

West Hardin CCISD

Emergency Operations Procedure Plan

2008-09



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Board Approval Dates:

Original EOP Procedures Approved July, 2007

Pandemic Influenza Supplement Approved August, 2008

General Guidelines

Steps of Emergency Operations

The following emergency operations steps can be used to reduce the turmoil and chaos following an emergency. A well thought out plan that has been rehearsed by those who are responsible for crisis management will help relieve the stress and possible long-lasting effects of the trauma. Some steps need to be carried out simultaneously; others will fall into sequence. Some roles are assigned to professional counselors or emergency operations specialists. Those who can remain calm and are trusted to follow directions may handle other tasks.

The most common emergencies that happen to schools will involve injuries or deaths. The friends and witnesses will have to deal with their fears, grief, and anger. It has been documented that sudden trauma may continue to trouble children long after a crisis has passed. Emergency operations workers need to function as a team to help return the school to its normal stability and to help the students and faculty deal with the emotional impact. Whether all staff members need to participate in a particular crisis will depend on its nature and level. The principal may identify problems or needs to call for additional expertise from available counselors. Coordination is important to assure that all those who need help are offered emergency operations intervention services. If there is a high level emergency affecting several schools or having a major impact on a single school, central administrators will assist in this coordination.

Specific steps have been written for various emergency operations situations and are available for quick reference in this plan. In general however, these individual situations include the following steps:

1. Verification of Initial Assessment

After becoming aware of a crisis, the administrator should immediately begin to gather information and make decisions based on that information. Often, panic or shock will affect the witnesses and the message may be distorted. It is imperative that an accurate description of what, who, how many, where, and when the incident occurred is obtained. Rumors and over-generalizations must be controlled immediately. Sound emergency operations management depends on the initial assessment being as accurate as possible. The police department, medical examiner's office, or the families are possible resources for the verification of information.

2. Notification of Emergency Services

If the emergency occurs on campus and there is a threat to safety or indications of escalation, the first responsibility is to obtain assistance from appropriate emergency services. Calling 911 will summon EMS. Someone should be assigned to meet them at the entrance and escort them to the site.

3. Assembling Emergency Operations Team Members

Most emergencies can be contained and resolved by the emergency operations coordinator and staff members from the school. A prearranged method of calling the team together in an emergency will expedite the initialization of the emergency operations team. If the event happens after school hours, an early morning meeting may be needed.

4. Assessment of Situation and Planning with Emergency Operations Coordinator: Determine Potential Impact

The facts are shared and reviewed to determine as much as possible how the school and community are going to react. Decisions must be made if additional assistance internally or from within the community is needed. Assignments should be made according to the roles and responsibilities for which each person involved has been trained. The type and level of emergency will determine which action will be taken. If there is a death, grief counseling could be offered individually or in groups.

5. Alerting Administration

The emergency should be reported promptly to administration. Periodic updates should follow. Communication between central administration and the school helps coordinate efforts between schools or brings additional assistance from community resources.

6. Implementation of Appropriate Tasks by Team

- a. Dispersing accurate information is a top priority.** Memos can be sent to teachers asking them to explain the facts to their classes. Time must be taken to discuss the situation, talk about feelings, and explain what is happening. A brief meeting could be called before school. Such a meeting can serve the purpose of processing the faculty's feelings and can be made available to teachers by emergency operations specialists and the principal.
- b. Rooms should be made available for counseling.** A triage system (prioritizing and assigning) is helpful to reduce the likelihood of students, upset and otherwise, roaming the halls. Witnesses, students known to be vulnerable, and friends need to be identified. The faculty also needs the opportunity to talk to the crisis counselors. Someone may be assigned to be available for them in the teachers' lounge, during planning periods, during lunch, or before and after school. Keeping the school and schedule as normal as possible may provide stability and comfort to all affected by the situation.
- c. Preparation for the media will ease the disruption of having TV crews and reporters on the scene.** A media room may be designated and a spokesperson assigned (usually the principal).
- d. Concerned parents may contact the school for reassurance or information.** A fact sheet for the secretary will ease the confusion in the office. A procedure should be established for the possible release of students if requested by parents.

A letter home may explain what has happened, alert parents to anticipate certain reactions from their children, and offer the help of the school counselors. Depending on the situation, a parent meeting may be called in order to discuss the events. Cultural, language, and religious diversity should be considered.

7. Debriefing Sessions

Debriefing sessions with the emergency operations coordinator and team members should begin the first day and continue throughout the management phase until resolution occurs. Emergency operations management is stressful for all those involved. An opportunity to express feelings and review the day's experiences will help relieve this stress, as well as permit the team to reevaluate and adjust the plan.

8. Follow-up Services

The effects of a traumatic event take time to become assimilated. Counseling services may be extended beyond the first days for those who continue to have a difficult time. The first anniversary of an event may also warrant on-site counseling. Teachers should monitor students and contact the counseling department if there is a concern. If any of the faculty continues to be in distress, a referral for counseling or leave of absence may be considered.

Responsibilities of Staff, Parents and Students

The facts of a situation or crisis somewhat dictate its management, however, there are general responsibilities presumed to remain constant whatever the situation. In the event key person(s) are absent, plans should be made to ensure all responsibilities are taken care of. This may include cross training certain individuals.

School Staff

Principal

- ___1. Coordinate and supervise emergency management activities at school (perform duties until intervention by designated district employee).
- ___2. Assign selected faculty members to the campus team to help develop, review and revise disaster plan.
- ___3. Assign school emergency responsibilities to staff as required.
- ___4. Ensure that the plan is coordinated with both the community's disaster program and in harmony with the school district's plans and policies.
- ___5. Supervise specific activities (in-service training, regular curriculum, drills) relating to the needs of the school, staff, students, and emergency responders.
- ___6. Arrange for the use of an emergency warning system; advise staff and other emergency responders.
- ___7. Conduct crisis drills and initiate needed plan revisions based on drill evaluations.
- ___8. Supervise periodic safety checks of school facilities.

Assistant Principal

- ___1. Assume role of the principal in his/her absence.
- ___2. Supervise and assist in specific activities relating to the needs of the school, staff, students and emergency responders.
- ___3. Supervise staff who do not have predefined roles (substitute teachers, food service, volunteers, etc.)

School Nurse

- ___1. Participate on the campus emergency management team and in the development and implementation of the campus emergency management plan.
- ___2. Ensure the needs of physically and mentally disabled persons are provided for during an emergency.
- ___3. Assist the emergency management team in determining the need for emergency supplies and equipment.
- ___4. Coordinate and administer first aid until and unless EMS arrives; prepare patients for transportation to hospitals.
- ___5. Gather student medications and medical alert listings in the event of evacuation.
- ___6. Monitor students with special risks or needs; tag young children and unconscious persons.
- ___7. Supervise and train first aid teams and stretcher-bearers.
- ___8. Advise students and teachers of emergency health and sanitation measures.

- ___9. Participate as health resource person in faculty studies leading to emergency preparedness curriculum development.
- ___10. Coordinate school health service plans with those of the community.

Guidance Counselor

- ___1. Assume the role of the assistant principal in his/her absence.
- ___2. Supervise the immediate care of persons who are injured or experiencing difficulty coping with the situation.
- ___3. Assist in the relocation of students to safe areas of the building or campus.
- ___4. Act as intermediary for teachers and the school administrators.
- ___5. Lead efforts to identify injured students or staff.

Teachers and Classroom Aides

- ___1. Participate, as requested, on the emergency management team.
- ___2. Participate in emergency preparedness in-service training programs.
- ___3. Be familiar with minimum first aid procedures and working with children under the stress of an emergency situation.
- ___4. Provide instruction and practice in emergency preparedness and survival techniques.
- ___5. **Remain with students at all times; be prepared to provide leadership and activities for students during a period of enforced emergency confinement.**
- ___6. Periodically check class roster to account for all students.
- ___7. Lead students to safety based on emergency plan procedures.
- ___8. Arrange for the safe exit of students with special needs.
- ___9. Supervise the release of their students.
- ___10. Help students develop confidence in their abilities to care for themselves and be of help to others.

Secretary and Office Aides

- ___1. Assist guidance counselor as directed in caring for persons who are injured or having difficulty coping with the situation.
- ___2. Obtain student and staff information via computer or paper files, including all student registration cards and medical alert listings.
- ___3. Gather student medications if school nurse is not on site and the first aid kit.
- ___4. Assume the responsibilities of the attendance clerk if you are the attendance clerk for your campus.

Attendance Clerk

- ___1. Answer telephone during emergency. Use the fact sheet from the appendix as prepared by the campus principal.
- ___2. Assist in obtaining needed information, i.e., attendance lists, medical alert lists, emergency numbers, and emergency care provider lists.

Custodians

- ___1. Inspect facilities for structural safety and report defects.

- ___2. Report immediately to the assistant principal to assist with traffic management and other duties.
- ___3. Evacuation – check all classrooms to ensure all individuals have left buildings.
- ___4. Close all classroom windows and doors if directed.
- ___5. Identify shutoff valves and switches for gas, oil, water and electricity.
- ___6. Post charts identifying shutoff valves and switches for gas, oil, water and electricity; locations of all protective equipment.
- ___7. Provide for emergency operation of ventilating systems.
- ___8. Instruct all school staff in the use of fire extinguishers.
- ___9. Maintain inventory of tools and equipment.
- ___10. Advise the emergency management team of hazardous and protective areas of school facilities, available emergency equipment, and alternate power sources.

Food Service Staff

- ___1. Report immediately to the assistant principal.
- ___2. Assist in the planning and preparation of food and shelter, if needed.
- ___3. Practice kitchen health/safety laws, rules and regulations at all times.
- ___4. Prepare cafeteria to accommodate emergency personnel if needed.

Staff with specialized skills such as CPR training, including licensed athletic trainers, should be appropriately relieved of the above duties in order to utilize their specialized skills in areas of need.

District Staff

Superintendent

- ___1. Direct all operations of the district in the management of the emergency.
- ___2. Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency, including the assignment of tasks.
- ___3. Communicate with the board of trustees and emergency management teams.
- ___4. Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency. Consult with the local emergency management office to analyze system needs and ensure coordination of school plan with community disaster needs.
- ___5. Implement curriculum and staff development based on emergency management plan.
- ___6. Identify school facilities suitable for use as mass care facilities, establish agreements with local government authorities, and emergency management officials when needed.
- ___7. Authorize the release of information to the public.
- ___8. Notify other government officials as needed.

Director of Business Services

- ___1. Establish and maintain lines of communication between the district and the emergency site; for off-campus emergency, lines of communication must be established for the involved school as well.

- ___2. Establish and maintain a clearing house for calls and requests from school, the community, parents, the media, etc., and refer these to the appropriate person or place.
- ___3. Communicate with other schools in the district during the emergency period.
- ___4. If other schools have closed, assign those principals to sites and tasks that will benefit the district's attempts to manage the emergency.
- ___5. Help keep track of and arrange for payment of monies needed to respond to emergency situations. A detailed log should be kept which includes who authorized such resources, the time, the date and where resources were delivered.
- ___6. Assist in arranging for the delivery of outside services and materials needed for the management of the emergency.
- ___7. Maintain and initiate contact for in-service, insurance, worker's compensation and other staff services.
- ___8. Assist in planning and initiating arrangement for food for building personnel.

Director of Curriculum and Director of Student Services

- ___1. Coordinate and direct persons with predefined assignments.
- ___2. Assist with planning a community forum for follow-up activities.
- ___3. Handle overflow telephone calls at the emergency site.
- ___4. Receive dignitaries who come to help or gather information.
- ___5. Confer with full staff and faculty; coordinate briefings for staff and faculty.
- ___6. Plan and implement post-monthly meetings with staff, faculty and administrators as necessary.
- ___7. Make recommendations regarding the re-stating of school activities.
- ___8. Develop schedule for activities for the first day of school following the crisis.
- ___9. Maintain follow-up activities, such as referrals, for help outside the school services setting.
- ___10. Maintain active file of helping agencies within the community; the names of contact persons will be included.
- ___11. Maintain active file of community persons, such as counselors, doctors, psychologists, ministers; information regarding services and follow-up services will be included.
- ___12. Create letters to notify parents of continuing care that is available to students; available care will include local and state, as well as school-based care.
- ___13. Develop information sheet for parents, teachers, and other; information will include topics such as talking with students, signs of depression, and others relating to crisis stress.

Director of Maintenance

- ___1. Obtain and direct the placement of generators when power must be restored for a temporary period if needed.
- ___2. Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- ___3. Arrange for site control and clean up.

Director of Transportation

- ___1. Coordinate and direct transportation services for injured persons, school student, staff and parents in coordination with emergency management team.

- ___2. Instruct children in emergency bus evacuation procedures, and be prepared to render emergency first aid.
- ___3. Inform administration of changing route conditions, road construction projects, etc., which may be potentially hazardous or alter emergency transportation plans.
- ___4. Know alternative routes by which students could reach home, shelter, or evacuation assembly points.
- ___5. Plan for the provision of emergency transportation to students who would normally not ride a bus.
- ___6. Keep emergency equipment and telephone numbers in the bus.
- ___7. Be aware of emergency shelter facilities along routes within the local area.
- ___8. Keep vehicles serviced and ready to transport evacuees when an emergency situation is anticipated or has occurred.
- ___9. Maintain a list of the number and capacity of school district vehicles available.
- ___10. Maintain a list of drivers and alternates, with means of contact, who could be expected to respond to an emergency.
- ___11. Maintain a list of the total number of students and staff that travel each normal route.

Parents and Students

Parents and students also have responsibilities in preventing, preparing for, managing, and resolving emergencies.

Parents

- ___1. Encourage and support emergency preparedness programs within the schools.
- ___2. Volunteer services for school emergency planning and during actual emergencies if requested by school officials.
- ___3. Provide the school with requested information concerning the student for emergency situations, early and later dismissal, etc.
- ___4. Encourage the child to discuss emergency preparedness and response techniques learned at school.
- ___5. Practice emergency preparedness in the home to reinforce school training and ensure family safety.

Students

- ___1. Cooperate during emergency drills and exercises
- ___2. Learn responsibility for self and others.
- ___3. Develop an awareness of natural and technological hazards.
- ___4. Take an active part in school emergency response and be assigned a variety of tasks (taking into consideration age and maturity).

An Emergency Occurs During the School Day

- 1) Clear the emergency area of all students and staff not directly involved.
These students/staff members should be directed/escorted to a nearby empty classroom/auditorium/gymnasium. A teacher or staff member should remain with students that have been relocated.
- 2) Notify campus administrator.
From the emergency site, a responsible student can be sent to do this. An adult staff member remains at the emergency scene at all times.
- 3) Campus administrator notifies the superintendent.
- 4) Campus administrator summons medical and/or legal assistance.
If possible, request no sirens upon arrival at school.
- 5) A word or phrase announced on the public address system informs the entire campus that an emergency has occurred.
All teacher remain in classrooms with students or report to designated areas as instructed.
If teacher remains in classroom,
keep door closed;
students remain in class until further notice; and
continue with class or activities as much as possible.
Counselor diverts students that are out of the classroom to designated rooms.
Assistant Principal secures outside exits and supervises parking lots and outlying buildings.
- 6) Bells will be held, outside exits secured, and all teachers on conference report to the main office.
On-conference teachers will assist with:
covering classes of teacher on the emergency management team.
directing parents to specified location while
one teacher remains with the parents;
delivering messages to teacher in classrooms;
directing emergency personnel to the scene;
directing media to the central administration office.
- 7) A brief statement, written by the campus principal, will be sent to all teachers and/or an announcement will be made over the PA system.
- 8) When students are no longer in need of supervision or are sent home, the campus principal will hold a general staff meeting.

An Emergency Occurs Outside the School Day

Superintendent notifies campus principals, transportation department, maintenance department, and others, if deemed necessary. Superintendent will verify information through official sources.

- 1) Superintendent notifies media as in cases of school closing, etc.
- 2) Campus principal notifies central administration if first contacted.
- 3) Building principal sets into motion the campus telephone communication plan if necessary.
- 4) Building principal holds general staff meeting.
- 5) Building principal reviews and discusses emergency management checklist with staff.

Examples of emergency situations outside of the school day:

A student suicide

Student(s) or staff injured or killed in auto accident or other tragedy.

Crisis in community where numerous lives are lost or many injuries occur

A state or world event of extensive proportions

Death of a faculty member

Flooding

Defusing and Debriefing Following an Emergency

If a school or students in a school have faced a traumatic event, it is necessary that defusing begin the day of the incident or as quickly as possible. This generally begins with the ventilating of thoughts and emotions after the crisis. The process continues every few days for several weeks until students (and in some cases, the staff) have had the opportunity to integrate the experience into their lives and restructure their feelings and beliefs about their environment.

Reactions to Trauma-Inducing Incidents Occur in Three Phases

1. The Impact Phase

Occurs immediately following an event
Person functions mechanically (on automatic)
Or, person may not react at all (“stunned”)
Denial of effects

2. Recoil Phase

May last a few days or a few weeks
A great need to retell the story/events
Over-reactive to loud noises
Emotional reactions-outbursts, uncontrollable crying, etc.

3. The Onset of Post Traumatic Stress Disorder

May begin weeks or even months after the event
Grief phases obvious
A collapse of personal assumptions and beliefs about the world
Survivor guilt a common reaction
In cases of victimization, a sense of helplessness sets in
Interruptions in personal relationships (friends and family)

Preventing Post Traumatic Stress Disorder

Step 1: Defusing

The ventilation of thoughts and emotions immediately follows a tragic event. The students/staff exposed to the incident must talk with each other prior to leaving that day.

- Provide information and include parents if they came to school
- Keep everyone together for some time (groups of 15 – 20)
- Promote ventilation, encourage people to talk about how they felt, where they were when it happened.

- Listen carefully to what is being said and not said
- Reassure students and parents about possible reactions
- Give suggestions for coping
- Reassure that follow-up and continued support will be provided

Step 2: Debriefing

- Limit groups to no more than 15 – 20
- Family members should not be present
- Stress the importance of confidentiality
- Advise everyone to be themselves, to talk if they wish, or to be silent if they wish.
- Remind them that what one person says may help another

Suggestions for Debriefing During and After an Emergency

The aftermath of a crisis is a time for students and staff to put the event in perspective. Individuals may be emotionally and physically exhausted and the time is appropriate to search for meaning in the situation, understand and accept their own emotional reactions, and increase their ability to cope with future situations.

Within several days of the event, a voluntary meeting for staff members and the campus management team can be held to solicit reactions to the incident and input for future improvement. Emphasis can be on continued mutual support and ways staff can care for themselves. Such a meeting is a useful method to bring closure to the first phase of the emergency and provides an opportunity to acknowledge the efforts of the staff.

Debriefing, during and after an emergency, allows the emergency management team to process experiences. The purpose is not so much to gather information but to be able to vent feelings, foster morale, prevent burnout and foster teamwork.

1. Set a short debriefing session at the end of each day and when the emergency seems to be resolved. An emergency situation is most intense soon after the event or when people first learn about it. A meeting may need to be called midday on the first day. Having lunch together would be a good time to relax a little and share.
2. Give each participant an opportunity to describe the activities of the day. What was the role of each in containing and resolving the emergency? What was learned?
3. Allow stories of personal tragedy and grief. Repeating the stories helps emergency workers deal with the trauma. Remember that the emergency management team members will also be impacted by what is seen, heard and felt.
4. Explore what team members need from each other to make their jobs go more smoothly.
5. Review what went particularly well. Compliment, stroke, praise. Emergency management work is a strain on the team members. People will be tired. Acknowledge their efforts and thank them.

6. Identify the problem areas and how they can be corrected now or avoided in the future. Team members' training or responsibilities may need to be changed or the emergency plan itself revised based on this new information.
7. Provide for follow-up services for those affected the most. Traumatic experiences can result in posttraumatic stress or have a continuing influence on a child's vulnerability to psychological problems.

It will be evident that a "flow of stages" will occur during debriefing. These stages, once begun, must not be interrupted. Below are the stages, listed as they occur, and helpful opening questions that the classroom teacher can use.

Stage 1 – Information

What happened? Where were you? Where did you go?

Stage 2 – Ideas

What thoughts have you had? What ideas come to mind?

Stage 3 – Emotional

How did you react at first? How are you reacting now? What impact has this had on you? (Encourage emotional expression)

Stage 4 – Meaning

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

Stage 5 – Educational

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

Closure

Remind individuals of their personal strengths.

Reassure that healing takes time.

Reassure that someone will be there to help.

Evaluation

A subsequent meeting can be arranged with members of the emergency management team to review the response process. The focus should be on activities that went well and those that could be improved. Include information from the debriefing session in the evaluation. It is important to promote a supportive, non-defensive atmosphere with the goal of strengthening the schools' ability to respond to emergency situations in the future.

Emergency Phone Numbers

West Hardin County CISD Telephone Resource List

<u>Name</u>	<u>Position</u>	<u>Telephone Number</u>
Sharon Tule	Superintendent	936-274-5061 ext. 105
Penny White	Business Manager	936-274-5061 ext. 109
Curtis Davis	Pres., Board of Trustees	936-274-9944
Patti Graham	Supt. Sec	936-274-5061 ext. 102
Tammy Williams	Food Service Director	936-274-5061 ext. 135
Rhonda Sanford	PEIMS Coordinator	936-274-5061 ext. 100
Betty Grimes	Tech./Curriculum Coordinator	936-274-5061 ext. 150
Flo Caruthers	School Nurse	936-274-5061 ext. 112
Charlene Zwahr	Librarian	936-274-5061 ext. 121
David Pitts	High School Principal	936-274-5061 ext. 110
Fran Bledsoe	Middle School Principal	936-274-5061 ext. 136
Shannon Ridge	High School Secretary	936-274-5061 ext. 111
Crystal Chessher	Middle School Secretary	936-274-5061 ext. 131
Karen Day	High School / Middle School Counselor	936-274-5061 ext. 106
Pam Rasberry	Elementary Principal	936-274-5061 ext. 108
Robin Palumbo	Elementary Secretary	936-274-5061 ext. 107
Sandy Rucker	Elementary Counselor	936-274-5061 ext. 139
Mildred Budro	Maintenance	936-274-5061 ext. 127
Charles Budro	Bus Barn/ Transportation	936-274-5061 ext. 130
Dave Westfall	Athletic Director	936-274-5061 ext. 155

Community Emergency Telephone Resource List

<u>Agency</u>	<u>Telephone Number</u>
EMERGENCY NUMBER	911
Hardin County Emergency Management	409-246-5119
Hardin County Sheriff's Dept.	409-246-5100 Emergency – 246-3441
Hardin County Crime Victims Assistance	409-246-4300
Volunteer Fire Dept.	936 -274-5050 Saratoga 936-262-8010 Batson
Ambulance	936-536-3080 Hull-Daisetta
St. Elizabeth Hospital	409-892-7171
Memorial Herman Baptist Hospital	409-835-3781
Electric Company – Entergy	1-800-968-8243
Gas Company: Alford LP Gas, Hull	936-536-6444
Water Company: West Hardin Water Supply	936-274-5011
Boys Town National Hotline	1-800-448-3000
Child Abuse Hotline	1-800-252-5400
Texas Runaway Hot Line	1-888-580-4357
National Center for Missing and Exploited Children	1-800-843-5678
Poison Control Center	1-800-222-1222
Texas Department of Public Safety	1-800-525-5555
Texas Highway Patrol	936-336-4583 or 936-336-4500

Inclement Weather Information

Listed below is the information concerning the radio and television stations where information can be received as to whether school will be in session should inclement weather or disaster occur.

Radio Stations

KSHN Radio FM 99.9 Liberty, Texas	936-336-5793
KYKR Radio FM 95.1 Beaumont, Texas	409-896-5957
KFDM Channel 6 Beaumont, Texas	409-892-6622

Emergency Management Checklist

I. Checking the facts of the emergency

A. Central administration contacts:

- | | |
|--------------------------------|----------------------|
| 1. Sharon Tule, Superintendent | 936-274-5061 ext.105 |
| 2. Campus Principals | |
| David Pitts | 936-274-5061 ext.110 |
| Fran Bledsoe | 936-274-5061 ext.136 |
| Pam Rasberry | 936-274-5061 ext.108 |

- | | |
|----------------------------------|----------------------|
| B. Hardin County Sheriff's Dept. | 409-246-5100 |
| | Emergency – 246-3441 |

- | | |
|-------------------------|------------------------|
| C. Volunteer Fire Dept. | 936 -274-5050 Saratoga |
| | 936-262-8010 Batson |

- | | |
|--------------------------|--------------|
| D. Poison Control Center | 800-222-1222 |
|--------------------------|--------------|

H. Other

- | | |
|-------------------------------------|--------------|
| 1. St. Elizabeth Hospital | 409-892-7171 |
| 2. Memorial Herman Baptist Hospital | 409-835-3781 |

II. Adapting the plan to fit the emergency

The campus principal should review the following procedures to accommodate the current incident.

A. Announcing the emergency event to the school

How to tell the staff?

- 1) Place _____
- 2) Time _____
- 3) Method of contact _____
- 4) Person presiding _____

Who on the staff should be told?

- 5) Teachers _____ Paraprofessionals _____

- 6) Custodians _____ Maintenance workers _____ Bus drivers _____
- 7) Cafeteria staff _____
- 8) Other _____
- 9) Method of contact _____
- 10) Person(s) announcing _____
- 11) Place _____ Time _____
- 12) Written announcement _____
- _____
- _____
- _____

B. Faculty responsibilities

- ____ 1. Announce emergency details in classroom if directed using the administrative written announcement.
- ____ 2. Identify students in need of counseling.
- ____ 3. Notify guidance staff of number of students wanting counseling services.
- ____ 4. Remove distraught students from the class by having them escorted or directed to the counseling center.
- ____ 5. Postpone classroom activities if directed.
- ____ 6. Involve class in constructive activities.
- ____ 7. Eliminate, shorten and restructure assignments for _____ length of time.
- ____ 8. Discuss with and/or prepare students for funeral/memorial/etc.
- ____ 9. Refer to following sections for additional information:
 - ____ a. Specific emergency:

(1) _____

(2) _____

(3) _____

____ b. Appendix:

(1) _____

(2) _____

(3) _____

10. Other _____

C. Guidance staff responsibilities

1. Reschedule activities:

- a. _____
- b. _____
- c. _____
- d. _____

2. Identify and contact in-district counselors to assist

- a. High School/Middle School counselor
Karen Day 936-274-5061 ext. 106
- b. Elementary School counselor
936-274-5061 ext. 139

3. Inform and contact assistance from out-of district counselors

- a. Dayton ISD 936-258-2667
- b. Hardin ISD 936-298-2112
- c. Splendora ISD 281-689-3129
- d. Shepherd ISD 936-628-3396
- e. Kountze ISD 409-246-3352
- f. Hardin-Jefferson ISD 409-981-6400

4. Establish areas/locations for counseling

- a. _____
- b. _____

5. Maintain a list of students receiving counseling

6. Call parents of students counseled to request a continuation of support if needed.

7. Other: _____

D. Working with parents/community/media

1. People to handle the telephones:

- a. _____ b. _____
- c. _____ d. _____

2. Message to be given over the telephone (developed from the principal's office after conferring with the central office).

3. News release (developed from the principal's office after conferring with the central office):

4. Campus spokesperson: Principal or _____
5. Central office spokesperson: Superintendent or _____
6. Identify staff member to communicate with parents if needed:

E. Funeral/memorial service

1. Details to be announced

F. Emergency follow-up and evaluation (with emergency management team)

1. Ascertain the following:
 - a. Did everything proceed according to the Emergency Management Plan? Explain

 - b. Did staff members carry through with designated responsibilities? Explain

 - c. What problems occurred that could have been avoided/averted?

 - d. How did the emergency management team interface with the staff at district level?

 - e. How was the management/emergency portrayed by the following:
 1. The media:

 2. The community:

3. The parents:
4. Within the campus:
- f. What changes to the plan or procedures are necessary.

Specific Emergencies

Levels I, II and III

Levels of Emergencies

Suggestions to follow in a specific crisis, such as a tornado or bomb threat, are described in this section of the emergency management plan. The following are suggestions for emergencies within each level.

Explanation of Level I

Level I emergencies may not require communication beyond the emergency, the principal and the appropriate members of the local campus emergency management team. Ordinarily the whole emergency team could not convene. Staff from the school or site may support the affected individual(s) but communication to the central administration or local police may not be warranted.

1. For instance, if there is an accident with minor injuries to a student, the school nurse, or staff trained in first aid, provides medical care. Parents are contacted immediately if the child needs further evaluation or care.
2. On the other hand, if an individual is assaulted in the building, the principal or department head reports to the superintendent and police. A nurse administers first aid and requests further medical assistance if necessary.
3. Those campuses with special populations, such as the hearing impaired, visually impaired, medically fragile, infants, disabled, or limited English proficient must ensure appropriate steps are taken.

Level I: Personal tragedy, threatening incidents or operational emergencies primarily affecting a student, teacher, or administrator and impacting a single site.

Such incidents could possibly involve:

- Campus emergency management team
- Local law enforcement
- School counselors
- Nurse/first aid provider health services
- Maintenance department

Examples:

- Accident – minor; to and from school
- Assault of a student
- Bomb threat
- Child abuse
- Operational emergencies – ruptured water lines, climate control in extreme weather, power outage, vehicles services and towing.

Riot/political or community demonstration
Security breach or vandalism
Weather procedures

Explanation of Level II

A major personal emergency or a major disaster elsewhere that affects several individuals necessitates additional outside assistance to contain and resolve the situation. Releasing information to the public, however, should be a coordinated effort.

1. The principal or department director dials **911 or local emergency number** in life threatening situations.
2. Contact the superintendent, transportation (if needed), and counselors.
3. The principal convenes the campus emergency management team.
4. The emergency management team considers whether students, parents, or staff need to be notified and if populations with special needs are involved.
5. The counselors may request additional services from community counseling resources.
6. The notification system is used to brief and update emergency management team.
7. A designated member of the emergency management team may notify personnel when staff is significantly or severely affected.

Level II: Major personal crisis, threatening incident, or operational crisis at single school or major disaster elsewhere that indirectly impacts students and teachers.

Such incidents would possibly involve:

Emergency management team
Local law enforcement
Counselors
Central administrators
Transportation
Nurse
Community emergency services
News media

Examples:

Accidents – major, bus and auto accidents on trips away from school
Bomb found
Child abuse – accusations against school personnel
Gang altercations
Mass involvement of students in large group crises
Operational emergencies – hazardous material release, toxic substance, or gas leak.
Riot/political or community demonstration

Explanation of Level III

A disaster that profoundly affects one or more sites requires the mobilization of the campus emergency management teams, counselors, and central administration. A local emergency management organization may take over the management of the crisis depending on the situation. Releasing information to the public, however, should be a coordinated effort.

1. The principal or departmental head dials **911 or local emergency** number in life threatening situations.
2. The principal or departmental director convenes – by predetermined code if necessary – the emergency management team. (Circumstances, of course, will determine the sequence of communications, i.e., the communications flow may originate from local police).
3. The principal or designee notifies the superintendent, transportation (if needed), and counselors.
4. The emergency management team informs parents, students and staff.
5. The superintendent’s office convenes the district emergency management team and informs the board of education of the crisis situation.
6. The district emergency management team members and the media may assist in conveying information to parents and the community.
7. Counselors may request services from community resources.
8. The superintendent or designee informs other campuses, the media and the superintendent’s management team.

Level III: Terrorism, disaster or threatened disaster directly and profoundly affecting one or more schools or sites.

Such incidents would possibly involve:

- Campus emergency management team
- Central administrators
- Health services
- News media
- Local law enforcement
- Counselors
- Community emergency services
- Transportation

Examples:

- Bomb, explosion, fire
- Death at school – natural accidental, homicide, or suicide
- Emergency evacuation
- Tornados and other natural disasters.
- Security breach –taking of hostages or sniper gunfire

IMMEDIATE THREAT PROCEDURE

Immediate Threat: Lock-Down Procedure

- If there is a threat, a distinctive (3 tone) alarm will sound followed by the repeated announcement over the PA system: “**LOCK DOWN.**”

If shots are heard, the procedure is the same.

- (1) Teachers should remain calm and in control of their classes and urge the students to remain calm – try to prevent panic.
- (2) If the **LOCK DOWN** alarm sounds or shots are heard, teachers are to lock their doors **IMMEDIATELY** and **TURN OUT ALL LIGHTS.**
- (3) Move the students along the wall on which the door or windows are located (out of sight line from the door and windows if possible) face down and prone to the floor (hands over head).
- (4) Use a cell phone for communication if at all possible.
- (5) If possible, Quickmail may be used to communicate with authorities and/or other staff personnel.
- (6) **NO ONE** is to leave the classroom or building, or turn the lights back on until the “**ALL CLEAR**” signal is given over the PA system or until the **AUTHORITIES** come to the room to escort everyone out of the building.

NEVER TRY TO APPREHEND OR DISARM A SHOOTER!

Teacher

1. Notify Principal’s office ASAP and advise whether a weapon is suspected or visible.
2. Try to calm the students.

STOP

3. **Do not approach student.**
Do not attempt to confiscate the weapon.
4. If a weapon is visible, or student is threatening, ask the student in calm voice for permission to evacuate the rest of the class.
5. Evacuate quietly, if allowed.
6. If evacuation is not allowed, keep talking calmly with the student until police arrive.
7. When the police arrive, do as they instruct.

Stranger Identification Procedure

1. Signs will be posted at all building entrances asking visitors to report immediately to the main office.
2. Visitors should report to the office upon arrival and obtain a visitor's pass.
3. Report suspicious people and/or vehicles to the office immediately.

Danger in the Classroom – Procedure

1. Teacher or trustworthy student will press the “**press to call**” button and wait for a response.
2. Immediately inform the office of the situation and request assistance.
3. Remain calm at all times and attempt to keep the students calm.

MEDICAL EMERGENCY MANAGEMENT PROCEDURE

ON CAMPUS MINOR MEDICAL EMERGENCY

Managing Medical Emergencies: Teacher Instructions

1. Push emergency call button to report to the office.
2. Identify yourself and location.
3. Identify the medical emergency, the name of the student and the emergency.
4. Attend to the immediate needs of the student, such as applying pressure to a severely bleeding wound.

Managing Medical Emergencies: Secretary Instructions

1. Notify the campus nurse of the medical emergency and the location.
2. Notify an administrator of the medical emergency and the location.

Managing Medical Emergencies: Nurse Instructions

1. Pull emergency health card for student and go immediately to the classroom identified by the teacher.
2. Assess the severity of the injury or illness.
3. Transport student to the clinic and assess condition.
4. Continue to administer first aid
5. Notify parents and make medical referral if necessary –document incident.
6. School nurse will advise on home care or referral to doctor.

ON CAMPUS SEVERE MEDICAL EMERGENCY

Managing Medical Emergencies: Teacher Instructions

1. Push emergency call button to report to the office.
2. Identify yourself and location.
3. Identify the medical emergency, the name of the student and the emergency.
4. Attend to the immediate needs of the student, such as applying pressure to a severely bleeding wound.

Managing Medical Emergencies: Secretary Instructions

1. Notify the campus nurse of the medical emergency and the location.
2. Notify an administrator of the medical emergency and the location.
3. Activate EMS – Dial 911

Managing Medical Emergencies: Nurse Instructions

1. Pull emergency health card for student and go immediately to the classroom identified by the teacher.
2. Assess the severity of the injury or illness.
3. Continue to administer first aid and stabilize student until EMS arrives.
4. Provide EMS with a copy of student's registration and their personal emergency care information.
5. Fill out student/personnel accident report.

Managing Medical Emergencies: Principal's Office Instructions

1. Notify the parents of the emergency and where the student has been transported.
2. If parent or guardian cannot be contacted:
Call others listed on registration card.
Call parent or guardian's place of employment, possibly discussing situation with a business associate.
Contact an older brother or sister to seek additional information.
Attempt to contact a neighbor or relative
Have designated school person make a home visit.
3. Appoint a staff member to obtain the Health and Emergency Notification card from the nurse and accompany the student to hospital and act as liaison between the school district and hospital.
4. Notify the district administrative offices.
5. In the event of a medical emergency that is going to attract media attention, i.e. gun-shot wounds, stabbing or overdoses, the Principal will act as "Media Contact" and follow district media guidelines.

MEDICAL EMERGENCY TO AND FROM SCHOOL – Level I

1. If **EMS** is **NOT** on the way, these are actions to consider:
 - If life threatening, call **911 or local emergency number**.
 - Call central administration/superintendent/counselors/transportation
 - Notify parents, spouse, or closest relative or neighbor
 - Discuss situation with an associate at place of parent's or guardian's employment, or spouse's or relative's place of employment when parent, spouse, or relative is unavailable.
2. If **EMS** is in route, consider
 - If not reached earlier, continue to try to notify parents, spouse or closest neighbor or relative.

- If parents, spouse or closest relatives are unavailable, discuss situation with an associate at the place of employment of the parents, guardian, spouse or closest relative.
- Send a trusted employee to observe the situation and ask for a written description
- Some calls from the media may be handled locally; some calls may be referred to civic authorities such as police and fire; other calls may be referred to central administration.
- Fill out student/personnel accident report.

BUS (AND AUTO) ACCIDENTS ON TRIPS AWAY FROM SCHOOL – Level II

1. Verify the report with the police department. Attempt to determine who was injured, the kind and extent of the injuries, and the hospital(s) where students have been transported.
2. Prepare a list of the injured students; parents and emergency phone numbers. Hospital may not have access to this information.
3. Call emergency vehicles/services: police, fire, ambulance, highway patrol and ensure first aid is rendered to those in need.
4. Ensure superintendent, transportation director, public information officer and/or others in central administration are notified.
5. Notify campus emergency management team and discuss possible use of community resource counselors. Ask some team members to meet at the hospital and other team members to assist at school with friends and classmates of the injured if needed.
6. Prepare a fact sheet for telephone inquiries. Some calls could be referred to civil authorities in charge, the public information officer, or the superintendent. Request assistance from an interpreter if necessary.
7. Prepare a statement for the media.
8. Fill out student/personnel accident report.

PRECAUTIONARY MEASURES BEFORE LEAVING THE CAMPUS

- Ensure first aid kit is on bus.
- Take along a first aid kit on all field trips.
- Take a list of students in attendance. Include for each a home telephone number, names of parents, parents' work telephone, home address, and any indications of health or medical problems.
- Take a list of emergency phone numbers.
- Take a list of sponsors and teachers who are on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative, and pertinent medical and health information (name of doctor) regarding each adult.
- Have multiple copies of the above lists and leave one copy with the school principal; perhaps have another list with another sponsor or place a list in a designated location for easy access to other adults on the trip.

INCLEMENT WEATHER PROCEDURE

1. The decision to close school based on inclement weather will be made by **6:30 am**.
2. School closings will be reported to the following:

KFDM Channel 6 – Beaumont
KSHN Radio FM 99.9 – Liberty
KYKR Radio FM 95.1 – Beaumont

EMERGENCY DISMISSAL PROCEDURE

The Superintendent or his designee will issue the dismissal order if necessary.

1. Relay dismissal instructions to every classroom by the most rapid and efficient means.
2. Review dismissal procedure.

INCLEMENT WEATHER LEVEL III PROCEDURES

Periodically bad weather will cause the closing of schools. When such weather conditions exist, administrators (as mentioned) will do the following:

Campuses:

- A. When bad weather is predicted for the next workday, the principal will do the following:
 - 1. Inform staff to listen for early morning news bulletins about closing of schools on local radio and TV stations.
 - 2. When the superintendent announces the closing of schools, no one is to report to work unless specified elsewhere in this document or by their supervisor.

- B. When weather or other emergency conditions are severe, but not serious enough to close schools, the superintendent may announce a late start schedule for opening of schools.
 - 1. All employees are required to report for work at the time announced by the superintendent unless otherwise directed by their supervisor. For example, certain categories of employees such as custodian and maintenance personnel may be required to report to work at the normal time as determined by their immediate supervisors.
 - 2. Students will be picked up at their regular bus stop later than normal.

- C. When weather conditions require dismissing students early, the superintendent will be informed through the Emergency Notification System. Staff will be informed of their required duties as set forth in this set of policies and as amended by the principal. Otherwise, the principal will do the following:
 - 1. Try to keep a phone line clear for direct communication from administration. Do not use telephone, electrical appliances, or come into prolonged contact with plumbing during an active thunderstorm.
 - 2. Be present for announcement of instructions for closing. Be prepared to write down those instructions. Students should be kept at school under supervision in a protected area (but not under trees in a thunderstorm) until the storm passes, walking is safe or transportation is provided. During a severe thunderstorm warning, relocate all students from portable classrooms to the main school building. During a watch or warning, cancel outdoor recess and physical education classes. Even when there is no wind or rain, lightning is always a threat.
 - 3. Communicate instructions to staff.
 - 4. If lunch is ready, it should be served before closing. The principal will assist in moving students through the lines as quickly as possible.

5. Principals should not release students to the buses before the announced early dismissal time. Consider emergency transportation for students who walk.
6. Remember to follow administrative regulations relating to utilization of personnel.
7. Remain on duty until the last student in the building has been picked up or sent home.
8. Be sure the building has been secured (locked-up, food properly stored, thermostats properly set, etc.)
9. If you must keep custodians, building operators, or food service employees after the designated closing time, notify the appropriate department.
10. If assistance is needed, phone the proper department that should provide it. Someone will be available to aid you.

Cafeteria:

11. The manager should remain on duty until dismissed by the principal.
12. If a meal other than lunch must be served because weather conditions are too severe for students to leave, follow staffing procedures.
13. Use any food and supplies in the cafeteria. Each manager should keep emergency supplies on hand for use at all times. Suggested supplies include, as a minimum, 500 paper trays and one case of plastic duo-spoons.
14. Follow the usual clean-up and locking procedures before dismissing staff.

Custodial and maintenance staff:

15. Utilize custodial and other staff (when assigned) to assist in the security/safety of building and campus.
16. Custodial staff may:
 - a. Check building to insure everyone has departed.
 - b. While conducting check, turn out lights and lock doors.
 - c. Assist in ice/snow/water removal or the sanding of sidewalks and pedestrian traffic area.
 - d. In event of high winds, items which are not secured to the premises should be moved to a safe location to help prevent damage from flying debris.
 - e. Insure that adequate heating is available to prevent damage (frozen water pipe, etc.) during freezing weather.
 - f. Assist in evacuating and securing the building as necessary.
17. Custodial staff should not be released until the predesignated time and all reasonable precautions have been taken to help insure the security/safety of the building.

If buses are unable to deliver students:

18. If conditions are so severe that buses cannot get into certain areas, the buses will return students to their school or other schools as designated.
19. Principals and their staff will be instructed to remain on duty. Principals will ensure student safety with available resources.
20. Following are suggestions you may want to use.
 - a. Keep students in separate classrooms as per respective buses.
 - b. Have teachers prepare a list by bus of student's name, parents and home/business phone number.
 - c. Inform students as to what is expected of them.
21. When there is ice/snow/flooding on the roads, buses will be dispatched to take students home. Bus drivers will be instructed as to which routes they will take. Drivers will inform the principal of their special route and the principal will arrange for students who live on that route to board the appropriate bus.
22. Should the buses be unable to deliver the students, they will then be returned to the area schools. The principal will see to the comfort of the students (e.g., snacks, meal). Parents will be informed by the media and/or telephone to pick up their children.

Agitated Person on Campus (Staff or Student)

Suggested Steps

1. Attempt to bring person to an isolated area or room.
2. Have at least one (preferable two) person(s) remain with the person at all times, until person calms or professional assistance arrives.
3. Notify principal or designee. Notify central administration if needed.
4. Attempt to provide comfort to the person through words and actions.
5. Notify sheriff's department if person refuses to cooperate. Notify parents if agitated person is a student.
6. If the person presents a risk to other student/staff in building, the office will announce the emergency code on intercom.
7. If life threatening, call **911 or local emergency number**.
8. If agitated person is a student, follow disciplinary steps as directed by discipline plan after situation is under control.
9. Log all activities and decisions.

Assault of a Student

Suggested Steps

I. Assisting the victim – Level 1

1. If life threatening, call **911 or local emergency number**.
2. Call school nurse and/or other trained staff to provide medical attention if there are injuries.
3. Notify victim's parents. Request assistance from an interpreter if necessary.
4. Provide counseling for the victim and his or her family to regain a sense of security.

II. If the assault is rape – Level 1

1. If life threatening, call **911 or local emergency number**. Ensure the victim's parents are called.
2. Ensure that a school nurse, counselor, or trusted friend remains with the victim until the police arrive to transport the assaulted individual. Do not allow victim to clean up, use restroom, or change clothes.
3. Report information only to those directly involved with the victim's safety and well-being.
4. Allow the school professional providing support to accompany the victim and police/parents to the hospital.
5. Expect questions from the media. Refer questions from the media to central office personnel.
6. Reassure concerned parents regarding safety precautions at school.
7. Meet with parents and teachers of the victim to plan for his/her return to school.
8. Log all activities and decisions.

III. Managing the alleged assailant(s) – Level 1

1. If life threatening, call **911 or local emergency number**.
2. If possible, detain suspect until law enforcement arrives.

3. If alleged assailant is a student, notify his or her parents and request a conference after law enforcement intervention.
4. Follow board policy regarding disciplinary action, questioning of students, and students taken into custody.
5. Provide guidance and support for the suspect's family.

Blood Borne Pathogens Procedure

Blood Borne Pathogens Exposure Control Plan

A copy of the Exposure Control Plan should be available at each school campus and other school facility. This material should be presented to new employees at the time of employment and reviewed annually for all others.

Blood Borne Pathogens Definition:

Blood borne pathogens are microorganisms that are present in contaminated human blood and certain body fluids, which can cause disease in humans. Pathogens include human immunodeficiency syndrome (HIV), which causes AIDS and Hepatitis B virus (HBV), which causes liver disease.

Methods of Compliance: Universal Precautions

All human blood and body fluids are to be treated as if they are known to contain Hepatitis B virus, HIV or other blood borne pathogens.

Engineering and Work Practice Controls

Utilize barriers to avoid an exposure incident and effectively using controls that eliminate potentially infectious materials from the workplace.

Personal Protective Equipment

PPE consists of, but is not limited to, gloves, aprons, facemasks and face shields.

Housekeeping Practices

Keep the workplace clean and free from spills of contaminated material. Dispose of soiled bandages and other types of soiled materials. Eating, drinking and applying cosmetics are forbidden in areas where there is a reasonable possibility of occupational exposure to potentially infectious material. Wash hands with warm, soapy water before eating, drinking, handling food or kitchen utensils, and before and after using the toilet or assisting others using the toilet. Wash your hands and other skin surfaces immediately after any contact with blood, body fluids, drainage from wounds or garments, objects and surfaces soiled with body fluids. Wear disposable waterproof gloves when giving first aid, cleaning blood or body fluids, and handling contaminated clothes, trash and waste containers. Wash your hands after removing protective gloves. Never re-use disposable gloves. It is recommended that you use an antimicrobial hand wash in addition to soap and water.

Reduce Risk of Exposure

Know which of your daily assignments and activities might expose you to infection. Think of how you will react if an exposure incident occurs. Have gloves available at all times, or know where you can get them quickly. If you might have to give first-aid and CPR to co-workers or students, get proper training. Current instruction and certification in first-aid and CPR will include appropriate procedures to protect you from infection.

Transmission

HIV and HBV are transmitted through direct contact with the blood and other body fluids of infected persons. The greatest risk of exposure to HIV or HBV in the school setting is through direct contact with blood of an infected person.

What is an exposure incident?

An exposure incident is the direct contact of an individual's broken skin, mouth, eye or other mucous membrane with potentially infectious material. Intact human skin is a natural barrier to infection. Neither HIV nor HBV passes through intact skin. Exposure occurs when an individual's non-intact (broken) skin or mucous membrane contacts the blood or blood contaminated body fluid of an infected person. Broken skin includes open wounds, cuts and scratches, punctures, chapped or scraped skin and human bites. Mucous membrane is the soft, moist tissue that lines the eye and mouth, as well as other body cavities, such as the urinary and genital passages.

In Case of an Exposure Incident, You Should:

Immediately wash the skin area exposed to body fluids with soap and running water. If it is the eye or mouth, flush with water. Report the incident to your supervisor immediately. Include the names of everyone directly involved in the incident. If a WHCCISD employee suspects that an exposure has occurred, the following guidelines must be followed:

**Report the incident to the school nurse immediately
Contact your regular physician. If the employee does not
have a regular physician, a list of physicians will be
provided.**

**Make an appointment immediately. Inform the physician that
an exposure incident has occurred and treatment for the
exposure will be handled by the District Workers'
Compensation procedures.**

**The employee's physician will make the final determination
concerning the exposure incident. Promptly follow through
with any medical referral made by your supervisor. As in any
other on-the-job injury, notify the WHCCISD Workers' Comp
Office at (800) 765-2412.**

Bomb Threat/Explosion/Fire

Suggested Steps

I. Bomb threat – Level 1

1. Document the threat on Bomb Threat Report Form in appendix (e.g., time and date, exact words of caller, description of voice, background noises, etc.). Do not hang up on phone threats; try to keep the caller talking to attempt a trace through civil authorities.
2. If determined to be life threatening, **call 911 or local emergency number**.
3. Contact central office personnel/superintendent.
4. Assemble the campus crisis team and inform of situation.
5. Sound the fire drill and keep everyone outside until all clear bell is rung.
6. Debrief campus emergency management team and faculty.

Preventive/supportive measures

- All rooms should be kept locked when not in use to prevent placement of a bomb. Teachers should stay in the room until all student leave, then secure doors and windows. Custodians should lock the door after cleaning each room. Anything unusual noticed about a room should be reported to the principal.
- Design a search plan, utilizing the knowledge of principal, assistance principals, teachers, custodians, and others, and a detailed building map. Include likely places a bomb might be hidden and that are accessible to the public and student body. Assign certain people to assist in searches of likely places. Have a search plan ready for civil authorities when they are assisting.
- Provide written information to appropriate personnel on recording bomb threats and reacting to bomb threats.

II. Bomb found – Level II

1. Call **911 or local emergency number**. Notify the campus administration and central office administration.
2. Isolate the area.

3. If the fire alarm is used for evacuation, notify the fire department that the alarm was used after locating a bomb.
4. Evacuate the building in stages, starting with the rooms nearest the device. Keep all persons a minimum of 500 feet away from the building where the bomb is located and away from glass windows.
5. Do not handle device, use two-way radio, use pagers, turn lights on/off, activate other electronic equipment in the area or attempt to dismantle or remove the device.
6. Reenter the building only after being advised to do so by the sheriff or fire department. Allow only emergency personnel and search personnel in the building.
7. Central office/campus administration will prepare a media statement.
8. Central office/campus administration will provide a fact sheet to help the school secretary and others in answering the questions of concerned parents, including location of evacuated students. Request assistance from interpreter if necessary.
9. Debrief campus emergency management team and faculty.

III. Explosion/fire – Level III

1. Campus administration will sound the fire alarm; evacuate the building immediately to designated assembly points at least 500 feet from the building. Teachers keep class list and go to designated areas. (See emergency evacuation.)
2. Provide first aid.
3. Contact emergency service (**911 or local emergency number**). Contact central administration and transportation.
4. Extinguish fire if it can be done safely.
5. Convene campus emergency management team.
6. Assist emergency personnel in locating injured persons. Follow instructions of sheriff and fire department personnel.
7. Shut off HVAC and close exterior windows.
8. Set up incident command center with communication capability on site.
9. Maintain a list of hospitalized persons and the place to which students or staff are being evacuated.

10. Keep students and staff away from building until area is declared safe.
11. If building cannot be reentered, relocate students to predetermined location.
12. When building is safe for reentry, follow instructions of fire department.
13. Central administration will prepare media statement.
14. Notify parents and disseminate information about procedures for releasing students from school.
15. Contact maintenance to repair damaged area, erect barricades, and deodorize.
16. Determine location for temporary classrooms and supplies when needed.
17. Log all activities and decisions.
18. Debrief with crisis teams and faculty.
19. Continue interaction with counselors until the trauma is resolved and school is returned to normal functioning.

Preventive/supportive measures

In case of a malfunction in the fire alarm, there should be an alternative fire signal (e.g. cowbell, whistle, and bullhorn).

In preparation, all staff and students should be familiar with the location. All equipment (including extinguishers, sprinkler systems, and fire doors) should be maintained in accordance with state and local regulations.

Drills:

- Should be carried out frequently (in accordance with the requirements of the Texas Commission on Fire Protection).
- Should announce the first drill of the year in advance so the instructions can be given and procedures established. Procedure, not time, should be most important for the first fire drill. Additional drills should be conducted with time as the important element.
- Should be carried out under a variety of conditions – during lunch hours, assemblies, class changes, and under varying weather conditions – and with best routes and/or exits locked to test alternative routes.
- Should be a surprise.

Child Abuse

Suggested Steps

Suspected – Level 1

1. Ensure oral report is made to the police department, sheriff's department, or Child Protective Services (800-252-5400) within 48 hours of first suspecting abuse or neglect by the person who identifies or suspects abuse or neglect.
2. Refer to "Written Report of Child Abuse or Neglect" in the Appendix in order to determine the information needed for the oral report.
3. Do not attempt to verify information or investigate the matter beyond what is required to report abuse.
4. Permit an interview with the child by authorized, properly identified officials. It may be helpful to have emergency care information handy. CPS representatives are authorized to interview, examine, videotape, and photograph children at school without parental permission. It is the CPS's representative's decision to allow school personnel to be present. Release child after the CPS representative completes a release form.
5. Cooperate with the request of the investigator regarding notice to parents.
6. Provide follow-up counseling when appropriate.
7. Document actions and decisions.

Accusation against school personnel – Level II

1. Document what has been reported at school. Do not investigate or attempt to verify information until or unless given direction by the superintendent or campus principal.
2. Notify campus principal.
3. Notify the superintendent.
4. Campus and central office administration will follow investigative steps and provide information as needed to campus personnel and media.
5. Provide crisis counseling for students only after their statements have been taken.
6. Notify parents of affected students that crisis counseling is being provided for the "alleged" incident. If additional counseling is needed, it will be provided with their permission.

7. Depending on the situation, in cooperation with the central administration, prepare for:
 - a. Statement to the media.
 - b. Inquiries from irate, demanding, and scared parents. Prepare a fact sheet in cooperation with campus and central office personnel.
 - c. Staff meeting to stop the spread of rumors and update participants on the facts as shown.
 - d. Parent meeting with central administrators to give reassurance that safety measures are being taken to prevent future incidents and to allow questions and discussions.

Child Napping

Suggested Steps

Witnessed – Level II

1. Call **911 or local emergency number** for immediate assistance. Notify the campus principal, the superintendent and others as needed.
2. Gather facts about the abduction and a description of the abductor and any vehicle from witnesses.
3. Principal will notify the parents. Request assistance of an interpreter if necessary.
4. Convene the campus emergency management team.
5. Campus principal will decide on a plan of action:
 - a. Meet with the faculty if possible. Advise teachers about sharing the information with students. Use a memo or runner to alert staff initially.
 - b. Visit classrooms if requested.
 - c. Prepare a statement for the media. Ask police about what information may be released.
 - d. Prepare a fact sheet to help those answering phone inquiries.
 - e. Send letters home to elementary parents if a concern exists about additional abductions. Translate into native language for non-English speaking families.
6. Prepare classmates to be supportive when the child is returned.
7. Provide for follow-up counseling as needed.

Not witnessed – Level II

1. Verify that the child is missing. Search building and grounds.
2. Notify police at **911 or local emergency number** for immediate assistance. Notify the superintendent, campus administration and others as needed.
3. Notify parents. Request assistance of interpreter if necessary.
4. Convene campus emergency management team.
5. Question the child's friends for information or ensure they are available for questioning by the police.

6. Follow steps #5 through #7 under “WITNESSED.”

Preventative activities

- School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
- Enrollment cards of such students should be red-flagged.
- Both parents have access at school unless prohibited by court order. Before denying access to a parent, verify with the Clerk of Court that the most recent order is in the school file. Non-custodial parents can remove the child from school only with consent of managing conservator or in accordance with the custody order giving them possession on certain days or other court order.
- When a parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child’s folder or the emergency card.

Death at School: Natural, Accidental, Homicide, or Suicide Level III

Suggested Steps

1. The campus administration will call **911 or local emergency number** for emergency assistance. Notify the central administration.
2. Call school nurse to the site.
3. Clear students from the area.
4. Convene campus crisis team.
5. The sheriff's department will notify the family of the deceased.
6. Alert counselors and nurse at schools in which siblings are enrolled.
7. Inform staff and/or student body by memo or personal visits to the classrooms. The principal will prepare a statement with assistance from the superintendent. Assembly and PA system relay of the information is not recommended at this time.
8. Permit students to leave campus only with parental permission.
9. Provide counseling individually or in groups. Pay particular attention to friends of the deceased and persons with recent losses or a history of suicide threats or attempts.
10. The campus principal, as directed by the superintendent, will give factual information to the media and prepare fact sheet for telephone inquiries.
11. The campus principal as directed by the superintendent will determine the most effective method to inform parents, community, and classmates about the death, what the school is doing, and what reactions to expect.
12. The campus principal will hold faculty meetings as soon as possible to process feelings and plan for the anticipated reactions of students.
13. The campus principal will prepare statements and relay information (funeral arrangements, etc.) as it becomes available. Be aware of cultural differences and traditions as needed. Allow students who bring written permission from parents to attend the funeral.
14. The campus principal may request assistance from district should adults be needed to cover classrooms during a funeral. It is not appropriate for teachers to take students to the funeral.

15. The administration may prepare to hold a community meeting, if necessary. Request assistance from an interpreter if necessary.
16. If appropriate, school personnel may make home visits to extend condolences.
17. The campus principal may debrief with emergency management team. Plan long term response with parents and community leaders, as needed.
18. Plan follow-up counseling for students and staff.
19. Log activities and decisions.

Emergency Information to be Given by Parent

Suggested Steps

Level I

1. If a parent/guardian contacts the school wishing to speak to or see his/her child at school concerning an emergency, the parent will be required to inform the office staff as to the general substance of the emergency.
2. If it is ascertained that the information may unduly upset the student, the parent will be requested to either wait until the student returns home from school before the child is given the information or the parent will be requested to check the child out of school before the parent informs the student of the emergency. If the student is emotionally able to return to school that day, the student may return upon the parent visiting with the principal or counselor concerning any problems with which the student may be dealing.

Level II

3. If the nature of the emergency pertains to information that may affect other students in school, the parent must inform the campus principal of such information. That parent may check his/her child out of school to inform him/her of the information. The student may not return to school, though, with the information to inform other students until the principal has had an opportunity to verify the information and develop a plan to inform staff and students that may be affected by the information. The parent may not inform other students at school, such as his/her child's friends. If there is a concern with some students being informed, the parent may let the principal know of students that may need to be counseled with privately.

Reminder: The school will only release information to the public through the fact sheet for telephone inquiries. Only factual, verified information will be released through the school office. Information given through the school office must be verified by the campus principal or designee through governmental agencies, immediate family members, etc.

Fire – Level II or III

Suggested Steps

In case of fire:

1. Attempt to extinguish the fire if small or confined (i.e., trash can).
2. Confine fire by closing the door to the area involved. Shut off HVAC and close exterior windows, secure electrical power to affected area and natural gas.
3. Contact campus principal.
4. Sound fire alarm.
5. Initiate evacuation plan. Teachers keep class list and go to designated areas.
6. Contact **emergency service (911)** or call **Saratoga Volunteer Fire Department**.
7. Contact superintendent.
8. The campus principal per contact with the superintendent will notify transportation if site evacuation may be needed or in case of inclement weather.
9. Convene campus emergency management team and set up incident command center with communication capability.
10. Log all activities and decisions.
11. Assist emergency personnel in locating and assisting injured persons. Follow instructions of police and fire personnel.
12. Keep students and staff away from building until area is declared safe.
13. Maintain a list of hospitalized persons and location.
14. If building cannot be reentered, relocate students to predetermined location.
15. When safe, follow instructions of fire department for building reentry.
16. Determine location for temporary classrooms and supplies.
17. The campus principal with superintendent's approval will prepare a fact sheet and media statement.

18. The campus principal will contact maintenance for repairs or barricades.
19. Debrief with emergency management team and staff.
20. Continue interaction with staff, parents, and students until trauma is resolved and school is returned to normal functioning.

Gang Altercations Level II

Suggested Steps

1. If life threatening, the campus administration will call **911 or local emergency number**.
2. Provide first aid to the injured under the direction of the school nurse or other trained personnel.
3. Reestablish order with assistance from available staff or campus crisis team.
4. The campus administration will assess danger: injuries, number of students involved, location of altercation, presence of weapons.
5. Convene campus emergency management team.
6. Notify the central administration.
7. The campus administration will ask witnesses to describe what led to the altercation.
8. The campus principal in consultation with central administration will prepare a fact sheet/media statement.
9. Prepare plans to prevent retaliation or further campus violence.
 - a. Remove graffiti on school property, e.g., restroom walls or playground areas.
 - b. Enforce dress code policy in order to reduce the easy identification of gang members.
 - c. Notify probation officers if any students involved are on probation.
 - d. Ask student leaders to recommend ways to resolve issues.
 - e. Facilitate discussion between gang or ethnic groups.
 - f. Conduct workshops for students and faculty around ethnic or gang related issues.
10. The campus administration will ask parents of involved students to come to school. Request assistance from interpreters if necessary. Discuss concerns leading to the violence. Follow disciplinary procedures to address any offense such as aggravated assault, possession of weapons, etc.
11. Reassure parents, students, and faculty that appropriate steps are being taken to ensure safety.
12. The campus principal will debrief the emergency management team and staff.

Mass Involvement of Students in Large Group Emergency – Level II

Large groups of students within a building may be involved in emergency situations such as asphyxiation, food poisoning, or exposure to communicable disease.

1. If life threatening, call **911 or local emergency number**, central administration and transportation department.
2. Administer first aid as needed using trained personnel in building.
3. Assemble campus emergency management team.

Asphyxiation

1. Evacuate the building
2. Call **911 or local emergency number**
3. Notify school nurse. Contact medical authorities as situation dictates.
4. Under the direction of the principal secure and supervise school entrances and exits.
5. Prepare a list of affected students and parental emergency numbers
6. Notify parents.
7. Campus administration with communication with district administrations will prepare a fact sheet/media statement.

Food Poisoning

1. Notify school nurse and campus/district administration. Notify food services and health department.
2. Prepare a list of affected students and parental emergency numbers. Contact parents.
3. The campus principal with communications from district administration will prepare fact/media statement.
4. Follow directives of medical authorities.

Communicable Disease

1. Notify school nurse, campus/district administration.
2. Verify information. Call health services if needed.
3. Follow first aid guidelines or directives of medical authorities
4. Prepare list of exposed students and parental emergency numbers.
5. Notify parents.
6. Campus administration will debrief emergency management team and staff.

Nuclear Incident Level III

Suggested Steps

1. Call **911 or local emergency number** for life threatening injuries.
2. Administer first aid/emergency medical care led by school nurse if present. If not, use trained staff.
3. Verify information. The Federal Emergency Management Agency has established the following signal:
 - Attention or Alert Signal (three to five minute steady sound). This signal is a warning of peacetime emergency, either nuclear or natural.
4. Convene the campus emergency management team.
5. Set up incident command center with communication capability on site. Receive instructions from community emergency advisers.
6. Move building occupants to designated shelters. If there are none, take tornado emergency protective procedures and move students and personnel to the safest parts of the building; away from free span roofs, windows, etc. Insulate shelter areas with furniture, books, papers, cardboard boxes of supplies, extra clothing or anything else (the more massive, the better) to reduce exposure to radiation.
7. Keep a record of those persons who have been hospitalized and where they have been taken, and ensure teachers have an accurate class roll and are kept informed. Teachers report roll results to principal.
8. Engage in activities intended to reduce tension and pass the time during the shelter stay.
9. Log all activities and decisions.
10. Prepare fact sheet and assign staff to answer phone inquiries
11. Prepare media statement.
12. Ask for media assistance in notifying parents and disseminating information about procedures for releasing students.

13. Debrief with emergency management teams and plans for follow-up services for students and staff.

Prevention/supportive measures:

- Have qualified emergency management personnel provide an assessment of shelter facilities.
- Offer a course in personal and family survival to all students old enough to absorb such information, all faculty members, and other employees, parents and interested community members.
- Encourage faculty members to take courses in radiological monitoring, shelter management and first aid.

OPERATIONAL EMERGENCIES:

Hazardous Material Release

Toxic Substance or Gas Leak

Ruptured Water Lines

Climate Control in Extreme Weather

Power Outage

Vehicle Services and Towing

Hazardous material release, toxic substance or gas leak – Level III

1. Verify information
2. Call **911 or local emergency number**. Ask for advice on whether to evacuate or shelter in place.
3. Administer first aid/emergency medical care by school nurse and trained staff.

If instructed by fire department to evacuate, see section entitled “Emergency Evacuations,” and:

- a. Determine direction of prevailing wind. Move perpendicular to the direction of the wind. Never move parallel to the direction of the wind (which may be carrying toxic fumes.)
- b. Prepare special needs students and personnel for evacuation.
- c. Evacuate site using crosswind route to avoid fumes. Avoid moving up or downwind.
- d. Log all activities and decisions.

If instructed by fire department to shelter in-place:

- a. Shut down main electrical power sources to close all ventilation sources.
 - b. Turn off main gas supply.
 - c. Close all exterior doors and windows.
 - d. Provide portable hand-held cellular communication to control building zones.
 - e. Set portable AM/FM radios to designated emergency radio station for additional emergency information.
4. Convene campus emergency management team.
 5. Request assistance from maintenance.
 6. Estimate extent of injuries or potential physical danger with the school nurse and health services.
 7. Keep list of hospitalized and/or evacuated persons and where they are located.
 8. Set up incident command center with communication capabilities on site.

Interior release – Level III

1. Verify information; obtain Material Safety Data Sheets (SDS) if chemicals are involved. These sheets are housed in _____.
2. If the situation is life threatening or questionable, call **911 or local emergency number**. Ask for advice on whether to evacuate or shelter in place.
3. Provide for emergency medical care.
4. Move staff and students from affected area.
5. Close up and secure affected area. If the release of hazardous material occurs in science laboratory, the instructor may use judgment on the clean up and disposal of material. If there is a gas leak, turn off the main gas valve.
6. Post warning signs at entrance(s).
7. Convene campus emergency management team.
8. Estimate extent of injuries or potential physical danger with the school nurse and health services.
9. Keep list of hospitalized persons and where student/staff are evacuated.
10. Set up incident command center with communication capability on site.

Power outage, ruptured water line, climate control in extreme weather, vehicle services and towing – Level I

Principal's Office

1. Gather facts and/or verify information.
2. Call the power company and the maintenance staff for a power outage. Turn off the power at the service point if an electrical short circuit is suspected. Shut off the primary control point for a water main break.
3. Advise teachers and students of the situation by messenger.
4. Ask custodians to assist with the situation, i.e. lighting in restroom.
5. Discuss the impact on cafeteria (if any).
6. Consider evacuation should it be discovered that the problem will persist for an extended time.
7. Close up and/or secure affected area, keeping children and people away.
8. Post warning signs at entrance.
9. Estimate potential physical danger with school nurse and health services.

Teachers

1. Direct students to remain calm, quiet and in their assigned seats.
2. **DO NOT** allow any student out of the classroom.
3. Wait for instructions from the office –will likely come by messenger.

Other precautions/actions

- Each building should survey its neighborhood and determine staging areas, safe locations, etc., where students and staff may go for shelter or for alternative housing.
- **Teachers should carry their class roll book with them when evacuating the building at any time and for any reason.**

Pandemic Influenza Levels II or III

A pandemic is defined as a public health emergency that rapidly takes on substantial political, social, and economic dimensions. A broad range of private sector partners and government agencies, in addition to those dealing with public health, are engaged in pandemic preparedness planning to assist our community. An influenza pandemic could last from 18 months to several years, with two to three waves of activity.

Suggested Steps

1. Call **911** or **local emergency number** for life threatening illnesses.
2. Administer first aid/emergency medical care led by school nurse if present. If not, use trained staff.
3. Verify information.
4. Convene the campus emergency management team.
5. Work with County Health Agencies to direct the public to treatment facilities.

Vaccination and antiviral treatment are anticipated to be the most effective pharmaceutical strategies for reducing pandemic influenza morbidity and mortality.

The members of the school board at West Hardin County CISD have agreed not to use the school facilities as a vaccination or antiviral treatment site.

Hardin County has designated the following sites as public treatment facilities:

East Texas Christian School – Lumberton
Kountze Health Department – Kountze
First Baptist Church – Sour Lake

6. School will remain open as long as feasible. Parents and students should monitor designated TV and radio stations for any information concerning school closings.
7. Extra efforts will be made to maximize sanitary condition of school facilities.
8. Keep a record of those persons who have been treated by school medical personnel. Ensure teachers have an accurate class roll and are kept informed of medical conditions affecting their classrooms.

9. Engage in activities intended to reduce tension.
10. Log all activities and decisions,
11. Prepare fact sheet and assign staff to answer phone inquiries.
12. Prepare media statement.
13. Ask for media assistance in notifying parents and disseminating information regarding the pandemic.
14. Debrief with emergency management teams and plans for follow-up services for students and staff.

Prevention/supportive measures:

- Have qualified emergency management personnel provide assessment of situation.
- Offer a course in personal and family hygiene to help decrease the rate of infection.
- Encourage faculty members to take courses in first aid.

Riot/Political or Community Demonstration – Level I or II

Suggested Steps

1. If life threatening, call **911 or local emergency number**.
2. Notify campus/district administration.
3. Identify the group and the purpose of the protest.
4. Administer first aid to injured persons.
5. If a group is disruptive, warn members that they are in violation of the law and subject to arrest. Ask them to discontinue their activity.
6. Assemble campus emergency management team.
7. Do not allow disruptive persons to enter school property. If a protest group is already on the school premises, request that the members vacate immediately. Assign staff to all building entrances to prevent further disturbances inside the facility.
8. Campus principal will advise teachers to keep classroom doors closed and locked.
9. Keep administrative offices locked; provide security measures for files and records.
10. Keep faculty informed through memos, brief meetings, or other campus communication systems.
11. The campus administration with directives from the central administration will prepare a fact sheet/media statement.
12. Once order has been restored, remain alert for further campus disruptions. The campus administration may ask student leaders for input regarding controversial issues. The campus administration may ask for community involvement in resolution of concerns leading to the riot. Determine disciplinary measures for students involved, if required.
13. The campus/district administration may prepare for community meetings that may be needed to respond to the demands or problems identified by the protestors. Request assistance from interpreters as needed.
14. Log all activities and decisions.

Security Breach/Vandalism

Suggested Steps

Security Breach: Intruder/Loiterer – Level I

1. Approach and greet person. Check identification if possible and ascertain whether the person has a legitimate reason to be on campus. If necessary, have backup for support.
2. If the person cannot give identification or legitimate reason for being on campus, ask him or her to leave.
3. Notify campus administrator and district administration if needed.
4. If the situation is life threatening, call **911 or local emergency number**. Supply pertinent information on intruder.
5. While awaiting police, and if intruder cannot be removed from building, instruct all personnel to avoid contact with intruder.
6. Remove students and staff from pathway of intruder. If necessary, give code signal over PA system for all to remain in their rooms.
7. Log all activities and decisions.

Security Breach: Dangerous or Irate Person on Campus – Level I

1. Check identification if possible. Determine whether the person has a legitimate reason to be on campus. As a precaution, have a backup for support.
2. Inform the campus principal as soon as possible of the situation.
3. If the person cannot give identification or a legitimate reason for being on campus and the situation is life threatening, call **911 or local emergency number**. Ask the person to leave, or, if necessary, have the person removed if:
 - a. the personal safety of the students, faculty, or staff is threatened.
 - b. the orderly management of the instructional program is disrupted, or
 - c. school order and discipline are disturbed.
4. If the person presents a safety risk to other staff/students in the building, the office will announce the emergency code over the intercom.
5. If the person is identified as a parent or person with a legitimate reason to be there, utilize a combination of politeness, courtesy, and firmness to structure and deescalate the behavior. If

the person is coherent, listen to him or her and try to understand his or her concerns. Do not permit the classroom to be disrupted.

6. Attempt to bring the person to an isolated area or room.
7. Inform the central administration as soon as possible.
8. Have at least one staff member (preferable two) remain with the person at all times.
9. If students or staff witnessed the situation, inform them of the facts once the situation is resolved. A fact sheet will be prepared by the campus administration if needed.
10. Log all activities and decisions.

Security Breach: Taking Hostages or Sniper Gunfire – Level III

1. Contact campus/central administration.
2. Call **911 or local emergency number** for emergency assistance. Use emergency signal over PA system, either to have everyone stay in the rooms or to evacuate the building, as determined by the situation.
3. Convene campus emergency management team, if possible.
 - a. Assess the situation (weapons, number of students, location, closest exit, etc.).
 - b. Secure the school building. Keep all students away from the area if possible. Lock the doors if needed.
 - c. If situation dictates, inform staff through code to keep all students in the classroom and away from the windows. **Hold change of class bell.**
 - d. Have multiple copies of the school floor plan for the sheriff's department.
4. Set up an incident command center with communications on site.
5. Remain available to law enforcement and negotiators.
6. Have an attendance roster available to use as a checklist when releasing students. Ask teachers to remain with their students until the situation is resolved or students are released to their parents. Use a prearranged evacuation site to release students to parents if necessary.
7. Campus/district administration will prepare a fact sheet for phone calls from parents and community.
8. Campus/district administration will prepare a media statement for the media. Prohibit media access to students in the school building.

9. Make preparations for the campus emergency management team and counselors to provide follow-up services.
10. Log all activities and decisions.

Preventative Measures

- Post signs at building entrances asking visitors to go to the office and identify themselves.
- Properly mark buildings (by readable maps posted near entrances or signs) giving directions to offices.
- Approach, greet, and direct visitors to the proper office.

Vandalism – Level I or II

1. Notify local sheriff's department. Inform them of the kind, extent, location, and approximate time the damage was incurred.
2. Notify campus/ district administration.
3. Secure area with appropriate means, and leave all items within the affected area intact for the investigation.
4. Make emergency repairs to items deemed dangerous to persons or property within the building.
5. Record the type and extent of damage to the building, and file a report with the local sheriff's department and the business office for insurance recovery.
6. Notify maintenance and custodial services for assistance with cleanup operations.

Tornados & Natural Disasters – Level III

Suggested Steps

1. Sound the alarm for building occupants to seek shelter within the building or in a designated shelter. (3 distinctive tones followed by announcement “Severe Weather”)
2. **Severe Weather Procedure**
 - a. Teacher response: Take shelter according to the posted plan:
 - **Take class roster with you.**
 - Make sure that all children have assumed the required safety position before taking your own position.
 - Be alert to developing conditions.
 - b. Indoors
 - All students and faculty should remain calm and move to the assigned location of safety. Locations are posted by each classroom door.
 - Have students sit with legs crossed facing the wall, head down and hands covering the back of the head. (duck and cover)
 - Avoid building cafeterias, gyms, or any room with a wide free span roof.
 - **Do Not** discuss fears in front of the students. Assist in alleviating anxiety.
 - c. Outdoors
 - Move away from building to open space
 - Avoid overhead wires and utility poles.
 - Lie flat, face down.
 - Keep students assembled and take roll count of students.
 - Be alert to developing conditions.
 -
3. For severe injuries call emergency services (**911 or local emergency number**).
4. Notify the superintendent and transportation, as needed.
5. Call the school nurse and trained staff to administer first aid until community emergency services arrive.
6. Convene the campus emergency management team. In case of a tornado warning, post trackers or trained spotters to observe. Monitor local radio (battery operated), TV, or weather warning receiver.
7. During a tornado watch: prop open vents and doors between classrooms and hallways, open all windows slightly, and store portable equipment, outdoor furniture, etc., inside the building and away from shelter areas.
8. During a hurricane warning, schools should be closed and students sent home. If time does not permit the dismissal of students, keep them in areas of the schools that are structurally

resistant to high winds and are minimally exposed to broken glass, flying debris, and possible flooding. Release students only when authorized by their parents; evacuate students from school to a designated shelter.

9. Designated shelters should:
 - Store all portable equipment and loose items inside the building or tie them down securely (outdoor furniture, garbage cans, etc.).
 - Board up all glass areas. If this is not possible, use wide strips of masking tape in an “X” pattern to minimize flying glass.
 - Lower and securely fasten all window blinds and drapes.
 - Verify that all battery powered equipment, emergency cooking facilities, and flashlights are in operating order.
 - Store all drinking water in clean, closed containers.
 - Assemble tools which may be necessary to make emergency repairs.
10. If a funnel cloud is sighted, move staff and students to a safe area identified (shelters, basements, restrooms, or other enclosed small areas, inside wall on bottom floor, or best available space away from windows). DO NOT evacuate persons to auditoriums, gymnasiums, or other rooms with large roof spans. Avoid end rooms and portables. Large books, notebooks, or coats may be held over the head and shoulders. Desks or other furniture may provide some protection – squat or lie prone. Take safety position: crouch on knees with head down and hands locked at the back of the neck.
11. If storm is accompanied by severe flooding, relocate students and staff to area safe from flooding until further instructions are received.
12. Prepare special needs students and personnel for evacuation.
13. Evacuate classrooms bearing the full force of the wind.
14. Prepare for emergency action (e.g., medical triage, evacuation, etc.) in conjunction with police and fire department instructions.
15. Set up incident command center with communication capability on site.
16. Keep a record of those persons who have been hospitalized or evacuated and where they have been taken, and ensure that teachers have an accurate class roll and are kept informed.
17. Log all activities and decisions.
18. Campus/district administration will prepare fact sheet and assign staff to answer phone inquiries.

19. Campus/district administration will debrief with emergency management teams and plan for follow-up services for students and staff.
20. Campus/district administration will prepare media statement. Ask for media assistance in notifying parents and disseminating information about procedures for releasing students.

Other preparation activities

- Know the history of hurricanes, tornados, and other natural disasters in the area. Know the elevation of the school above sea level and streams or rivers that may flash flood.
- Keep local building plans for fire, tornado, or other catastrophic conditions in this manual. Designate the best tornado protective areas in the building by shading in the areas on the floor plan. File copies of the detailed and shaded floor plans with the maintenance department and others as needed.
- Develop plans that clearly differentiate between the fire alarm drill and the tornado disaster drill, or other disaster drills.
- Provide in-service education for teachers and staff at regular intervals and as needed.
- Plan and implement disaster drills according to civil direction at regular intervals and as needed. Teachers and students should know the building plan thoroughly due to regular drills. Publicize helpful information to parents and the community through parent meetings, school newsletters, and through newspapers and other media.
- Ensure that the building has at least one person on staff who knows practical first aid and/or develop a first aid team.
- Report immediately:
 1. Funnel shaped, rotating clouds.
 2. Protuberance(s) or rotary motion at the base of a thundercloud system.
 3. Any rotating cloud of debris or dust near the ground.
 4. If it is too dark to see adequately, listen for any distinctive roar similar to a big jet aircraft or many trains rolling nearby.
- Keep materials on hand to tape or board up windows and to provide other protection to building and outdoor equipment as necessary.
- After a tornado, hurricane, or other natural disaster:
 1. The “All Clear” will be given by announcement.
 2. Beware of contaminated food, water, ruptured gas lines, and wet electrical equipment.
 3. Resume classes only after a determination of building safety has been made.
 4. Resume classes in predesignated buildings if school facilities are damaged.

Tragedy – Student or Staff Member Procedures

Recommended Guidelines for Response to Tragedy

1. The Principal verifies facts and contacts the family and/or the district counseling coordinator as necessary.
2. Campus administrator develops a plan for DAY ONE after tragedy.
3. Enlist teacher volunteers to cover classes as needed.
4. A crisis center will be established.
5. Hold a faculty meeting to inform staff of the situation as soon as possible.
6. If event occurs during the school day, the principal will QuickMail staff with a short message concerning the situation.
7. Students will be notified when the administrator determines the best time to do so.
8. A letter to parents may be written which states only the FACTS.
9. NO Faculty Member will speak to the media – refer all questions to an administrator.
10. Students emotionally upset by the situation, should be sent immediately to the designated crisis-counseling center.
11. Support for teachers will be provided as necessary.

SUICIDE RESPONSE PROGRAM

WEST HARDIN COUNTY CCISD

WEST HARDIN COUNTY CCISD SUICIDE RESPONSE PROGRAM

An extension of our WHCCISD Emergency Management Plan is the development of our district's Suicide Response Program. With research in the U.S.A. indicating that suicide is a leading cause of death across all age groups, it is essential for schools to have a suicide response program in place. The school is not responsible for a student taking his or her own life, but it is responsible to have the knowledge and training to intervene if warning signs are exhibited.

With the understanding that suicide is almost always situational and that children do not want to die but just want the pain to go away (e.g., someone to change their situation), we can intervene and help these at-risk children. The school can work cooperatively with parents and community agencies to help children develop problem solving skills to be able to handle crises on their own as well as to have the knowledge that a caring adult will intervene when needed. It is also important that a school works with all of its youth on how to help an at-risk child. At-risk children seldom will seek an adult for help but will seek their own peer group. Our students need to understand the warning signs of an at-risk youth as well as how to intervene effectively for someone unable to deal with a crisis.

Therefore, our school-based Suicidal Response Program consists of three basic areas. The areas are prevention, intervention and postvention. These program areas will provide a basis for our district to effectively deal with at-risk children involving the cooperation of our students, staff, parents and community members in maintaining a positive safe school environment for all.

West Hardin County CISD Suicide Intervention Program

Steps of Intervention

Listed below are steps that the school counselor must take when a report of a suicidal student has been made. Even though the main responsibility is upon the counselor to make sure that the appropriate intervention steps are taken and documented, the campus emergency team's support in this decision making process is essential.

1. If any adult staff member of the school becomes aware of the possibility that a student is suicidal, s/he should contact the school counselor, who will talk with the potentially at-risk student. (In the school counselor's absence, the principal or the assistant principal should be contacted.)
2. Students should be encouraged to talk with any adult in the school community if they are concerned about the possible suicidality of a peer. The adult should then immediately contact the school counselor.
3. **Take all threats of suicide seriously.** A student, who writes or talks about suicide, whether directly or indirectly, is at risk! In talking with the student, the school counselor may assess the level of risk of the suicidal student. If the student does seem to be at-risk of suicide, s/he should be asked to sign the "No-Suicide Contract" form. The student is to be closely supervised at school until parents take custody of the child.
4. The parent/guardian of the potentially suicidal student must always be contacted, regardless of whether the knowledge is firsthand or secondhand information. The school counselor must contact the parent every time information concerning a student's potential suicide risk comes to the attention of school staff, and these contacts should be documented in writing. There are no exceptions to this rule. The parent must be contacted, even if s/he is perceived by the school to be "part of the problem."
5. The school counselor should talk directly with the parent about removing guns and other potentially lethal weapons from the home of a suicidal student.
6. The school counselor may give the parent a list of referral agencies that the parent may contact for assistance.
7. The school counselor must place a follow-up call to the parent/guardian within the next day or two after the initial contact in order to ensure that the parent has followed through with obtaining the recommended assistance for the student.
8. The school counselor, in the presence of a school administrator, should ask a difficult parent (i.e., one who is uncooperative, angry, or in a state of denial when informed about their child's suicidal intent) to sign a "Notification of Emergency Conference Form" documenting that they have been notified of their child's suicidal ideation and advised to seek mental health assistance. If the parent refuses to sign the form, the second school representative should sign the form as a witness that the conversation took place. The school counselor may also have the parent sign the "Refusal of Referral for Suicide Risk" form. Parents who refuse to obtain mental health assistance for suicidal minors may be reported for negligence to the state child protective services agency.

9. The campus emergency team will meet to determine other areas of assistance that the student may need at school. The school counselor will continue to remain in contact with the student at school.

**West Hardin County CCISD
Suicide Intervention Program
Student Documentation**

Student's Name _____ Date _____
Campus: _____

Documentation (write date in blank)

_____ 1. Report of suicidal risk statement.

_____ 2. Conference with student. If the student is determined to be potentially suicidal, s/he may be asked to sign the "No-Suicide Contract."

_____ 3. Parent is contacted and asked to come to school if needed. Parent is advised that the student is of a(n) _____ (a) active-high suicidal risk, _____ (b) medium suicidal risk, or _____ (c) present but low suicidal risk.

_____ 4. Parent is given information on how to deal with the child's suicidal threat. The parent is asked to remove any guns or lethal weapons from the home as well as to maintain close supervision of his/her child.

_____ 5. If needed, parent may be asked to sign the "Notification of Emergency Conference Form." If the parent refuses to seek mental health assistance, he/she may be asked to sign the "Refusal of Referral for Suicide Risk."

_____ 6. If the parent refuses to seek mental health assistance and the suicidal risk is high, the school may contact the child protective services agency to report negligence. If the risk is high and the parents refuse to pick up the child at school, C.P.S. or the sheriff's department may be contacted to come to the school in order to gain custody of the child.

_____ 7. A follow-up call is made to determine whether parent has carried out the recommendations of the school regarding the student.

_____ 8. The school counselor continues contact with the student at school. The campus emergency team will meet to determine what further assistance the student may need.

**West Hardin County CISD
Suicide Intervention Program
Warning Signs in Youth
From Coping with Crisis: Lessons Learned
By Scott Poland and Jami McCormick**

According to the Academy of Child and Adolescent Psychiatry (cited in CASP, 1998), the following signs in youth have been correlated with attempted suicide and should be watched for by parents, physicians/pediatricians, and all school staff (i.e., teaching, administrative, counseling, and support staff):

- Previous suicide attempts or threats.
- Plans made or attempts to secure the means for suicide.
- Thinking or talking about suicide
- Scratching, cutting, or marking the body
- Risk-taking behavior (e.g., running away, jumping from heights)
- Withdrawal from activities, family, and/or friends.
- Alcohol and other drug abuse
- Neglect of personal appearance
- Marked personality and/or behavior change
- Persistent boredom, inability to concentrate
- Decline in quality of school work
- Physical symptoms associated with emotions (e.g., stomach ache, fatigue)
- Loss of interest in pleasurable activities
- Not tolerating praise or rewards
- Verbal hints
- Putting affairs in order (e.g., giving away belongings)

- Becoming suddenly cheerful after a period of depression (which may indicate that a decision has been made to commit suicide.)

Other suicide warning signs include (Lieberman, 1999, "Suicide in Children,")

- Prolonged depression
- Preoccupation with death and/or suicidal themes
- Destructive play or repetitive unrealistic play

Suicide Risk Assessment Worksheet

Instructions: Use as a checklist. Average for final assessment. Each item carries the same weight Probability of attempt: Low __ Medium __ High __

Name _____ Date _____ Counselor _____

	Risk Present, But Lower	Medium	Higher
<u>1. Suicide Plan</u>			
A. Details how	___ Vague	___ Some specifics	___ Well thought out, knows when, where and
B. Availability of Means	___ Not available, will have to get	___ Available, close by	___ Has in hand
C. Time	___ No specific time or in future	___ Within a few hours	___ Immediately
D. Lethality of Method	___ Pills, slash wrists	___ Drugs and alcohol, Car wreck, carbon monoxide	___ Gun, hanging, jumping
E. Chance of intervention	___ Others present most of the time	___ Others available if called upon	___ No one nearby; isolated
<u>2. Previous Suicide Attempts</u>	___ None or one of low lethality	___ Multiple of low lethality or one of medium lethality; history of repeated threats	___ One of high lethality or multiple of of moderate
<u>3. Stress</u>	___ No significant stress	___ Moderate reaction to loss and environmental changes	___ Severe reaction to loss or environmental changes
<u>4. Symptoms</u>			
A. Coping Behavior	___ Daily activities continue as usual with little change	___ Some daily activities disrupted: eating, sleeping, and school work	___ Gross disturbances in daily functioning
B. Depression	___ Mild; feels slightly down	___ Moderate: moodiness, sadness, irritability, loneliness and decrease in energy.	___ Overwhelmed with hopelessness, sadness & feelings of worthlessness
<u>5. Resources</u>	___ Help available, significant others concerned and willing to help	___ Family and friends available but unwilling to help consistently	___ Family and friends not available or hostile, exhausted, injurious
<u>6. Communication Aspects</u>	___ Direct expression of feelings and suicidal intent	___ Interpersonalized suicidal goal (They'll be sorry-I'll show them: worthlessness)	___ Very indirect or nonverbal expression of internalized suicidal goal
<u>7. Life Style</u>	___ Stable relationships, personality and school performance	___ Recent acting-out behavior and substance abuse; acute suicidal behavior in stable personality	___ Suicidal behavior, unstable personality; emotional disturbance; repeated difficulty w/peers, family, teachers
<u>8. Medical Status</u>	___ No significant medical problems	___ Acute but short-term or psychosomatic illness	___ Chronic debilitating or acute catastrophic illness
Total Checks	___ LOW	___ MEDIUM	___ HIGH

West Hardin County CCISD
Suicide Intervention Program
Common Suicide Myths
From Coping with Crisis: Lessons Learned
By Scott Poland and Jami McCormick

The following are a few of the more widely believed myths about suicide and the facts debunking them. (Greene, cited in “Childhood Suicide,” 1998; Poland, 1989); Shamoo and Patros, cited in “Childhood Suicide,” 1998):

- Myth – People who talk about suicide don’t commit it.

Reality – Young people who talk or write about suicide are at risk. Those who talk of suicide are crying out for help, communicating that they want positive changes in their lives.

- Myth – Children are cognitively and physically incapable of implementing a suicide plan successfully.

Reality – As reported in “Childhood Suicide” (1998, p.4), “Children who contemplate, threaten, or attempt suicide in the six – to 12 –year old group most frequently use jumping from heights, ingesting poison, hanging, stabbing, drowning, running into traffic, and burning. None of these methods requires any lengthy or complicated planning or specific physical attainment.”

- Myth – Suicidal youth really do want to die.

Reality – There is often ambivalence about dying. Suicidal youth want to end the pain but wish that someone or something would change the situation so that their lives can continue.

- Myth – Discussing suicide with youth gives them the idea to commit the act.

Reality – A suicidal child or teen already has the thought of suicide in his or her mind. Talking about suicide actually “...removes a child’s fear that (he or she) is crazy or alone, takes away the guilt for thinking that way, and opens avenues for resolution of suicidal thoughts”(Childhood Suicide,” 1988, p.4). Explained the California Association of school Psychologists 1998, p.14), “Asking a child or adolescent whether he or she is depressed or thinking about suicide can be helpful. Rather than ‘putting thoughts in the child’s head,’ such a question will provide assurance that somebody cares and will give the young person the chance to talk about problems.”

- Myth – Suicide is inherited or destined.

Reality – Certain children may have a genetic predisposition to suicidal behavior, and chronic parental depression has been shown to be “...a strong predictor of adolescent suicide” (“Suicide Facts,” 1998, p. 10). However, in the large majority of cases, youth suicide is situational, and situational variables (e.g., the use of ideation: self-punishment, escape, reunion with a significant other, and rectification of an unbearable life situation (Rosenthal & Rosenthal, cited in “Suicide in Children”, 1998).

- Myth – Once a youth contemplates suicide, he or she should always be considered suicidal

Reality – When the crisis and precipitation problems are resolved, suicidal ideation generally stops. If the youth’s coping skills fail in the future, however, suicide could again become an option s/he considers.

West Hardin CCISD
Suicide Postvention Program
Media Coverage of Suicide
From Coping with Crisis: Lessons Learned
By Scott Poland and Jami McCormick

Media coverage of a suicide can be a casual factor in suicide “contagion” or “cluster.” According to the American Foundation for Suicide Prevention (1998b), “After a film or news story on suicide, suicide rates tend to go up.” There are also documented accounts of “...specific suicides that were committed shortly after seeing [coverage of] or reading about a suicide” (American Foundation for Suicide Prevention, 1998b). Thus, the nature of coverage of a suicide and the way in which you interact with the media after the suicide of a school community member are of some concern.

The following recommendations (Poland, 1989) will increase the odds that any media coverage of the suicide (or suicide attempt) of your school community member is appropriate:

- Do not refuse to give an interview or simply read a prepared statement. The media may interpret such an approach as “...uncooperative and indicative of attempting to hide a lack of preparation for the problem of youth suicide.”
- Approach the media in a positive manner, avoid being defensive, and be prepared for the interview. Remember the valuable role the media play in disseminating to the public important information about suicide warning signs and sources of assistance.
- The school spokesperson granting the media interview(s) should “...have a thorough understanding of the dynamics of youth suicide.” If the Media Liaison does not possess this particular knowledge, someone from your school’s mental health staff should conduct the interview(s) instead of, or in collaboration with, the Media Liaison.
- Encourage the media not to cover the story. Suggest, instead they come back in a few weeks to do a story on suicide prevention. For example, they might report on teenagers who had struggled with problems, but, with help, had chosen an alternative to suicide (with these survivors’ prior permission, of course). The story of students who had intervened and prevented a friend’s suicide would also be deserving of publicity.
- Honestly acknowledge the suicide or “suicide equivalent” action.
- Provide brief identifying information about the victim such as age, grade, and gender. Make every effort to obtain parental permission before providing the name of the victim, even if other sources (e.g., the police) are already reporting the student’s name.

- Answer the media’s questions, but protect confidential information about the victim (and his or her family) and avoid discussing the circumstances/causation of the suicide and details of the victim’s life.
- Downplay the method of suicide, withholding these details.
- Read any appropriate statement from the victim’s family. (Reserve the right to edit this statement to ensure that it complies with the recommendations of the American Association of Suicidology or to refrain from reading it.)
- Express the sorrow of the faculty and student body.
- Emphasize the steps the school is taking to assist the other students in coping with suicide. Explain that the students are being encouraged to continue with their normal school activities to the greatest extent possible.
- Outline the counseling services being provided by your school and within the community. If the district/campus emergency management team determines that a family/community meeting would be helpful, publicize the time and location of the family/community meeting to be held and encourage all concerned parents to attend with their children.
- Acknowledge the widespread problem of youth suicide, citing appropriate statistics.
- Emphasize any prevention efforts your school or district has previously made in this area, providing the media with documentation. The media will be very interested in such positive steps and procedures.
- Ask the media to emphasize the warning signs of suicide as well as the sources or assistance available within both your school and the community.
- Explain to the media the suicide “contagion”/“cluster” phenomenon, and ask them, in their coverage, to follow the media guidelines proposed by the AAS and summarized here:
 - Avoid details of the method.
 - Do not report the suicide as unexplainable or the result of simplistic or romantic causes.
 - Avoid making the story front-page news and avoid the word “suicide” in the headline.
 - Do not print a photograph of the deceased.
 - Refrain from coverage that excites or sensationalizes.
 - Do not imply approval of suicide.
 - Use simple language and review all statistics to ensure that accurate information is conveyed. Cite sources when appropriate.

- Be cautious about contacting the survivors of a suicide victim or a person who has attempted suicide. It is preferable to have the school obtain approval from such people prior to your contact.
- Avoid discussing the specifics of the situation and safeguard confidential information about the victim and his or her family.
- Include, if possible, positive outcomes of suicidal crises.
- Include information on the warning signs, sources of help, and what one should do if they become aware that someone is suicidal.

**West Hardin CCISD
Suicide Postvention Guidelines**

**Suicide Postvention Guidelines of the American Association of Suicidology
(AAS, 1998)**

These are the suicide prevention guidelines of the AAS as summarized in Coping With Crisis: Lessons Learned by Scott Poland and Jami McCormick.

- Don't dismiss school or encourage funeral attendance during school hours.
- Don't dedicate a memorial to the deceased.
- Don't hold a large assembly to notify the school community members of the suicide.
- Do verify facts and treat the death as a suicide.
- Do give the facts to students (while downplaying the method).
- Do emphasize prevention and everyone's role in preventing suicides.
- Do provide individual and group counseling.
- Do emphasize that no one else is to blame for the suicide.
- Do emphasize that help is available, that suicides can be prevented, and that everyone has a role to play in prevention.
- Do contact the family of the deceased.

West Hardin CCISD
Suicide Postvention Program
From Coping with Crisis: Lessons Learned
By Scott Poland and Jami McCormick

Discussing and Processing Reactions to Suicide

Take the following steps after the suicide of a school community member:

- Verify the suicide

Unless the suicide occurred at school, the school administration or school counselor will need to contact the family of the deceased to verify the suicide. You may use whatever language the parents request in the acknowledgment of the death as long as it does not conflict with the coroner's or medical examiner's ruling (American Association of Sociology (AAS), 1998).

At no time should you lie about the cause of death, even if the parents request you to do so (ASS, 1998).

- Create a Crisis Fact Sheet.

Have verified information on the fact sheet that may be given to callers, etc.

- Tell your students and staff about the suicide when the news is confirmed.

The suicide must be acknowledged, and your students and staff must be given the opportunity to express their emotions and ask questions. School staff members should be notified as a group if possible. The district or campus communication plans may also be used if the suicide happens before or after school hours.

Students should not be given news of any crisis-and particularly of a suicide-in an assembly format. Discussions should take place in groups or their own classroom or homeroom or smaller, preferably with a teacher, administrator, or counselor present.

What you say (and do not say) when you tell your students about a suicide is as important as where and how you say it:

- Tell the truth about suicide, but provide few or not details about the method. A specific statement such as, "He shot himself" or "She died from strangulation," is enough. This clarifies the method but allows the focus of the discussion to remain on how the school staff can help survivors with their thoughts and feelings about the death. Do not provide unnecessary details about the cause of death (e.g., that it was painful, how the body might have looked, etc.).
- Stick to the facts provided on the Crisis Fact Sheet.

- Do not attempt to figure out (or spend time discussing with the students) why the person committed suicide. Students will invariably ask “Why?” and a helpful response is to say, “We’re never going to know why (name) killed himself/herself. We need to talk about you and your thoughts, feelings, and emotions. You lost a classmate, and we need to focus on you because you’re here.”
 - If the students ask “Why didn’t God stop (name) from killing himself/herself?” explain that there are many different beliefs about this question and encourage the students to speak with their own clergy members and/or parents.
 - Do not glorify the student that committed suicide in any way or communicate any approval of his/her actions (e.g., romanticizing the action).
 - Emphasize that suicide is avoidable and that the deceased student made a poor life choice. Say, for example, “(Name) made a very bad choice. How can we work together to make sure you do not make such a bad choice?”
 - Do not portray the suicide victim as deviate or mentally ill, which may or may not be the case and would be difficult for students to accept if the suicide victim was well liked. Instead, make clear that the student had problems that were unique to him or her, and emphasize again that the student “made a bad choice.”
 - Do not attempt to make the students feel better by saying, “There is nothing anyone could have done to prevent the suicide,” because students need to understand that prevention is possible. Students, as well as staff, “...should be empowered with the belief that they can make a difference-that they can save a life and prevent a future suicide.”
 - However, be sure to also emphasize that no one except the suicide victim is to blame for his or her actions. As suicidologists have explained: “The message must be that everyone is hurting and everyone is angry-we are all survivors in the same boat. While we will probably never fully know why, we must stop blaming each other and stop blaming ourselves.”
 - Focus on prevention-including recognizing warning signs-and explain that suicide is a major problem in our society. Emphasize the need to get immediate help for a suicidal person. Also explain to students the difference between “telling on” a peer (which is designed to get him or her into trouble) and telling an adult when a peer is talking about suicide (which is for the person’s own protection and may save his or her life).
 - Emphasize to students that help is available to them both at school and in the community. Discuss what they could do and where they could turn if they felt that they needed assistance with life problems or suicidal thoughts. Post a crisis hotline number or numbers.
- Provide opportunities for your students and staff to process their reactions to the tragedy.
 - Maintain the normal school schedule.

- To avoid glorifying the suicide, do not dismiss school and, to the greatest extent possible, do not change the normal school schedule. Note that some time may be needed for students to process their reactions to the tragedy and ask questions. If many students are upset, you may need to modify or set aside the regular curriculum for a short time to address the emotionality of the situation. Some very upset students may wish to go home. These students should not be allowed to leave school by themselves. Instead a parent or caretaker should be called to come to school and escort them home.
- Crisis teams should meet and decide if a letter should be sent home to parents and/or if a community meeting needs to be held. At the meeting the danger of suicide “contagion” should be discussed as well as the warning signs of suicide. Also, discussed could be preventive measures and sources of assistance for children and parents.
- Provide counseling services at school to those students in need. Also, provide information to concerned parents and community members regarding warning signs, prevention steps, etc.
- Address media concerns, if any. Refer to “Media Guidelines of the AAS” and “Media Coverage of Suicide.” You may wish to give the media a copy of the “Media Guidelines of the AAS” if they become involved.
- Allow funeral attendance.

Any students or staff who wish to attend the memorial service or funeral of the suicide victim should be allowed to do so, but school should not be dismissed for this service. The best scenario is for the funeral to occur outside of school hours, so that the suicide is not glorified by hundreds of students leaving school to attend the service. If appropriate, the school administration might ask the family of the deceased if they could schedule the service after school or on a Saturday. Family members are usually understanding of the school’s concern.

Any students who wish to attend the funeral should be prepared for what will happen there. Discuss with your students visitation/funeral procedures, including etiquette and appropriate denominational customs. Emphasize that the students have a choice about attending the funeral, and encourage those who plan to attend to go with their parents.

- Do not memorialize the suicide victim at school.

Because of the danger of suicide “contagion,” your school must be careful not to glorify or sensationalize the death in any way. For this reason, the suicide victim should not be memorialized at school, as a memorial places the deceased in the position of role model.

If your school is requested to dedicate yearbooks, dances, or other school events to the deceased, your answer should be no. There should be no physical memorial of any kind at school and nothing permanent. If funds are donated, they should be allocated to a worthy cause, such as a suicide prevention effort or some sort of scholarship. Use something “consumable” rather than a permanent memorial, such as through scholarship activities, which shifts the focus from the suicide victim to the survivors.

- Communicate with the family of the deceased.

It is important for the school to initiate contact with the family. The school may formally express the school’s condolences, return personal items of the deceased, discuss funeral and memorial concerns, emphasize to the family that confidentiality will be maintained. That is, specify that no school personnel will comment or speculate on family problems or theories about why the victim committed suicide.

Assist the victim’s siblings within your school. These children have not only lost a brother or sister but may carry a weight of guilt and self-blame. Further, their family may be ostracized within the school and community because of the suicide. The parents will likely be very concerned about their surviving children and receptive to such assistance.

Any expressions of sorrow (e.g., cards or letters) from students who knew the suicide victim would also be appreciated by the family, and the school representative could deliver these as well.

No-Suicide Contract
by Kevin Caruso
Prevent Suicide Now.com
Founder, Director, Editor-in-Chief

I, _____, hereby agree that I will not harm myself in any way, attempt suicide, or die by suicide.

Furthermore, I agree that I will take the following actions if I am ever suicidal:

- 1) I will remind myself that I can never, under any circumstances, harm myself in any way, attempt suicide, or die by suicide.
- 2) I will call 911 if I believe that I am in immediate danger of harming myself.
- 3) I will call any or all of the following numbers if I am am not in immediate danger of harming myself but have suicidal thoughts (please list names, phone numbers, addresses, and any other relevant contact information below):

1-800-SUICIDE -- 24-hour suicide prevention line that can be called from anywhere in the U.S.

- 4) I will continue talking on the phone with as many people as necessary for as long as necessary until the suicidal thoughts have subsided.

Signature _____ Date _____

Witness _____ Date _____

West Hardin County CCISD

Saratoga, Texas

Notification of Emergency Conference Form

Today a conference was held with the following people:

_____	_____
_____	_____
_____	_____

to discuss _____, a student at WHCCISD. The district's main concern is that that _____, is exhibiting signs causing major concerns regarding this student's health and welfare. This matter was discussed in detail. The parents have been notified of their child's suicidal ideation and been given information necessary to obtain mental health assistance.

_____	_____
Parent	Date

_____	_____
Counselor/Administrator	Date

_____	_____
Witness	Date

_____	_____
Witness	Date

_____	_____
Witness	Date

West Hardin County CCISD

Saratoga, Texas

Refusal of Referral for Suicide Risk

West Hardin County CCISD has discussed concerns regarding _____
_____ and his/her suicidal ideations. The district has offered resources
where the family can seek comprehensive mental health assistance. Parents who refuse
to obtain mental health assistance for suicidal minors may be reported for negligence to
the State Child Protective Services Agency. _____
has/have been informed of this matter. However, at this time they do not feel there is
an immediate threat to the health and welfare of _____
and are not willing to seek additional mental health assistance.

Parent

Date

Counselor/Administrator

Date

Witness

Date

Witness

Date

Witness

Date

Emergency Evacuation Plan

Emergency Evacuation – Level III Guidelines and Procedures

The Evacuating Campus

In certain crises, evacuation is necessary to protect the safety and health of staff and students. Fires, bomb threats, hazardous chemical spills are examples of these situations. The evacuating campus, under the direction of the principal and the campus emergency management team, is responsible for the orderly evacuation of all students and staff personnel. Campus evacuation maps are included in the appendix of the crisis management plan.

1. Contact Emergency **911 or local emergency number** for all public safety services including medical assistance.
2. Provide first aid to injured.
3. Contact the superintendent and transportation.
4. Make the decision to evacuate.
5. Convene campus emergency management team.
6. Contact health services to request nursing assistance.
7. Decide the appropriate method to evacuate.
8. Determine the safest method to remove both the students and staff from the campus should total evacuation be required, including establishing safe holding areas to await transportation away from the campus. (TEACHERS ENGAGE EVACUATION PROCEDURES:)
 - a. Have students leave the room in single file, one row at a time.
 - b. Escort students to designated evacuation place.
 - c. Keep you class group together.
 - d. Close windows, time permitting.
 - e. Check restrooms and vacant rooms adjacent to classrooms.
 - f. Leave personal belongings (teachers take class rosters only).
 - g. Close the door to prevent fire drafts upon completion of exiting.
 - h. Take roll upon reaching assembly point outside. Account for all present and missing persons. Advise the principal of present and missing persons.
 - i. Assume posts at exit.
9. **Duties of Teachers with special needs students:** Aides and volunteers should help evacuate all students.
10. **Duties of Teachers without students:**
 - a. CHECK hallways and restrooms

- b. ASSIST other teachers with evacuation
11. **Duties of Attendance Clerks/Secretaries:**
 - a. BRING STUDENT ROSTERS with parent phone numbers outside.
 - b. BRING DAY'S PRINTOUT OF ABSENT STUDENTS and visitors outside.
 12. **Duties of Custodians:** BRING FLOOR PLAN DESIGNATING UTILITY SWITCHES.
 13. **Duties of Counselor:**
 - a. ASSIST School Secretary in locating visitors
 - b. ASSIST parents converging on school campus
 - c. FOLLOW WHCCISD PROCEDURES
 14. **FOLLOW THE CHAIN OF COMMAND TO REPORT PROBLEMS**
 - a. Teachers – Report problems to Administrators
 - b. Administrators – Give ALL CLEAR to return to building or further instructions.
 15. Engage plan to determine location of missing persons.
 16. Determine to which evacuation site students are to be moved, either to a predetermined location or to another selected site. Sound the evacuation signal.
 17. The **PRINCIPAL** will direct school personnel to initiate evacuation procedures:
 - a. Secure building
 - b. Inform teachers to leave with keys, class rosters.
 - c. Direct school nurse or other designated personnel to prepare all required student medications that are to be transported.
 - d. Remove student emergency care information, first aid kit, and other items as needed.
 - e. Ensure that all teachers are notified that they must account for all students under their direction before departing the campus.
 18. Supervise bus loading and departures.
 19. Verify that all students and personnel have been evacuated and request campus security to monitor the evacuated campus.
 20. Prepare a media statement and fact sheet to assist school staff in answering questions of concerned parents. Request assistance from an interpreter if necessary.
 21. Log all activities and decisions.
 22. Debrief with emergency management team and faculty.

23. Continue interaction with counselors until trauma is resolved and school is returned to normal functioning.

Preventive/supportive measures

Evacuation plans should include instructions for evacuating crowds attending school functions or community social functions. Evacuation routes should take advantage of natural protective features (fire walls, etc.); avoid wooden stairs, open stairwells, and boiler rooms. Restrict the possibility of cross traffic.

Evacuation instructions should be:

- Given to students on the first day of school and personnel at the time of hire.
- Posted by fire exit diagrams.
- Provided to all substitute teachers.
- Reviewed with students periodically.
- Make a copy of all attendance sheets to keep near Evacuation Route.

The receiving campus

The receiving campus, under the direction of the principal and campus emergency management team, is responsible for the receipt of all evacuated students and staff personnel.

- A. Calm anxious students.
- B. Designate an area for first aid and/or request assistance from health services if a school nurse is not available.
- C. Designate a holding area such as a gym or cafeteria (set up tables, chairs, TV, etc.).
- D. Post signs designating access to restrooms, staff rest areas, and telephones.
- E. Determine if meals are to be prepared and served, and contact food services to request assistance.
- F. Campus/district administration will prepare a fact sheet for telephone inquiries.
- G. Direct office personnel to set aside a receiving area to act as communications center to answer questions from both parents and the news media.
- H. Direct office personnel to notify day care and other after-school care centers as to the estimated time of release of students in order to allow for after-school transportation of students to these centers.

- I. Maintain a written record of release of each student according to the student emergency care information and including the time of the release and the name of the person with whom the student is leaving the school.
- J. Establish and maintain communications with city, county or emergency management departments.

APPENDIX

Safe Operating Procedures

Supervision of Students

1. Teachers must be at their assigned duty stations according to the building duty roster.
2. Teachers and administrators will monitor students during each class change and lunch period.
3. Teachers and administrators will periodically check restrooms.
4. Students will never be left alone in any area of the building or during an off-campus trip.

Employee Safety

1. All employees will be expected to adhere to district safety rules and regulations.
2. All employees will be expected to report unsafe conditions or practices to the appropriate supervisor.

Bomb Threat Report Form

Keep copies at main telephones for immediate use by secretary. Form goes to building principal after completion.

Questions to Ask:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. Where are you calling from?
9. What is your name?

Exact Wording of the Threat:

Time: _____ Date: _____
Sex of caller: _____ Race: _____
Age: _____ Length of call: _____
Number at which call is received:

Caller's Voice:

- | | |
|----------------|-----------------------|
| _____ Calm | _____ Nasal |
| _____ Angry | _____ Stutter |
| _____ Excited | _____ Lisp |
| _____ Slow | _____ Raspy |
| _____ Rapid | _____ Deep |
| _____ Soft | _____ Whispered |
| _____ Loud | _____ Clearing throat |
| _____ Laughter | _____ Deep breathing |
| _____ Crying | _____ Cracking voice |
| _____ Normal | _____ Disguised |
| _____ Distinct | _____ Accent |
| _____ Slurred | _____ Familiar |

If voice is familiar, who did it sound like?

Background Sounds:

- | | |
|---------------------|-------------------------|
| _____ Street noises | _____ Factory machinery |
| _____ Booth | _____ Animal noises |
| _____ Voices | _____ Clear |
| _____ PA System | _____ Static |
| _____ Music | _____ Local |
| _____ House noises | _____ Long distance |
| _____ Motor | _____ Office Machinery |
| _____ Other: _____ | |

Threat Language:

- | | |
|-------------------|--------------------------|
| _____ Well spoken | _____ Incoherent |
| _____ Foul | _____ Taped |
| _____ Irrational | _____ Message being Read |

Remarks: _____

Checklist of Characteristics of Youth Who Have Caused School-Associated Violent Deaths

The National School Safety Center offers the following checklist derived from tracking school-associated violent deaths in the United States from July 1992 to the present. After studying common characteristics of youngsters who have caused such deaths, NSSC has identified the following behaviors, which could indicate a youth's potential for harming him/herself or others.

Accounts of these tragic incidents repeatedly indicate that in most cases, a troubled youth has demonstrated or has talked to others about problems with bullying and feelings of isolation, anger, depression and frustration. While there is no foolproof system for identifying potentially dangerous students who may harm themselves and/or others, this checklist provides a starting point.

These characteristics should serve to alert school administrators, teachers and support staff to address needs of troubled students through meetings with parents, provision of school counseling, guidance and mentoring services, as well as referrals to appropriate community health/social services and law enforcement personnel. Further, such behavior should also provide an early warning signal that safe school plans and crisis prevention/intervention procedures must be in place to protect the health and safety of all school students and staff members so that schools remain safe havens for learning.

1. ____ Has a history of tantrums and uncontrollable angry outbursts.
2. ____ Characteristically resorts to name calling, cursing or abusive language.
3. ____ Habitually makes violent threats when angry.
4. ____ Has previously brought a weapon to school.
5. ____ Has a background of serious disciplinary problems at school and in the community.
6. ____ Has a background of drug, alcohol or other substance abuse or dependency.
7. ____ Is on the fringe of his/her peer group with few or no close friends.
8. ____ Is preoccupied with weapons, explosives or other incendiary devices.
9. ____ Has previously been truant, suspended or expelled from school.
10. ____ Displays cruelty to animals.
11. ____ Has little or no supervision and support from parents or a caring adult.
12. ____ Has witnessed or been a victim of abuse or neglected in the home.
13. ____ Has been bullied and/or bullies or intimidates peers or younger children.
14. ____ Tends to blame others for difficulties and problems s/he causes her/himself.
15. ____ Consistently prefers TV shows, movies or music expressing violent themes and acts.
16. ____ Prefers reading materials dealing with violent themes, rituals and abuse.
17. ____ Reflects anger, frustration and the dark side of life in school essays or writing projects.
18. ____ Is involved with a gang or an antisocial group on the fringe of peer acceptance.
19. ____ Is often depressed and/or has significant mood swings.
20. ____ Has threatened or attempted suicide.

Fact Sheet for Telephone Inquiries

To answer telephone inquiries during a crisis, know the FACTS about:

1. What has happened?

2. When did the event occur?

3. Where did the event occur?

4. Who is involved? (Caution: Do not give out names of deceased or injured until family has been notified.)

5. What is being done by school and emergency personnel?

6. If students are to be released or excused to attend a funeral, what is the correct procedure?

7. Will school be closed or classes held in another facility? If so, where?

8. Any parent or community meetings planned? When? Where?

9. What is being planned to help families affected by the crisis?

Information on Emotional Responses Surrounding a Crisis

These are just a few indicators of some emotions that may follow a crisis situation. Caution must be given, though, in labeling a student as being suicidal, etc., based on observing a few indicators. Several indicators must be in place with the consideration of other factors.

Understanding grief:

- Grief is a time for healing and restoring balance. Don't try to rush it.
- Crying can be healthy and therapeutic.
- Grief may involve physical symptoms such as eating disorders.
- Alcohol and drugs are dangerous when combined with grief or depression.
- Guilt, real or imagined, is sure to make an entrance.
- Grief is highly individual. One shouldn't try to live up to another's ideas about grief.
- Children often express grief silently, inwardly – often referred to as “Lost Grievers.”
- Grief clouds rational thinking.
- Grief diminishes with time.
- Grief is somewhat easier when shared with someone. Many endure similar loss.

Symptoms of depression:

- Obvious unhappiness
- Withdrawal and isolation
- Feelings of helplessness, worthlessness, hopelessness
- Unusual fatigue or lethargy
- Self-neglect
- Preoccupation with sad or negative thoughts
- Lack of interest in immediate surroundings
- Physical complaints, hypochondria
- Appetite disorders, excessive eating or dieting
- Fear of insanity
- Inability to concentrate

Warning signs of impending suicide:

- Depressed mood
- Decline in school performance
- Loss of interest in previously liked activities
- Increased irritability and behavior problems
- Giving away important personal possessions
- History of previous suicide attempts
- History of learning disabilities
- Frequent sleeping disorders or complaints
- Inattention to personal hygiene

- Severe depression or grief following a loss
- Recent withdrawal from therapy/counseling
- Changes in sleep and/or appetite patterns
- Increased social withdrawal
- Preoccupation with themes of death
- Verbal expressions about self-death
- Use of drugs and/or alcohol
- History of physical, emotional, sexual abuse
- History of a sense of failure
- Sudden interest in dangerous activities
- Rebelliousness, belligerence
- Sudden lifting of severe depression

Helping Survivors of a Suicide

Few people can imagine the intense suffering experienced by survivors in the wake of a suicide. The shock and grief are so profound that those who feel it themselves are known to be more vulnerable to suicidal thoughts. Classroom teachers can be significant in helping students as they deal with steps in the grieving process.

Survivors of suicide often experience severe grief, anger, shock, guilt, confusion and pain reactions – an emotional barrage so powerful, **it's important for them to know they can survive.**

Typical Symptoms Might Include:

- an overwhelming feeling of emotional numbness and unreality
- loss of memory and/or time disorientation
- inability to concentrate
- fear of mental or emotional breakdown
- hyperactive, racing mind
- guilt when caught laughing or smiling

To Help:

- surround them with love and understanding, but don't smother or control
- listen compassionately and attentively
- allow them to "think out loud" and sort out the grief
- give special attention to brothers and sisters of the young victim
- allow survivors to express grief openly
- encourage them to recall the good times

To Help, Please Don't:

- say meaningless platitudes like, "I know how you feel" – you don't
- try to tell them when or how to feel
- attempt to alter their feelings to make you feel more comfortable
- treat them as incompetents or invalids
- preach to them or explain that it was "God's will"
- try to sedate them with alcoholic drinks or drugs
- ask about doing helpful errands – just do them
- try to stop them from talking about the victim
- try to find the "meaning" in the death – they must do it on their own
- find fault with home, life, medical care, conduct of police, etc.

Media Guidelines

Suggested guidelines for responding to the media

The following list of suggestions for working with the media will assist in minimizing the disruption during a school crisis and in informing the public about a newsworthy event.

1. Direct all media inquiries to the principal, department head, or designated spokesperson. This avoids confusion in times of a crisis and ensures consistency of information given to the media. When the spokesperson is unavailable, the school secretary or the designated person should have a fact sheet containing pertinent information from which to answer telephone inquiries.
2. Do not permit interviews with students or staff on the premises during a crisis, and do not permit filming inside the building except in the spokesperson's office or designated media room.
3. Set up a comfortable room close to the entrance of the building that may be used by the media in the event of a Level III crisis. The room should have a telephone for use by media representatives. Offering coffee and having soft drinks is a hospitable gesture.
4. The spokesperson needs to respond to the media in a timely and professional manner. Avoid being defensive. Do not treat the interviewer as an adversary. Acknowledge the difficulty of the media's role and take a position of helpfulness.
5. The spokesperson should prepare a written statement or notes with points to be made for quick reference. If the answer to a question is not known, a return call with the information may be made. Release factual information only. Do not make assumptions.
6. Do not disclose personal information about any staff members or student. Such information should be released only at the discretion of the family.
7. Drop the jargon or "education vocabulary" in communication with the media during a time of crisis. Say what you mean in simple terms.
8. Emphasize what is being done by the school and the district to contain and resolve the crisis.
9. Although demands can be heavy and the situation may be somewhat chaotic during a crisis, it is recommended that the spokesperson cooperate with the media. Set a time and place to be interviewed by several reporters at the same time. Remember that the media will get their stories, either from you or from others.

10. Establish a relationship with the media before a crisis occurs. Invite the media to cover positive school events throughout the year. Contact the public relations officer for suggestions.

Post Traumatic Stress Disorder

When a crisis occurs, students and staff may not immediately show symptoms related to this event. While we expect them to react to the event, sometimes this does not occur until weeks or months after the event. Post traumatic stress disorder (PTSD) is more likely to occur when the event is severe or massive. The most common trauma in which this delayed reaction occurs involves either a serious threat to one's life or physical well being; a serious threat to a close relative or friend; destruction of one's home; or seeing another person seriously injured or killed as the result of an accident or physical violence.

Symptoms

Symptoms characteristic of PTSD include:

Physical symptoms associated with stress:

- Headaches
- Upset stomach
- Diarrhea
- Poor concentration
- Irritability/restlessness
- Poor impulse control

Reexperiencing the traumatic event:

- The person may have recurrent intensive recollection of the event
- There may be intense psychological distress when the person is exposed to events that resemble an aspect of the trauma or that symbolize the event, such as anniversaries
- Life threatening reenactment behavior

Avoidance of stimuli associated with the event or numbing of general responsiveness:

- The person may make deliberate efforts to avoid thoughts or feelings about the event
- The person may complain of feeling detached or estranged from other people
- Loss of interest in previously enjoyed activities

Increased arousal:

- Difficulty falling or staying asleep
- Irritability and changes in level or aggression
- Disenchantment and rebelliousness
- Bad judgment
- Truancy

Developmental Differences

Adolescents:

- Premature entry into adulthood

- Premature closing of identify formation
- Sensitive to feeling of shame and being stigmatized
- Acting out behavior – Truancy
 - Precocious sexual activity
 - Substance abuse
 - Delinquency
- Reenactment behavior which can be life-threatening due to accessibility of automobiles and weapons
- Self-destructive behavior
- Suspicious and guarded demeanor with everyone
- Judgmental and unforgiving of personal behavior and of others
- Guilt-ridden due to disappointment in their own behavior during the crisis
- Inability to anticipate the effects of the trauma on their own life

Elementary school age:

- Dullness
- Decreased intellectual functioning
- Decline in school performance
- Decreased ability to focus and concentrate
- Decreased spontaneous thought in an effort to decrease intrusive thoughts of the traumatic event
- Focus on imaged actions they wished they had taken
- Play acting the role of the hero
- Fantasizing revenge
- Persistent focus on details of the trauma
- Trouble with peer relationships
- Change in personality-exuberant child becomes withdrawn, unspontaneous quiet child become rude, irritable, aggressive
- Decreased trust in adults' ability to protect
- Psychosomatic complaints

Preschool and kindergarten:

- Extremely sensitive to trauma
- Play a passive role in the face of trauma (flee, look away, or observe detached)
- Imagine superheroes protecting them
- Often mute about the event
- Reenact trauma during play
- Excessive clinging behavior and separation anxiety
- Toileting accidents
- Autoerotic activity
- Sleep disturbances
- Increased aggressive conduct

If a school or students in a school have faced a traumatic event, it is necessary that defusing begin the day of the incident or as quickly as possible. This generally begins with the ventilating of thoughts and emotions after the crisis. The process continues every few days for several weeks until students (and in some cases, the staff) have had the opportunity to integrate the experience into their lives and restructure their feelings and beliefs about their environment.

Reactions to Trauma-Inducing Incidents Occur in Three Phases

The impact phase

Occurs immediately following an event
Person functions mechanically (on “automatic”)
Or, person may not react at all (“stunned”)
Denial of effects

Note: Effects are increased the more the media, police, attorneys, etc. are involved.

The recoil phase

May last a few days or a few weeks
A great need to retell the story/events
Over-reactive to loud noises
Emotional reactions-outburst, uncontrollable crying, etc.

The onset of PTSD

May begin weeks or even months after the event
Grief phases obvious
A collapse of personal assumptions and beliefs about the world
Survivor guilt a common reaction
In cases of victimization, a sense of helplessness sets in
Interruptions in personal relationships (friends and family)

Preventing Post Traumatic Stress Disorder

Defusing

The ventilation of thoughts and emotions immediately following a tragic event and in small groups using the talking or drawing methods. The students/staff exposed to the incident may talk about the incident with each other prior to leaving that day. Drawing out the children to express themselves involves the visual arts process.

Debriefing

The process of putting the incident and the individual’s reactions in perspective. This is done in more formal, structured, planned process-keyed to a group-and done in three days to two weeks after the incident.

Sample of Letters/Memos/Announcements

The following are samples of letters, memos, or announcements that may be utilized by the principal of the campus in case of a death or accident that may affect many at the campus level. These are only suggested guidelines that may be followed. For example, some things are much better to be announced at a faculty meeting or to handle with a fact sheet as parents call in to request information. Caution would be given on sending letters home informing parents of an accidental death or even suicidal death of a student off-campus due to privacy issues regarding the families involved.

Suicide

The following is an example of information that can be distributed to staff only. It is not to be sent to parents, given to the students or the media.

To: All Staff

From:

Date:

Re: Guidelines in the Aftermath of a Suicide-Memorials/Counseling

FOR YOUR INFORMATION

Guidelines for Memorials:

The suicide of _____ has profoundly affected many of our students. It is important to offer students as much support as possible during this difficult time. However, we need to help student to refrain from romanticizing and glorifying the event. We are particularly concerned with imitation attempts.

It is not appropriate to:

1. Distribute pictures of the student.
2. Create or organize any dedications or memorials.

Should students wish to do something, appropriate activities at school could be donations to the family, charity, suicide prevention efforts or establishing support programs at school.

Counseling services:

If you feel that a student in your class needs assistance, continue to send them to the crisis room located in the _____ where trained personnel can help them.

Also any faculty or staff member who feels the need for counseling in the aftermath of this tragic event, please feel free to contact the main office. If needed, class coverage can be provided. A member of the Emergency Management Team will be available in the _____ office to assist adults.

There will be a brief faculty meeting after school _____ at _____ in the _____.

If you have any questions concerning the above information, please consult your local crisis team.

Suicide-on-campus letter to parents:

Date

Dear Parents:

At approximately 7:30 a.m. this morning, one of our students, an eleven-year-old fifth grader suffered an apparent self-inflicted gunshot wound to his head in front of the school. It has not been determined whether the gunshot was accidental or deliberate in nature. The information that we have received at this time is that the youngster has not yet expired but is in critical condition. The school's staff members are handling the situation in a calm and compassionate manner. The WHCCISD Emergency Management Team is on campus now. Team members will provide support and counseling for students, parents, teachers, staff and community members for as long as needed.

We request that you continue to send your child to school. Remember that our school is the safest place for your child in any emergency. Please be assured that you child's welfare and safety is our top priority.

If you have any concerns or questions, please feel free to contact the school at _____.

Sincerely,
Principal

Teacher (staff member)-accident/death
Accident of a teacher-memo to staff:

To:
Date:
From:

Re: Teacher accident

One of our teachers, _____, was accidentally injured this morning in a car accident. _____ is at _____ hospital. We will keep you informed, as information becomes available to us.

Please keep your students in class until further notice. We will update you as soon as possible as to any schedule changes and support services available. We appreciate your assistance at this difficult time.

Death of a teacher (staff member)-memo to staff:

To:
From:
Date:
Re: Emergency Information

Teachers,
You may be aware that one of our teachers died last night at 9:53 p.m. She was attending church and became very ill. The paramedics were called and she was transported to _____ Hospital. She was unconscious and did not recover. The doctors assume it was a heart attack, but the final ruling has not been made.

Please tell your students, so they will hear the sad news from you and hopefully stop the spread of rumors. Some children may want to talk about their own experiences of death in their families at this time. Someone from the counseling staff is available to assist you in the classroom if you would like. They will also be in the library if any of your students need to talk further.

Teachers are welcome to come to the conference room at any time today. Arrangements will be made to take your class if an absence is necessary.

Letter to parents notifying of death of a staff member:

Dear Parents:

We are deeply saddened by the death of _____, who was our _____ at our school. _____ died at his/her home on _____.

Your child's class had the opportunity to talk to a WHCCISD counselor today about some of their concerns. You may expect your child to want to talk to you about his/her feelings. Talking about feelings will help deal with this tragic event.

The funeral will be _____. _____ is in charge of the service. If you decide that you would like your child to attend the service, parents are responsible for transporting the student to and from the service and must sign the student out at the office. The school will be unable to provide transportation. We encourage you to accompany your child if you want him/her to attend the service. The school will remain on regular schedule.

Please call the school counselor, _____, if you would like further help or assistance.

Sincerely,
Principal

Suggestions for Classroom Activities after a Loss

The greatest help a teacher or staff member can do to help students after a crisis situation is to be a willing listener, listening to what is said and what isn't being said.

- A. To help students through denial:
 - Do not refute.
 - Identify with feelings, reflect on what is said.
 - Suggest activities with continuity such as scrapbooks and artwork.

- B. To help alleviate the fear of violence:
 - For groups, use "experts" in the field to discuss:
 - Avoiding unfamiliar people.
 - Walking together.
 - Use of designated safe places.
 - Ways to avoid conflict.

- C. To restore a sense of trust and control after violence:
 - Read and discuss stories of good overcoming evil.
 - Draw pictures of what happened and allow students to create new endings.
 - Hold discussions of what can be done to prevent further incidents.

- D. Activities to release anger in constructive ways:
 - Intramural sporting events.
 - Drawing, painting, composing music, writing poetry, writing letters, building.

- E. To help a student with depression:
 - Reassurance through classroom discussions
 - Involve parents in working through recovery

- F. To help student deal with fear:
 - Reassurance through classroom discussions.
 - Involve parents in working through recovery

- G. To help with lessening the mourning:
 - Give permission to cease mourning.
 - Help the student choose a ritual of good-bye.
 - Explore what the student has learned or can be learned from the crisis.
 - Help the student plan to make that memory a part of his/her life.
 - Encourage a reinvestment in new or forgotten activities.

There are as many ideas for helping students overcome the effects of a crisis as there are people to help. Be sure that the activity planned will meet the need. Check with the guidance staff before launching into a flurry of activities.

Travel Release and Medical Information Form
West Hardin County CISD

_____ (Date)
Student Name (Please Print) _____

The above-named student has my permission to attend _____
on _____ (date of event). We have read the guidelines and rules as stated in
the appropriate Student Handbook, and we agree to abide by them. We understand that all rules
and regulations as stated in the School Handbook(s) also apply to any school-sponsored activity.
We understand that the sponsor/chaperones have the right to search handbags or any personal
belongings for illegal items in order to protect the entire group.

We understand that West Hardin CCISD, West Hardin _____ School, the
sponsor/chaperones, _____ cannot be held liable for accidents.

(Parent/Guardian Signature)

(Student Signature)

Home Telephone: _____ Work Telephone: _____ Emergency Telephone _____

My child, _____, will need the following medication on the trip:
_____. (List all medications)

Family Physician: _____ Telephone: _____

Known allergies of student: _____

Hospitalization Policy: _____ Policy No. _____

Other Insurance: _____ Policy No. _____

In the event that emergency treatment or surgery is needed, a minor cannot be treated without the
consent of a parent or guardian. Parents should consider and act at their own discretion on the
following:

I give permission for _____ to receive emergency treatment or surgery by
a qualified physician if the need should arise.

I also give permission for _____ to receive emergency treatment or surgery
in any duly-licensed hospital by any qualified physician on the hospital staff if the need should
arise.

(Parent/Guardian Signature)

List any other pertinent medical or personal information:

Please return this copy to the school

Verbal Aggression: Coping Strategies for Children
A Handout for Parents
By Janet H. Pitt, NCSP
Baltimore County Schools

Overview

Does your child complain that he or she is bullied? Gossiped about? Teased? Picked on? Interpersonal conflict is an inevitable part of life. Teaching children to deal positively with conflict, especially when it involves verbal aggression (or threatened physical aggression), is one of the greatest gifts that we can give them. Some of the suggestions below can be used with children as young as pre-schoolers. Others should be taught to elementary age children and definitely be part of their coping skills by the time they get to middle school when instances of insults, teasing, ugly rumors and hurtful name-calling escalate. Why does verbal aggression increase at this time? Usually, it is because many children react to the stress of greater peer pressure and confusion about their identity by taking their anger out on others.

In recent years, there has also been an increase in verbal disrespect by children of all ages in our society. Both parents and teachers report seeing more rudeness among young people, possibly due to a breakdown of values or greater stress in families.

When children do not have effective skills for coping with verbal aggression, they may respond in ways that increase interpersonal conflict and, perhaps, even endanger their safety. For example, some young people may physically fight back, resulting in injury and the possibility of revenge and more fighting at a later time. If the fighting occurs on school grounds, the student could be suspended, even if he (she) claims self defense.

Other children may respond to verbal aggression with retaliatory verbal attacks which result in both parties feeling more angry and hurt. Still, other children may respond to verbal aggression by becoming overly fearful and withdrawn. They may even avoid school or social situations as a way of escaping from peers who threaten or tease them.

What Can You Do as a Parent?

First, make sure that your child is not fueling the conflict by making hurtful remarks or counter insults. Make sure that he (she) is not using aggressive gestures or words that provoke others. Then try the following and give time for learning to occur.

Teach your child to avoid peers who are bothering him or her:

- Tell your child that it is all right to walk away from an angry peer.
- Explain that walking away can be a sign of strength, not weakness.
- Never criticize or belittle your child for avoiding a potential fight.

Explain that the unkind peer is the one with the problem:

- The bully or gossiper may be unhappy, confused or insecure.
- He/She may even be the victim of someone else's aggression.

Teach your child to use verbal assertiveness: Examples include:

- “I don’t like how you’re talking about me. Please stop.”
- “I don’t want to fight. It’s not worth it to me to get suspended.”

Role play how to agree or use “fogging” responses to put-downs (then walk away):

- “Thanks, I love compliments.”
- “Hard to believe, isn’t it.”
- “Old clothes are in, better go out and buy some!”
- “It’s not in fashion to be in fashion, didn’t you know?”
- “If we all had good clothes, you wouldn’t have anyone to tease.”

Explain that we all have control of our reactions to verbal aggression.

- We can choose to ignore it and not do anything at all.
- We can choose not to feel angry or hurt (not let our buttons get pushed).
- If we automatically get upset when we receive an ugly comment, we are allowing the other person to have power over us!

Teach your child to use positive self-talk when she/he is the victim of insults:

- “I’m okay. My opinion of myself is more important than what he (she) thinks.”
- “I like myself. What he says about me and my family doesn’t matter.”

Give your child a sense of personal power by constantly building self esteem:

- Remind her of her personal strengths.
- Praise and hug him each day. Avoid reminding her of past failures or bad behavior.
- Take time out of your schedule to get him involved in activities that will improve his talents or help him build friendships with others.

Be an advocate for using respectful language and behavior in your home:

- Screen T.V. shows and turn off programs that emphasize physical or verbal aggression.
- Model good communication skills such as: calm exchange of ideas, listening with respect to the feelings and opinions of others, and using weekly family meetings to discuss family plans and responsibilities.
- Ask yourself: Do I use sarcasm, put downs, or critical remarks when I’m angry? If so, do I have to learn to be more tactful when expressing disapproval to my children and other family members?

Encourage your child to use peer mediation:

- If your child’s school uses a Peer Mediation program, encourage your child to participate to deal with peers who create conflict related to verbal aggression.

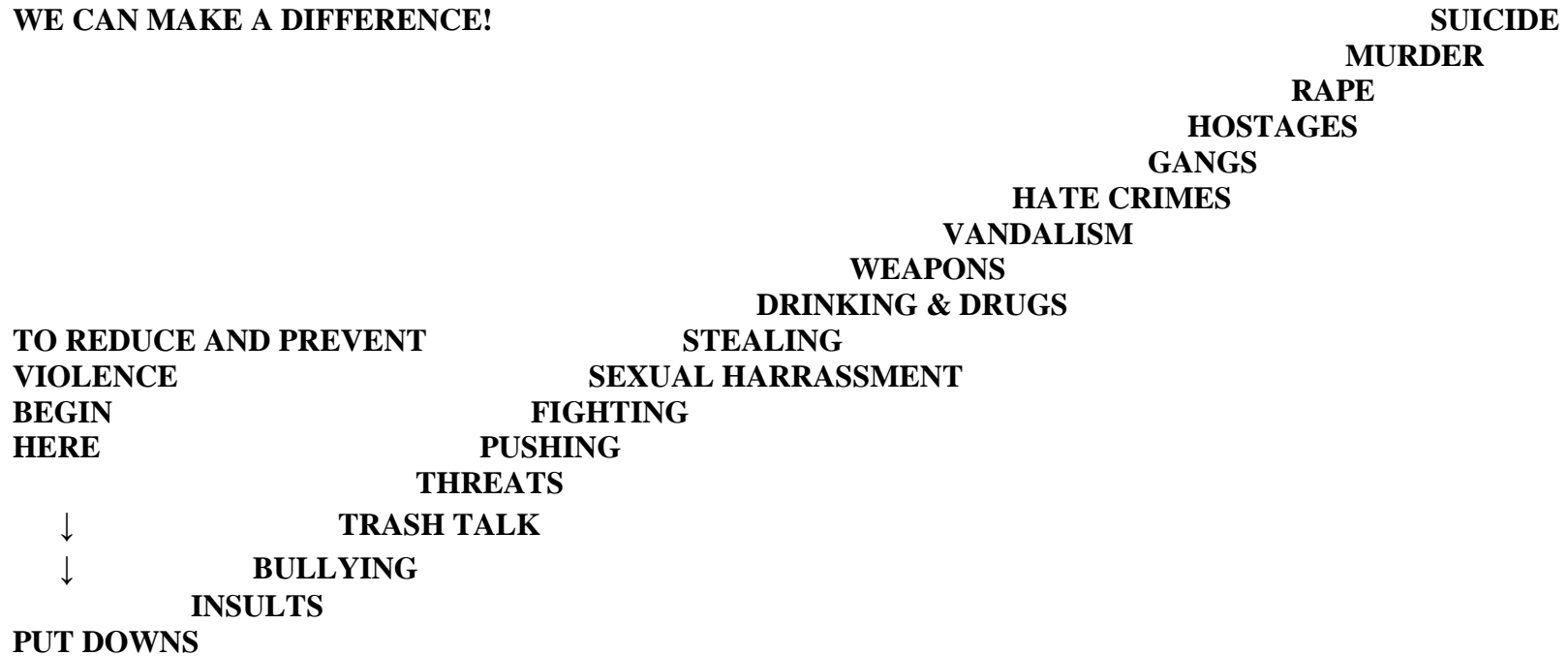
For continuing or very severe problems, get involved yourself:

- If the problem is at school, contact an administrator, counselor, teacher or school psychologist. Arrange a conference to discuss the problem and possible solutions. Set a time for a follow-up discussion.
- If the problem is a neighborhood, request to meet with parents of the aggressive child. Stay calm and aim for solutions, not blame.

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VIOLENCE CONTINUUM

WE CAN MAKE A DIFFERENCE!



CARE (COURTSEY AND RESPECT EMPOWER)

What to do if Your Campus Becomes a Crime Scene

The crime scene is where the crime occurred and anywhere evidence may be found. This may be one small or large area or spread out over several areas.

It is important that school administrators and staff do not attempt to enter the crime scene or interfere with the investigation. To do so, could subject the offender to being arrested.

1. The goal of law enforcement is to:
 - Stop a criminal act.
 - Apprehend suspect(s)
 - Assist victim(s) as necessary
 - Preserve and collect evidence
2. Law enforcement will establish a “crime scene” under the following circumstances:
 - Murder or suicide
 - Death due to suspicious circumstances
 - If a person is the victim of a crime and may possibly die.
 - For a serious crime
3. Only authorized law enforcement and fire department personnel will be allowed to enter the crime scene.
4. A sergeant and/or officer will be in charge of serving as the liaison with the school’s administration.
5. Depending on the size and the nature of the crime scene, cluster emergency management team members may be allowed to enter campus. The law enforcement officer in charge will decide this.
6. You may be asked for a room or location to sequester witnesses. This helps to insure the integrity and purity of each individual’s statement.
7. The first officer to arrive on scene will have a list of duties to complete to insure the protection of the crime scene and to make sure that the crime is investigated properly. If they seem impatient it is probably due to their attention to duty and the chaos that surrounds these types of incidents.
8. It is imperative that all school employees and community members (students, parents, etc.) not interfere or contaminate any identified crime scene.

Death Notification – Law Enforcement

The difficult task of delivering death notifications is the responsibility of law enforcement personnel. They have the training and resources necessary in carrying out such a notification. In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private comfortable setting until law enforcement personnel arrive.

Written Report of Child Abuse or Neglect

Name of child: _____ Date of birth or age of child: _____

Child's home address: _____

Names of parents or people responsible for child: _____ Relationship to child: _____

Does the child have any brothers or sisters? ___Yes ___No ___Don't know

When and where can the child be seen? (give dates and places if available):

Type of child abuse or neglect:

___Abandonment ___Physical abuse ___Emotional abuse ___Sexual abuse

___Physical neglect ___Medical neglect ___Neglectful supervision

___Refusal to assume parental responsibility

Briefly describe the situation and/or condition of the child:

Oral report made to:

___Law enforcement agency ___Local CPS ___Abuse Hotline

Date of oral report: _____ To whom: _____

Person making this report (Anonymous reports are accepted, but PRS staff will be able to do a better investigation if they can contact you.):

Name: _____ Place of employment: _____

Work address (street, city, state, zip): _____

Home address (street, city, state, zip): _____

Work telephone: _____ Home telephone: _____

