.
3. Team may meet with Diocesan coordinator for evaluation of process.
4. Principal may request more time and services as needed.

IV. ROLES

A. Pastor and Crisis: "A Call to Faith"

The pastor's role is of utmost importance; therefore, he must be "global" and not be tied down with details. Availability and visibility are valuable for the peace of mind and support of all of the people involved. In order to avoid misunderstandings, pastors should be included in the crisis plan developed for all Diocesan school personnel.

1. Support:
 - a. The Diocesan Crisis Response Team.
 - b. The administration.
 - c. The faculty and staff.
 - d. The students.
 - e. The parents.
2. Communicate with principal (two-way communication):
 - Keep in contact concerning process.
3. Activate a ministry of "presence" (NCEA).
4. Brings:
 - a. Christ to all.
 - b. Grace through prayer.
 - c. Blessings and peace to the process.
 - d. Assurances of concern, support and confidence in the process.

B. Principal and Crisis

The principal is on the front-line in a crisis and must take each step with great caution, "directing crisis responses means, primarily, coordinating a team activity. The major stumbling block for the principal to avoid is getting caught up in doing many of the things that can be handled by other team members." (NCEA)

1. Communicate:
 - a. The event to the pastor.
 - b. The need to the superintendent.
 - c. The situation to the crisis team.
 - d. The process to the faculty and staff.
2. Delegate: According to need.
 - a. Security and other details to administrative team.
 - 1) Telephone control.
 - 2) Separate "waiting" rooms for media and parents.
 - b. Assignments to "waiting" rooms.
 - c. Alternate person available assigned for all assignments.
3. Coordinate: The crisis team meeting by providing optimal conditions for them to work.

4. Moderate:
 - a. Office details while team starts process.
 - b. Limit access to school grounds.
 - c. Assurance to parents that the situation is under control.
5. Mediate: On behalf of the crisis team (they are doing a job for which they are trained).
6. Incorporate:
 - a. Prayer and scripture into process of addressing.
 - Needs of caregivers after crisis is over.
 - b. Plan a time for self-healing as needed.

C. Teachers and Crisis

The teacher's role is definitely one of the most important roles of all. Teachers are in the presence of the students at all times and must be calm for their sakes.

1. Communicate: Communication must be clear and appropriate for the age of the student. Never lie, never deny. The best reply is that "complete details are not available." Reassure students are safe.
2. Mobilize: Depending upon the nature of the crisis, mobilization may mean movement or containment. Decide whether the area is a threat or a haven of safety. Since the teacher is closest to the students, calm is important.
3. Stabilize: Wherever the students may have to be, make sure familiar objects are with them: personal items, textbooks, and notebooks. They may have to remain in an area for a lengthy stay.
4. Reassure: Help them to understand that you are with them and know what to do. Remain calm. Be faith-filled.
5. Love: As in any situation, show them you care. Remember this is their home away from home. Their parents expect you to be the role model. If you know that one of your colleagues is in need of support, you may "team".

PARENT COMMUNICATIONS

A. Parental Contact

1. Conditions usually requiring parental contact include the following:
 - a. Threatening incident that impacts the school.
 - b. Tragedy that occurs at school.
 - c. Crisis in which the school is legally liable.
 - d. Crisis which involves trauma to a large number of students.
 - e. If a specific event is held in response to crisis (such as a wake, memorial service or funeral) permission slips will be needed for student attendance.
2. In a letter to parents, provide information about the following:
 - a. The facts of the incident.
 - b. The positive action the school is taking to help the students.
 - c. The type of behavior parents may expect from their children and the importance of them spending time with their children.
 - d. Information regarding any events open to parents and/or students, such as a parents' meeting, a memorial service, wake, funeral, etc.

B. Sample Announcement to Parents

"A fight involving two eleventh grade students occurred a half block from campus at 7:00 P.M. last evening. The incident resulted in the fatal shooting of one of our students. Police are investigating and no more is known at this time. Our Diocesan Crisis Response Plan went into action immediately following the incident and these are the actions already taken:

- Our Diocesan Crisis Response Team is at our school today.
- Counseling for students will be provided.
- A Parents' Meeting has been scheduled for Wednesday, October 19 at 7:00 PM in the school library."

TEACHER GUIDELINES

Lesson Planning:

Use this lesson plan to help your students work through their emotions. Do this lesson first on the day of or following a crisis. Depending on crisis and age level affect, evaluate and use suggested questions.

Phase I - Information Phase

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

Phase II - Idea Phase

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

Phase III - Emotional Phase

- How did you react at first?
- How are you reacting now?
- What impact has this had on you? (Allow emotional expression: crying, anger, fear, etc.)
- Discuss stages of grief.

Phase IV - Meaning Phase

- What repercussions has this had on your life?
- What symptoms are you experiencing?
- How has this affected your family? School? Health? Friends?

Phase V - Education Phase

- How have you coped with difficulties before?
- What are you doing to cope now?
- Reinforce Catholic view of death: We are born into this world to live a life that will prepare us for Heaven.

Phase VI - Closure

- Remind students of strengths.
- Reassure them that it will take time to heal.
- Reassure them that you will be there.
- Prayer (“If we see during the day that we’re getting upset, we’ll stop and say another prayer.”)

Attachment A-21

STAGES OF GRIEF

The expression of grief may differ with each individual yet follows a broad common framework. No matter what type of loss is experienced, the same process must be gone through each time, although the length and intensity of the experience will differ. The stages of grief are not necessarily in a particular order. Individuals may flow back and forth between stages.

<u>Stage:</u>	<u>Reactions to Grief:</u>
Shock (Denial)	Appears inactive, expressionless, numb Exhibits denial, disbelief Feels disorganized Loses appetite
Fear (Isolation)	Feels terror Panics in absence of parents Feels helpless Fears something will happen to loved one or self Develops physical symptoms, sleep disturbances
Anger	Resents others and self Exhibits uncooperative and rude behavior
Guilt	Blames self for loss Has lowered self-esteem
Depression	Feels empty Appears unhappy and cries excessively Yearns or searches for lost object or person Withdraws, is silent
Acceptance	Has experienced separation or loss and is able to cope Feels hopeful Reorganizes life and focuses on the present

Brenner, Paul. "Personal Loss and Grief Analysis". Hospice Northeast, Jacksonville, Florida.

Attachment A-22

SCRIPTURE READINGS

OLD TESTAMENT

Job	19:1-23, 27
Wisdom	3:1-9 4:7-15
Isaiah	25:6-9
Lamentations	3:17-26
Daniel	12:1-3
Maccabees	12:43-46
Psalm	23

NEW TESTAMENT

Acts	10:34-43
Romans	5:5-11, 17-21 6:3-9 8:14-23, 31-39 14:7-12
1 Corinthians	15:20-28, 51-57
2 Corinthians	4:14 through 5:1 5:1 and 6-10
Philippians	3:20-21
Thessalonians	4:13-18

GOSPELS

John	14:1-6 11:27-27, 32-45
Matthew	5:1-12 Beatitudes