

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

CRISIS

REFERENCE GUIDE

INTRODUCTION

The Crisis Reference Guide provides a list of recommendations for school staff to follow on the day of, or days following a crisis. This guide is not all-inclusive; therefore, the appropriate steps often require professional judgment, knowledge of the school building, and knowledge of the general school culture. The intent of the guide is to support a consistent and appropriate crisis response procedure that can be implemented by all schools.

All principals are required to form and maintain a school-based crisis team, receive annual training, and review crisis protocol biannually with staff. The strategies in this manual can be adapted to the culture and organizational structure of a school or program. Best practices for developing School Crisis Teams, in-service trainings, or typical responses to crises or trauma are referenced in Administrative Procedure 2950. This guide was designed specifically for quick reference in the event of a crisis.

A crisis is defined as an event that has the potential to disrupt the normal functioning of the school environment and may cause physical and/or emotional harm to the school community. A crisis may be, but is not limited to the following: a death or other traumatic event involving a student or staff member due to an accident, community violence, suicide, suicidal ideation, homicide, illness, natural disaster, or other major events that may severely impact the normal day-to-day functioning of the school.

The School Crisis Team is comprised of the principal, assistant principal(s), professional school counselor(s), school nurse, school psychologist, school social worker (if assigned), pupil personnel worker, building supervisor and school security staff (if assigned). School-based teams provide prevention information, intervention, and support to school staff, students, and parents to stabilize the environment until the arrival of the Central Office Crisis Team. They also provide continued support during and in the aftermath of a crisis or traumatic event. The Central Office Crisis Team, led by the Crisis Coordinator, will manage the crisis response effort and consult with the principal or designee to facilitate the implementation of the crisis response procedures.

ACKNOWLEDGMENTS

The Division of Student Services Crisis Intervention Workgroup utilized the talents and expertise of a variety of stakeholders in this collaborative endeavor. The Workgroup thanks Mr. Scott Showalter and Dr. Eric Rossen from the Department of Special Education's Office of Psychological Services for their time and effort in researching best practices and revising the Crisis Reference Guide.

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IMPACT OF A CRISIS

According to the National Center for Children Exposed to Violence located at the Yale Child Study Center, both students and school staff members will be personally affected by a crisis that impacts the school community. Reactions of staff and students may include, but are not limited to, denial, anger, numbness, physical illness, distractibility, impaired decision making, anxiety and depression. The instability created by a crisis may overwhelm even the most effective school and the impact may be long-standing without a comprehensive crisis response plan and crisis supports.

Best practices suggest that the school crisis response plan must address, at minimum, three areas simultaneously:

1. Safety and security
2. Dissemination of accurate information
3. Emotional and psychological needs of all parties

Safety and security must address both the physical and emotional needs of students and staff. Inherent in creating a sense of security is the need to rehearse and discuss the school's crisis plan, the role of the School Crisis Team, and the Central Office Crisis Team's support to schools with all stakeholders before a crisis occurs. Dissemination of accurate information is essential during a crisis as facts are often easily distorted. By providing basic facts to staff and students, rumors are minimized

and fears can be openly addressed by the crisis responders. Dissemination of appropriate information to parents, the community, and other stakeholders, such as the media, also minimizes rumors that may further sensationalize the crisis event. This is also an opportunity to let parents know what they can expect and the support that is being offered to students.

The emotional and psychological needs of those impacted by a crisis must be addressed in order to assess the risks for immediate and ongoing mental health concerns. This means that plans must be in place to support those directly impacted by the crisis both during, immediately after, and in the weeks following the crisis event. Trained responders from the Central Office Crisis Team are able to meet individually and in groups with students and staff, assess needs and provide recommendations for continued follow-up and support. These responders are knowledgeable of victims' rights related to confidentiality and are able to provide the support needed immediately following the crisis, as the school community recovers emotionally from the traumatic event(s).

This reference guide provides a systemic framework for crisis response in the Prince George's County Public Schools.

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DEATH OF A FACULTY MEMBER

- ☐ Utilize the Administrator's Checklist for Responding to a School Crisis (This is included in the Crisis Response Administrative Procedure 2950).
- ☐ Obtain the facts and verify them! Remind people not to speculate or generate rumors.
- ☐ Principal /designee serves as the liaison with family. Ask the family's permission to share information with the school.
- ☐ Utilize a telephone tree to plan faculty meetings before and after school (if school is not in session).
- ☐ Do not announce the news of the death over the phone when contacting staff.
- ☐ Convene the faculty to provide them information as soon as possible, introduce the Central Office Crisis Team, and provide the schedule for the day.
- ☐ Designate an area in the school where students and faculty in distress can receive support.
- ☐ Do not announce the news of the death over the loud speaker.
- ☐ Provide teachers with a prepared statement to the students in each classroom with information about the death. This can be read immediately after facts are verified.
- ☐ Utilize suggestions for classroom activities (as needed) in classes immediately impacted by the loss.
- ☐ ONLY announce the death to students if there is ample time in the school day to provide support.
- ☐ Arrange for a faculty member with whom the students are familiar to cover the classes of the deceased instead of bringing in a substitute teacher who does not know the students or the school environment.
- ☐ Arrange for a professional school counselor/school psychologist to follow the schedule of the deceased to inform the students of the loss and offer support services.
- ☐ Identify students and staff members who may be at increased risk (e.g., past and current students, friends, co-workers, those who have experienced recent loss) and refer for follow-up.
- ☐ Contact administrative staff at other schools where siblings of victim attend to make them aware of the event.
- ☐ Be flexible in allowing students to communicate with friends and family in and out of school.
- ☐ Arrange for class coverage to relieve teachers who are grieving or need a break during the school day.
- ☐ If a student appears to be significantly distressed from the news, school personnel should call that student's home to inform the parents/guardians as appropriate. Inform the

parents about the crisis in the school so that they can follow-up with their child when they come home from school. Do not release the student without an adult to receive them at home. If at the end of the day, do not release the student without an adult to receive them at home.

- ☐ Prepare and send a written statement to parents (see attachment) with facts and suggestions the day the death is formally announced to the students.
- ☐ Prepare a written statement for secretaries to read to parents if they call with questions (see attachment).
- ☐ Plan a debriefing with staff and the crisis team after school.

FOLLOW-UP

- ☐ Discuss a possible memorial for the staff member with his/her family. Schools should consider "consumable" memorials such as scholarship funds, donations, or releasing a balloon into the air with a message. For more information, refer to the Crisis Prevention and Response section on the National Association of School Psychologists website (www.nasponline.org/resources).
- ☐ Ask the family if they object to students or faculty attending the funeral.
- ☐ Make plans on how to acknowledge the faculty member in the yearbook or newsletter.
- ☐ Plan for an appropriate time to remove the faculty member's name from the hall directory, staff list and staff mailbox.
- ☐ Arrange for a family member to pick up the staff member's possessions after school hours.
- ☐ Ask Human Resources (HR) and Payroll to remove the faculty member from the computer database.
- ☐ Form a six-to eight-week grief support group as needed.
- ☐ Expect and allow grieving among identified or at-risk students that may interfere with the learning process shortly after the crisis.
- ☐ Resume normal schedule as soon as possible.
- ☐ Share local mental health resources with staff, students and family.
- ☐ Monitor students and staff who are impacted by the death of the deceased over the next few weeks.

DEATH OF A STUDENT

- ☐ Utilize the Administrator's Checklist for Responding to a School Crisis (This is included in the Crisis Response Administrative Procedure 2950).
- ☐ Get the facts and verify them. Remind people not to speculate or generate rumors.
- ☐ Withdraw the student from the computer database using the code W43 to avoid automatic mailings.
- ☐ Principal/designee serves as the liaison with family.
- ☐ Ask the family what information can be shared with the school community.
- ☐ Utilize a telephone tree to plan faculty meetings before and after school (if school is not in session).
- ☐ Do not announce the news of the death over the phone when contacting staff.
- ☐ Convene the faculty to provide them information, introduce the Central Office Crisis Team, and provide the schedule for the day.
- ☐ Designate an area in the school where students and faculty in distress can receive support.
- ☐ Do not announce the news of the death over the loud speaker.
- ☐ Provide teachers with a prepared statement to read to each class with information about the death. This can be read immediately after facts are verified.
- ☐ Utilize suggestions for classroom activities (as needed) in classes immediately impacted by the loss.
- ☐ ONLY announce the death to students if there is ample time in the school day to provide support.
- ☐ Arrange for a professional school counselor/school psychologist follow the schedule of the deceased to inform the students of the loss and offer support services.
- ☐ Identify students and staff members who may be at increased risk (e.g., siblings, friends, those who have experienced recent loss) and refer for follow-up.
- ☐ Contact administrative staff at other schools where siblings of victim attend to make them aware of the event.
- ☐ Be flexible in allowing students to communicate with friends and family in and out of school.
- ☐ Arrange for class coverage to relieve teachers who are grieving or need a break during the school day.
- ☐ Prepare and send a written statement to families (see attachment) with facts and suggestions the day the death is formally announced to the students. After the letter to families is approved, notify families via RoboCall.

- ☐ Prepare a written statement for secretaries to read to parents if they call with questions (see attachment).
- ☐ Plan a debriefing with staff and crisis team after school.
- ☐ If a student appears to be significantly distressed from the news, school personnel should call that student's home to inform the parents/guardians as appropriate. Inform the parents about the crisis in the school so that they can follow-up with their child when they come home from school. Do not release the student without an adult to receive them at home. If at the end of the day, do not release the student without an adult to receive them at home.

FOLLOW-UP

- ☐ Discuss a possible memorial for the student with his/her family. Schools should consider "consumable" memorials such as scholarship funds, donations, or releasing a balloon into the air with a message. For more information, refer to the Crisis Response Resources section on the National Association of School Psychologists website (www.nasponline.org/resources).
- ☐ Ask the family if they object to students or faculty attending the funeral.
- ☐ Make plans on how to acknowledge the student in the yearbook or newsletter.
- ☐ The principal/designee must gather the student's possessions from the hall locker, gym locker, and desk in the days following the crisis and arrange for a family member pick up the student's possessions.
- ☐ If the student's desk or locker needs to be removed or reassigned, discuss this with the student's classmates prior to doing so. If possible, remove or reassign on a Friday or after school hours.
- ☐ Form a six- to eight-week grief support group for students as needed.
- ☐ Immediately after the crisis, expect and allow grieving among students that may interfere with the learning process.
- ☐ Resume normal schedule as soon as possible.
- ☐ Share local mental health resources with staff, students and family.
- ☐ Within three months after the death, the professional school counselor must meet with students and staff as needed.
- ☐ Monitor students and staff who are impacted by the death of the deceased over the next few weeks.

DEATH OF A STUDENT DUE TO SUICIDE

- ☐ Utilize the Administrator's Checklist for Responding to a School Crisis (This is included in the Crisis Response Administrative Procedure 2950).
- ☐ Get the facts and verify them. Remind people not to speculate or generate rumors.
- ☐ Withdraw the student from the computer database using the code W43 to avoid automatic mailings.
- ☐ Principal/designee serves as the liaison with family.
- ☐ Ask the family what information can be shared with the school community.
- ☐ Utilize a telephone tree to plan faculty meetings before and after school (if school is not in session).
- ☐ Do not announce the news of the death over the phone when contacting staff.
- ☐ Convene the faculty to provide them information, introduce the Central Office Crisis Team, and provide the schedule for the day.
- ☐ Designate an area in the school where students and faculty in distress can receive support.
- ☐ Do not announce the news of the death over the loud speaker.
- ☐ Provide teachers with a prepared statement to read to each class with information about the death. This can be read immediately after facts are verified.
- ☐ Utilize suggestions for classroom activities (as needed) in classes immediately impacted by the loss.
- ☐ ONLY announce the death to students if there is ample time in the school day to provide support.
- ☐ Arrange for a professional school counselor/school psychologist follow the schedule of the deceased to inform the students of the loss and offer support services.
- ☐ Identify students and staff members who may be at increased risk (e.g., siblings, friends, those who have experienced recent loss) and refer for follow-up.
- ☐ Contact administrative staff at other schools where siblings of victim attend to make them aware of the event.
- ☐ Be flexible in allowing students to communicate with friends and family in and out of school.
- ☐ Arrange for class coverage to relieve teachers who are grieving or need a break during the school day.
- ☐ If a student appears to be significantly distressed from the news, school personnel should call that student's home to inform the parents/guardians as appropriate. Inform the parents about the crisis in the school so that they can follow-up with their child when they come home from

school. Do not release the student without an adult to receive them at home. If at the end of the day, do not release the student without an adult to receive them at home.

- ☐ Prepare and send a written statement to families (see attachment) with facts and suggestions the day the death is formally announced to the students. After the letter to families is approved, notify families via RoboCall.
- ☐ Prepare a written statement for secretaries to read to parents if they call asking questions (see attachment).
- ☐ Plan a debriefing with staff and crisis team after school.

AVOID

- ☐ Dedicating memorials, plaques, songs or sporting events in memory of the student.
- ☐ Creating an atmosphere for copycat suicides by avoiding activities that glorify the suicidal act.
- ☐ Dismissing school or encouraging funeral attendance during school hours.
- ☐ School-wide moments of silence and having large school assemblies.
- ☐ Giving many details about the suicide.
- ☐ Changing the normal routines of the school as a result of the suicide.

FOLLOW-UP

- ☐ Ask the family if they object to students or faculty attending the funeral.
- ☐ The principal/designee must gather the student's possessions from the hall locker, gym locker, and desk in the days following the crisis and arrange to have a family member pick up the student's possessions.
- ☐ If the student's desk or locker needs to be removed or reassigned, discuss this with the student's classmates prior to doing so. If possible, remove or reassign on a Friday or after school hours.
- ☐ Form a six- to eight-week grief support group for students as needed.
- ☐ Immediately after the crisis, expect and allow grieving among students that may interfere with the learning process. Resume normal schedule as soon as possible.
- ☐ Share local mental health resources with staff, students and family.
- ☐ Monitor students and staff who are impacted by the death of the deceased over the next few weeks.

SUPPORTING STUDENTS WITH SPECIAL NEEDS AFTER A CRISIS

- ❑ After the staff meeting, the adults in the building who are familiar with students with disabilities should meet to discuss concerns so appropriate accommodations can be implemented.
- ❑ Pay attention to certain triggers or cues (e.g., nervous tics, changes in speech, sweating, becoming ill or withdrawn, getting irritable, etc.) in response to the crisis, and provide assurance, support and attention. Remove the child to a safe place (while supervised) if needed.

FOR STUDENTS WITH AUTISM

- ❑ Maintain as much of the normal routine as possible (e.g., meal time).
- ❑ Bring concrete elements from the child's usual environment into the new one.
- ❑ Provide very concrete information about the situation and appropriate ways to react and respond that are within the child's skill level.

FOR STUDENTS WITH INTELLECTUAL DISABILITIES

- ❑ Anticipate that they may respond to the event as a younger child would.
- ❑ These students may respond to traumatic events based on their observations of others (i.e., social referencing) rather than the verbal explanations that they may receive. Therefore, discussions need to be specific, concrete and basic. Using pictures may be helpful.
- ❑ Provide assurances of safety.

FOR STUDENTS WITH VISION IMPAIRMENTS

- ❑ Use verbal cues to reinforce what you are communicating. Ask questions to make sure they understand.

FOR STUDENTS WITH HEARING IMPAIRMENTS

- ❑ Students who have difficulty hearing, particularly when teachers or students are panicked and speaking quickly, will likely grow more scared or insecure. They may also not be familiar with certain words if they are beginning lip-readers. Therefore, be concrete, check for understanding, and use pictures or visual cues as necessary.
- ❑ Arrange to make someone available who can interpret sign language.

ACTIVITIES TO DO AT SCHOOL AFTER A CRISIS

FOR PRE-SCHOOL AND KINDERGARTEN STUDENTS:

- Provide toys (e.g., fire trucks, rescue trucks, dolls, etc.) that encourage play reenactment of students' experiences and observations during a traumatic experience.
- Play games that involve structured physical touching. Children need lots of physical contact during times of stress to regain a sense of security.
- Provide extra amounts of finger foods and fluids.
- Use puppets to help children discuss their feelings.
- Have children draw individual pictures about an event and then discuss or act out elements of their pictures. This activity allows for discussing experiences, and helps children discover that others share their fears.
- Read stories to the children that tell about other children's (or animals') experiences in a crisis and emphasize how they cope with feelings of fear.
- Write a card or letter or draw a picture.

FOR ELEMENTARY SCHOOL STUDENTS (SEE PREVIOUS ACTIVITIES):

- Stimulate group discussion by sharing your own feelings, fears or experiences. Let the students know what they are feeling is normal and inform them that school psychologists and professional school counselors are available to listen and talk with them.
- Read aloud or have the children read stories or books that talk about children or families dealing with stressful situations and pulling together during times of hardship.
- Create a group story, recorded by the teacher, about a dog or a cat that was in a crisis. What happened to them? How did they feel? Emphasize creative problem-solving to cope with feelings.
- Pair up children with a partner. Child #1 takes a turn talking about anything he or she wants to, while Child #2 listens. After three minutes, they switch roles and Child #2 talks while Child #1 listens.
- When children are anxious, any activities that involve large muscle movements are helpful (e.g., skipping, jumping, exercising to music, etc.).

FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS (SEE PREVIOUS ACTIVITIES):

- Classroom activities that relate the crisis to the course study can be a good way to help students integrate their experiences. It is important to allow time for the students to discuss feelings stimulated by the issues being covered.
- Science: Conduct projects on stress, physiological response to stress, and how to deal with it.
- Literature: Write a story about a person who experienced a crisis, how they reacted and how they coped.
- Psychology: Initiate a discussion on how course content might apply to the stress reactions observed during and following a crisis.
- Health: Discuss emotional reactions to the crisis and the importance of taking care of one's own emotional well being.
- Art: Arrange for students to portray their experiences or observations of the event in various art formats.
- Math: Arrange for the class to solve mathematical problems related to the impact of the event.
- Social Studies/Government: Discuss the political implications of the crisis within a community.
- History: Discuss historical events and disasters. What kinds of experiences might the victims have had? What types of feelings? Have you experienced anything similar?

SUICIDAL IDEATION (THOUGHTS)

- ☐ Notify the crisis team and the school administrator immediately. Remain calm.
- ☐ Ask the student directly if they are thinking about suicide/killing themselves.
- ☐ Do not assume the student is seeking attention. The threat must be taken seriously.
- ☐ Get the student out of the class and in a place where they can be with an adult who is trained in basic counseling. The student should not remain in the classroom and should NEVER be left alone.
- ☐ Inform the student of what is going to happen. It may provide comfort to know that someone is taking charge.
- ☐ Contact the parent(s) or guardian and tell him or her that the student is in crisis and request that he or she must report to the school. If the parent(s) or guardian can not be reached, call the emergency contact person and relay this information.
- ☐ State the facts and require the parent, guardian, or emergency contact to sign Emergency Meeting Notification Form.
- ☐ Tell the parent or guardian about the need for an emergency psychiatric consultation and provide information about local hospitals or emergency rooms in the area. ALSO, tell the parent not to leave the child alone under any circumstances until they have arranged for and received mental health support. If possible, the parent should remove any object that can be used to complete the suicide such as knives and other sharp objects, guns, pills, ropes, car keys, etc.
- ☐ If the student has a therapist, recommend that the parent make an immediate contact.
- ☐ Ask the parent to sign a Request for Information Form (PS-16), so that school personnel can contact the mental health provider or facility for updated information.
- ☐ When necessary Child Protective Services should be contacted and a Child Abuse and Neglect Reporting Form (PS-60) should be completed. Refer to Administrative Procedure 5145 for a copy of the form.
- ☐ When the student is in imminent danger of harming self or other, 911 should be called for assistance.
- ☐ The student must remain with a staff member until the parent arrives. Under no circumstances should the student be allowed to leave the school premises. The student is not permitted to ride the bus or walk home.
- ☐ Create a plan for follow-up. The administrator/designee must contact the parent(s) or guardian to update the school on actions taken.
- ☐ Debrief with the crisis team.

- ☐ Utilize the attached Support Strategies Form to document the school's actions.
- ☐ Refer to the **Crisis Response Administrative Procedure** on the next steps to be taken after hours if an employee is made aware or discovers that a student may be at serious risk of harm (by others or by his or her own actions).

COMMUNITY RESOURCES

[Maryland Crisis Hotline](#)
800-422-0009

[Prince George's County Suicide Hotline](#)
301-864-7130

[National Suicide Prevention Lifeline](#)
800-273-TALK (8255)
English/Spanish

[Children's National Medical Center](#)
111 Michigan Ave., N.W.
Washington, D.C. 20010
202-476-5203

[United Way First Call for Help](#)
800-492-0618

EMERGENCY CONFERENCE NOTIFICATION FORM

I/We _____, the responsible adult(s) of _____
were involved in a conference with school personnel on _____.

We have been informed that our child may be suicidal, provided with resources, and strongly encouraged to seek additional mental health support for our child.

(Parent/Guardian)

(Parent/Guardian)

(PGCPS Staff)

(PGCPS Staff)

(Provide a copy of this form and any other related documents to the parent and retain the originals in a confidential file maintained by the administrator and located in the school building. Access to this file is restricted to the professional school counselor, school psychologist, and administrators.)

COMMUNITY RESOURCES

Maryland Crisis Hotline
800-422-0009

Prince George’s County Suicide Hotline
301-864-7130

National Suicide Prevention Lifeline
800-273-TALK (8255)
English/Spanish

Children’s National Medical Center
111 Michigan Ave., N.W.
Washington, D.C. 20010
202-476-5203

United Way First Call for Help
800-492-0618

FORMULARIO DE NOTIFICACIÓN PARA UNA ERENCIA DE EMERGENCIA

Yo/Nosotros _____ soy/somos adulto(s) responsables de
_____ estuve/estuvimos en una conferencia con el personal escolar de
_____.

Hemos sido informados que nuestro(a) hijo(a) posiblemente tiene tendencias al suicidio, nos han brindado recursos y recomiendan que busque/busquemos apoyo de salud mental adicional para apoyar nuestro(a) hijo(a)

(Adulto Responsable del Niño(a))

(Adulto Responsable del Niño(a))

(Firma y Título del Empleado)

(Firma y Título del Empleado)

(Provide a copy of this form and any other related documents to the parent and retain the originals in a confidential file maintained by the administrator and located in the school building. Access to this file is restricted to the profesional school counselor, school psychologist, and administrators.)

COMMUNITY RESOURCES

Red Nacional de Prevención del Suicidio
888-628-9454

Línea Directa de Crisis en Maryland
800-422-0009

Línea Directa Contra el Suicidio de Prince George's County
301-864-7130

Children's National Medical Center
111 Michigan Ave., N.W
Washington, D.C 20010
202-476-5203

United Way
Primera Llamada para Asistencia (Servicios de información y referencias gratuitas)
800-492-0618

CONFIDENTIAL FILE

Student: _____

School: _____

Date: _____

Student Number: _____

Date of Birth: _____

FILE ENTRY LOG

NAME OF SCHOOL EMPLOYEE

DATE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Please complete the file entry log with each new incident and/or piece of additional information.

A record of confidential information has been provided for this student. The maintenance of confidential records is the responsibility of the principal. Please contact the principal if there is a need for access to this record. This form should be kept in the student's cumulative file.

SUPPORT STRATEGIES FORM

ACTION	BRIEF DESCRIPTION	PERSON RESPONSIBLE
Parent/Guardian follow-up		
Develop safety plan with names and phone numbers of people the student can contact		
Teacher follow-up		
Administrative follow-up		
School counselor monitoring/referral		
Consultation with school psychologist		
Referral to mental health agency		
Consultation with child's therapist or Suicide Hotline		
Consultation with other community agencies		
Contact Child Protective Services		CONFIDENTIAL DO NOT NAME AN INDIVIDUAL
Other		

SAMPLE STATEMENT

RESPONSE TO TELEPHONE INQUIRIES

A [*insert grade level*] student became ill [*insert date*]. Despite emergency assistance at the hospital, the child died during the night. The exact cause of death is still being determined. School Psychologists, Professional School Counselors and Pupil Personnel Workers are in the building and are available to students and staff. If you have specific questions or concerns about your child's response to this event, I would be happy to have an administrator or professional school counselor, as appropriate, return your call.

SAMPLE LETTER

NOTIFICATION OF DEATH TO STAFF

MEMORANDUM

TO: All Staff

FROM: Principal

RE: Coping with the Loss of *[insert name]*

The *[insert school name]* Family has suffered a tremendous loss with the death of *[insert name]*. In order to help you through this day, support staff members are in the building if you need assistance and/or coverage for yourself or your students. If you would like a professional school counselor or mental health professional to talk with your class, please send word to the office or give us a call.

A loss may often trigger memories of other losses that children have experienced. Continue to be extra-sensitive to any changes in behavior among your students. Some behaviors may include withdrawal, crying, excessive talking, clinging, denial, anxiety, or misconduct.

SOME SUGGESTIONS FOR DEALING WITH GRIEF INCLUDE:

- Allowing students to grieve.
- Be flexible in the day's agenda. You may wish to postpone exams, etc.
- Allow children time to talk about the tragedy.
- Assist them in finding ways to express their grief (e.g., art, cards to the family, letters, scrapbooks, murals, etc.).
- Students may wish to plan some type of memorial (consult with the school psychologist or professional school counselor, especially in the event of a suicide).
- Grief may be ongoing and expressed in various ways.

A short staff meeting will be held immediately following dismissal to discuss further actions.

SAMPLE STATEMENT

DEATH OF FACULTY MEMBER

TEACHERS:

Please read this statement to your class at _____ a.m./p.m. If you do not feel comfortable reading this statement or if you would like a Crisis Team Member in your room while the statement is read, contact a member of the Crisis Team or the front office. After you read this message, if a student appears to need individual attention, please send him or her to the counseling office. If you need some personal time, we will try to provide coverage for your class. Please let the office know to send someone to your room.

STATEMENT TO STUDENTS:

It is with great sadness that I inform you that on *[insert date]*, *[insert name]*, a teacher at our school *[describe circumstances of death]*. *[Insert name]*, was transported to *[insert hospital name]* where they passed away. At this time, the cause of death has not been confirmed. *[Provide additional details as appropriate.]*

Reactions to this incident may vary for all of us. As well as sadness, there may be feelings of anger, frustration, helplessness, or even guilt. Some teachers and professional school counselors will be available for any students who feel they would like to talk to someone. Just ask me for a pass at any time.

As further information on the funeral and/or memorial services becomes available, this information will be shared.

A box for expressions or condolences will be available in the main office for any one who wants to drop off a card for _____'s family.

SAMPLE STATEMENT

DEATH OF A STUDENT

TEACHERS:

Please read this statement to your class at _____ a.m./p.m. If you do not feel comfortable reading this statement or if you would like a Crisis Team Member in your room while the statement is read, contact a member of the Crisis Team or the front office. After you read this message, if a student appears to need individual attention, please send him or her to the counseling office. If you need some personal time, we will try to provide coverage for your class. Please let the office know to send someone to your room.

STATEMENT TO STUDENTS:

We have some sad news to share with you. On *[insert date]*, *[insert name and grade level]*, died *[Insert cause of death]*. *[Provide additional details as appropriate.]*

We are never prepared to deal with an unexpected loss such as this, and doing so may take some time. When we hear sad news like this, people feel many different emotions – sadness, anger, confusion, helplessness, guilt – all of these feelings are normal. Reactions to *[insert name]*'s death may vary for each of you. Members of our counseling staff will be available if you feel you would like to talk to someone. You may obtain a pass to guidance from your teacher at any time today or in the upcoming days.

If you would like to express your sympathies to his/her family, there is a card box located in the guidance office.

[You may include additional information about funeral services if appropriate.]

SAMPLE STATEMENT

DEATH OF A STUDENT DUE TO SUICIDE

TEACHERS:

Please read this statement to your class at _____ a.m./p.m. If you do not feel comfortable reading this statement or if you would like a Crisis Team Member in your room while the statement is read, contact a member of the Crisis Team or the front office. After you read this message, if a student appears to need individual attention, please send him or her to the counseling office. If you need some personal time, we will try to provide coverage for your class. Please let the office know to send someone to your room.

STATEMENT TO STUDENTS:

I have some sad news to report to you this morning. We received word that *[insert name and grade level]* died *[insert date]*. While all the details have not been confirmed, the information we do know indicates that *[insert name]* committed suicide at *[insert location]*.

When we hear sad news like this, we know that people feel many different emotions. Feelings of anger, hurt, guilt, and sadness are all natural. It is important to share your feelings. There are a variety of resources available to help you deal with this news, including professional school counselors, school psychologists, teachers, and administrators. If you feel like you need to speak with someone today about this, ask me for a pass and I will gladly give you one.

It is important to remember that suicide is not a good answer to problems. Troubles and concerns should always be shared with trusted people who can help. Although it might not seem obvious at the time, problems can always be worked out. If you are ever feeling so overwhelmed or you feel like you want to hurt yourself, tell an adult. Also, if you know someone who may be thinking of hurting him or herself, tell an adult. Even if they ask you to promise not to tell, friends should tell a responsible adult to provide assistance.

SAMPLE LETTER

DEATH OF A FACULTY MEMBER

Dear *[insert school name]* Parent:

It is with great sadness that I must inform you of the death of *[insert name and factual details about death as appropriate]*.

[Insert name] was a beloved staff member. Students will be deeply affected by *[his/her]* death. A support team of school psychologists, professional school counselors, and pupil personnel workers from Prince George's County Public Schools has joined the *[insert school name]* staff to provide counseling and support to students. Counseling will continue to be available to students for as long as necessary through our school counseling office.

Today we have provided the students with support, however, they may be coming home with questions and worries about this loss. Please contact me or the professional school counselor at *[insert school phone number]* if you have any issues you would like to discuss. Some suggestions for coping with grief include:

- Speak to your child regarding the crisis and provide them with accurate information regarding the crisis in language that she or he can understand. It is important to listen carefully to your child and show them that you understand what they are feeling or thinking.
- Give additional affection in the form of hugs and other physical contact.
- Spend additional individualized time with your child. Try to structure your time with them by playing games, having discussions and going places. Focus your attention on your child.
- Encourage your child to share their feelings.
- Write a card or letter, or draw a picture.
- Ask your child how they are coping even though children often respond, "I am fine." The fact that you ask will most likely be important to your child, even though they may not share or show their feelings at this time.

I know you join me in extending our heartfelt sympathy to *[insert name]*'s family. When we receive word regarding funeral arrangements, I will share the information with you.

Sincerely,

Principal

SAMPLE LETTER

DEATH OF A FACULTY MEMBER

Estimada Familia de [insert school name]:

Es con gran tristeza que debo informarles del fallecimiento de [insert name and factual details about death as appropriate].

[Insert name] fué un(a) empleado(a) estimado(a) por todos nosotros. Los alumnos estarán profundamente afectados por su pérdida. Un equipo de apoyo de psicólogos escolares, consejeros escolares profesionales y trabajadores del personal estudiantil de las Escuelas Públicas del Condado de Prince George se han unido con el equipo de [insert school name] para proveer a los alumnos consejería y apoyo. Consejería seguirá disponible a los alumnos, tanto tiempo como sea necesario a través de la oficina de consejería escolar.

Hoy hemos proveído apoyo a los alumnos, aún así, puede ser que lleguen a sus hogares con preguntas y preocupaciones de esta pérdida. Por favor contacte la consejera profesional de la escuela al [insert school phone number] si usted tiene algún tema que le gustaría dialogar. Algunas sugerencias para copar con la muerte, incluye:

- Hable con su hijo(a) sobre la crisis y brinde información exacta y de manera que su hijo(a) entiende. Es importante que escuche cuidadosamente a su niño(a) y muestre que usted entiende lo que él o ella siente o piensa.
- Brinde cariño adicional en forma de abrazos y otro contacto físico.
- Tome tiempo solo con su hijo(a). Intente organizar su tiempo con él o ella para divertirse con juegos, tener un diálogo y salir a pasear a algún lugar. Enfoque su atención en su hijo(a).
- Anime a su hijo(a) a compartir sus sentimientos.
- Escriba una tarjeta o carta, o dibuje una pintura.
- Preguntele a su hijo(a) como se siente y aún si su hijo contesta, "Estoy bien." El hecho de que usted le pregunta, será importante para su hijo(a), aún que él o ella quizás no comparta o muestre sus sentimientos en ese momento.

Yo se que usted se une conmigo en brindarle a la familia de [insert name] nuestras más sinceras condolencias. Cuando estemos notificados de los arreglos del funeral, yo lo compartiré con usted.

Sinceramente,

Director(a)

SAMPLE LETTER

DEATH OF A STUDENT

Dear *[insert school name]* Parent:

It is with sadness that I inform you of the death of *[insert name and grade level]* at our school. *[Insert appropriate details about the death that have been approved by the family for release.]*

For those of you who knew *[insert name]*, we ask that you remember and celebrate *[his/her]* *[insert student's positive character traits]*. For those of you who did not know *[insert name]*, we ask that you respect our sadness and support us with your understanding.

It is very difficult for all of us to face the death of a young person. This morning, a support team of school psychologists, professional school counselors, and pupil personnel workers from Prince George's County Public Schools joined our staff to provide counseling and support to students. Counseling will continue to be available to students as long as necessary.

Today we have provided the students with support; however, they may be coming home with questions and worries about this loss. Please feel free to contact me or the professional school counselor if you have any issues you would like to discuss. Some suggestions for coping with grief include:

- Speak to your child regarding the crisis and provide them with accurate information regarding the crisis in language that she or he can understand. It is important to listen carefully to your child and show them that you understand what they are feeling or thinking.
- Give additional affection in the form of hugs and other physical contact.
- Spend additional individualized time with your child. Try to structure your time with them by playing games, having discussions and going places. Focus your attention on your child.
- Encourage your child to share their feelings.
- Write a card or letter, or draw a picture.
- Ask your child how they are coping even though children often respond, "I am fine." The fact that you ask will most likely be important to your child, even though they may not share or show their feelings at this time.

Sincerely,

Principal

SAMPLE LETTER

DEATH OF A STUDENT

Estimadas Familias de [insert school name]:

Es con gran tristeza que debo informarles del fallecimiento de [insert name, uno de nuestros alumnos del [insert grade level] grado. [Insert appropriate details about the death that have been approved by the family for release].

Para aquellos que conocían a [insert name], pedimos que usted recuerde y celebre sus logros [insert student's positive character traits]. Para aquellos que no conocían a [insert name], pedimos que respeten nuestra tristeza y nos apoyen con su comprensión.

Es muy difícil para todos enfrentar la muerte de una persona joven. Esta mañana, un equipo de apoyo de psicólogos escolares, consejeros profesionales de la escuela y trabajadores del personal de las Escuelas Públicas del Condado de Prince George se han unido a nuestro equipo para proveer consejería y apoyo estudiantil. Consejería continuará disponible a los alumnos el tiempo que sea necesario.

Hoy hemos proveído apoyo a los alumnos, aún así, puede ser que lleguen a sus hogares con preguntas y preocupaciones de esta pérdida. Por favor contacte la consejera profesional de la escuela al [insert school phone number] si usted tiene algún tema que le gustaría dialogar. Algunas sugerencias para copar con la muerte, incluye:

- Hable con su hijo(a) sobre la crisis y brinde información exacta y de manera que su hijo(a) entiende. Es importante que escuche cuidadosamente a su niño(a) y muestre que usted entiende lo que él o ella siente o piensa.
- Brinde cariño adicional en forma de abrazos y otro contacto físico.
- Tome tiempo solo con su hijo(a). Intente organizar su tiempo con él o ella para divertirse con juegos, tener un diálogo y salir a pasear a algún lugar. Enfoque su atención en su hijo(a).
- Anime a su hijo(a) a compartir sus sentimientos.
- Escriba una tarjeta o carta, o dibuje una pintura.
- Preguntele a su hijo(a) como se siente y aún si su hijo contesta, "Estoy bien." El hecho de que usted le pregunta, será importante para su hijo(a), aún que él o ella quizás no comparta o muestre sus sentimientos en ese momento.

Yo sé que usted se une conmigo en darle a la familia de [insert school name] nuestro más sincero pésame. Cuando estemos notificados de los arreglos del funeral, yo lo compartiré con usted.

Sinceramente,

Director(a)

SAMPLE LETTER

DEATH OF A STUDENT (SUICIDE)

Dear *[insert school name]* Parent:

It is with sadness that I inform you of the death of *[insert name]*. *[Insert appropriate details about the death that have been approved by the family for release.]*

The school community is saddened by the reported suicide of *[insert name]*. The death of any member of our school community is a loss, but learning that *[insert name]* took *[his/her]* own life is a tragic fact that may be more difficult to accept. Feelings of anger, hurt, guilt or sadness are natural following suicide. A support team of School Psychologists, Professional School Counselors, and Pupil Personnel Workers from Prince George's County Public Schools has joined our staff to provide counseling and support to students.

Counseling and support will continue to be available to students by our teachers, professional school counselors, and administrators as long as necessary. Additionally, we encourage students to support one another. Be mindful that a smile, a word of encouragement, or just listening can make a difference. Some suggestions for coping with grief include:

- Speak to your child regarding the crisis and provide them with accurate information regarding the crisis in language that she or he can understand. It is important to listen carefully to your child and show them that you understand what they are feeling or thinking.
- Give additional affection in the form of hugs and other physical contact.
- Spend additional individualized time with your child. Try to structure your time with them by playing games, having discussions and going places. Focus your attention on your child.
- Encourage your child to share their feelings.
- Write a card or letter, or draw a picture.
- Ask your child how they are coping even though children often respond, "I am fine." The fact that you ask will most likely be important to your child, even though they may not share or show their feelings at this time.

Please do not hesitate to contact the school at *[insert school phone number]* if you have any concerns. We will work together to assist students, parents, and staff during this difficult time.

Sincerely,

Principal

SAMPLE LETTER

DEATH OF A STUDENT (SUICIDE)

Estimada Familia de [insert school name]:

Es con gran tristeza que debo informarles de la muerte de [insert name]. [Insert appropriate details about the death that have been approved by the family for release.]

La comunidad escolar se entristece en informar del suicidio de [insert name]. La muerte de cualquier miembro de nuestra comunidad escolar es una pérdida, pero saber que [insert name] se quitó su propia vida, es un hecho trágico que puede ser mucho más difícil de aceptar. Ira, dolor, culpa o tristeza son sentimientos naturales cuando sucede un suicidio. Un equipo de apoyo de psicólogos escolares, consejeros profesionales de la escuela y trabajadores del personal de las Escuelas Públicas del Condado de Prince George se han unido a nuestro equipo para proveer consejería y apoyo estudiantil.

Consejería y apoyo será proporcionado a los alumnos por nuestros maestros, consejeros escolares profesionales y la administración tanto tiempo como sea necesario. Además, nosotros animamos a los alumnos a apoyarse entre sí mismos. Considere que una sonrisa, una palabra de ánimo o solo escuchar puede hacer la diferencia. Algunas sugerencias para copar con la muerte, incluye:

- Hable con su hijo(a) sobre la crisis y brinde información exacta y de manera que su hijo(a) entiende. Es importante que escuche cuidadosamente a su niño(a) y muestre que usted entiende lo que él o ella siente o piensa.
- Brinde cariño adicional en forma de abrazos y otro contacto físico.
- Tome tiempo solo con su hijo(a). Intente organizar su tiempo con él o ella para divertirse con juegos, tener un diálogo y salir a pasear a algún lugar. Enfoque su atención en su hijo(a).
- Anime a su hijo(a) a compartir sus sentimientos.
- Escriba una tarjeta o carta, o dibuje una pintura.
- Preguntele a su hijo(a) cómo se siente y aún si su hijo contesta, "Estoy bien." El hecho de que usted le pregunta, será importante para su hijo(a), aún que él o ella quizás no comparta o muestre sus sentimientos en ese momento.

Yo sé que usted se une conmigo en darle a la familia de [insert name] nuestro más sincero pésame.

Por favor no dude en contactar a la escuela al [insert school phone number] si usted tiene alguna duda. Nosotros trabajaremos juntos para asistir a: alumnos, padres y empleados durante este tiempo tan difícil.

Sinceramente,

Director(a)

SAMPLE LETTER

DEATH OF A PARENT/COMMUNITY MEMBER

Dear *[insert school name]* Parent:

It is with much sadness that I must inform you about the death of one of our *[parents/community members]*. *[Insert details of death as appropriate]*. *[Describe relationship that individual had to school/student.]* The entire *[insert school name]* community extends its heartfelt sympathy to their family, friends, and relatives.

[Insert information on funeral arrangements and memorials].

Students have been informed about *[insert name]*'s death. Our Professional School Counselor has been available to consult with teachers and to address concerns of the students. As a result of classroom discussions, your child may have questions or worries about this loss. Some suggestions for coping with grief include:

- Speak to your child regarding the crisis and provide them with accurate information regarding the crisis in language that she or he can understand. It is important to listen carefully to your child and show them that you understand what they are feeling or thinking.
- Give additional affection in the form of hugs and other physical contact.
- Spend additional individualized time with your child. Try to structure your time with them by playing games, having discussions and going places. Focus your attention on your child.
- Encourage your child to share their feelings.
- Write a card or letter, or draw a picture.
- Ask your child how they are coping even though children often respond, "I am fine." The fact that you ask will most likely be important to your child, even though they may not share or show their feelings at this time.

If you have any questions or concerns, please feel free to contact the professional school counselor or me at *[insert school phone number]*.

Sincerely,

Principal

SAMPLE LETTER

DEATH OF A PARENT/COMMUNITY MEMBER

Estimada Familia de [insert school name]:

Es con gran tristeza que debo informarles que uno de nuestros [insert padres or miembro de la comunidad] murió. [Insert details of death as appropriate]. [Describe relationship that individual had to school/student]. Toda la comunidad de [insert school name] les da su más sincero pésame a [insert name] y a su familia, amistades y familiares.

[Insert information on funeral arrangements and memorials].

Los alumnos han sido informados sobre la muerte repentina de [insert name]. Nuestros consejeros profesionales han estado disponible para consultar con su maestro y aclarar las dudas de los alumnos. Como resultado del diálogo dentro del aula, su hijo(a) puede tener preguntas o preocupaciones sobre esta pérdida. Algunas sugerencias para copar con la muerte, incluye:

- Hable con su hijo(a) sobre la crisis y brinde información exacta y de manera que su hijo(a) entiende. Es importante que escuche cuidadosamente a su niño(a) y muestre que usted entiende lo que él o ella siente o piensa.
- Brinde cariño adicional en forma de abrazos y otro contacto físico.
- Tome tiempo solo con su hijo(a). Intente organizar su tiempo con él o ella para divertirse con juegos, tener un diálogo y salir a pasear a algún lugar. Enfoque su atención en su hijo(a).
- Anime a su hijo(a) a compartir sus sentimientos.
- Escriba una tarjeta o carta, o dibuje una pintura.
- Preguntele a su hijo(a) como se siente y aún si su hijo contesta, "Estoy bien." El hecho de que usted le pregunta, será importante para su hijo(a), aún que él o ella quizás no comparta o muestre sus sentimientos en ese momento.

Si tiene algunas preguntas o dudas, por favor llame al consejero profesional escolar o me puede llamar al [insert school phone number].

Sinceramente,

Director(a)

EMERGENCY RESPONSE CHECKLIST

The following checklist addresses other types of crisis events that may impact a school. This brief checklist provides quick tips for emergency responses.

EMERGENCY RESPONSE CHECKLISTS

RESPONDING TO ANY EMERGENCY

Take the following steps:

- + Notify Instructional Director and/or Associate Superintendent of the Emergency
- + Call 911, if necessary
- + Notify nurse, Building Supervisor, if necessary
- + Seal off high-risk areas
- + Take charge until police arrive
- + Record and retain any evidence
- + Wait for further instructions
- + Refer to Evacuation Checklist, if necessary
- + Refer Media to Principal

SERIOUS INJURY

Take the following steps:

- + Call 911 to report injury
- + Notify nurse or First Aid persons for help
- + Isolate area and document incident
- + Notify Area Office, Instructional Director and Area Superintendent
- + Activate School Crisis Team
- + Designate staff to go to the hospital, if necessary
- + Contact parents of affected students
- + Document incident
- + Possible letter to school community, if appropriate

LOCK-DOWN PROCEDURES

For use to protect building occupants from potential dangers in the building. Take the following steps:

- + Principal will make announcement over PA
- + Lock all doors
- + Direct all students and staff into classrooms or closest designated area-do not leave area
- + Distribute memo with information, if appropriate
- + Take attendance, close blinds and shut off lights-Be QUIET!
- + Front door supervision
- + Assist those needing special assistance
- + Do not allow anyone to leave the classroom
- + Stay away from all doors and windows
- + Wait for further instructions
- + Follow up letter to parents
- + Students are to be cleared from the halls immediately and to report to nearest available classroom
- + Assist those needing special assistance
- + Close and lock all windows and doors and do not leave for any reason
- + Cover all room and door windows
- + Stay away from all doors and windows and move students to interior walls and drop
- + Shut off lights
- + BE QUIET!
- + Wait for further instructions

HURRICANE/TORNADO/EARTHQUAKE

Take the following steps when conditions inside are safer than outside:

- + Make an announcement
- + Students should move away from windows and take cover in the hallways-take roll
- + Check hallways and bathrooms for students
- + Wait for direction from PGCPs
- + Check hallways
- + Assist those needing special assistance
- + Check for injuries
- + Take attendance; report according to Student Accounting and Release procedures
- + Wait for further instructions
- + Refer to Evacuation Checklist, if necessary
- + Follow up letter to parents

BOMB THREAT

Do not use cell phones or walkie talkies. Take the following steps:

- + Principal makes an announcement using their codes to evacuate the building
- + Call 911. Students are to be cleared from the halls immediately and to report to nearest available classroom for orderly evacuation
- + Call Area Office, Instructional Director and Associate Superintendent
- + Assist those needing special assistance
- + Keep caller on phone and ask questions: where, when, who-record the information
- + Wait for further instructions
- + Refer to the Evacuation Checklist for further directions
- + Follow up letter to parents

EMERGENCY RESPONSE CHECKLISTS

EVACUATION

Take the following steps when conditions outside are safer than inside.

- + Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)
- + Take roll book for student accounting
- + Assist those needing special assistance
- + Do not stop for student/staff belongings
- + Go to designated Assembly Area
- + Check for injuries
- + Take attendance; report according to Student Accounting and Release procedures
- + Wait for further instructions

REVERSE EVACUATION

Take the following steps when conditions inside are safer than outside.

- + Move students and staff inside as quickly as possible
- + Assist those needing special assistance
- + Report to classroom
- + Check for injuries
- + Take attendance; report according to Student Accounting and Release procedures
- + Wait for further instructions

DROP, COVER AND HOLD

Take the following steps during an earthquake or other imminent danger to building or immediate surroundings)

- + DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- + COVER - your eyes by leaning your face against your arms
- + HOLD - on to the table or desk legs, and maintain present location/position
- + Assist those needing special assistance
- + Wait for further instructions

SEVERE WEATHER SAFE AREA

Take the following steps during severe weather emergencies.

- + Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- + Occupants of portable classrooms shall move to the main building to designated safe areas
- + Take roll book for student accounting
- + Take attendance; report according to Student Accounting and Release procedures
- + Assist those needing special assistance
- + Do not stop for student/staff belongings
- + Close all doors
- + Remain in safe area until “all clear”
- + Wait for further instructions

SHELTER IN PLACE

Take the following steps during external gas or chemical release)

- + Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location
- + Assist those needing special assistance
- + Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release)
- + Take attendance; report according to Student Accounting and Release procedures
- + Do not allow anyone to leave the classroom
- + Stay away from all doors and windows
- + Wait for further instructions

INTRUDER

Take the following steps:

- + Notify Principal:
- + Politely greet intruder and identify yourself
- + Ask intruder purpose of the visit
- + Inform intruder that all visitors must visit the office
- + Accompany them to the office-record full description of intruder
- + Call 911 if intruder has potential of violence
- + Notify Area Office, Instructional Director and/or Assoc. Supt.
- + Possible lockdown announcement
- + Lock all doors
- + Distribute memo, with directions
- + Check hallways for students
- + Assist those needing special assistance
- + Wait for further instructions
- + Follow up letter to parents

EMERGENCY RESPONSE CHECKLISTS

DISRUPTIVE ACTS REQUIRING SCHOOL SECURITY OR POLICE

- + Protect life by any appropriate means available.
- + Notify principal/designee of the disruptive act.
- + If immediate emergency action is required that necessitates police action call 911.
- + Principal/designee is responsible for identifying the type of disruptive act and immediate steps to take (see Attachment 1A to Administrative Procedure 10201).
- + Steps to take in Attachment 1A to Administrative Procedure 10201 should be followed even when the principal has some doubt about the seriousness of an act or repercussions which might result from an act.
- + Contact Department of Security Services (301-499-7000) must be notified the day of the incident and a Security Services Investigator will be assigned to complete a security incident report on that incident.
- + Complete required reporting procedures (see Attachment 1A to A.P. 10201).
- + Initiate follow-up actions (see Attachment 1A to A.P. 10201).
- + Follow-up action may include a call to police for non-emergency action at (301) 333-4000.

EXAMPLES OF DISRUPTIVE ACTS:

- Arson
- False alarms
- Possession of fireworks or explosives
- Battery
- Physical attack and/or threat thereof
- Verbal threat
- Fighting
- Bomb threat
- Discovery of an incendiary/explosive or suspicious package
- Actual or suspected device
- Breaking and entering
- Drugs (including alcohol)
- Larceny
- Robbery
- Sex offenses
- Student demonstrations
- Trespassing
- Vandalism and/or destruction of property
- Possession or use of weapons/firearms

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American Psychological Association

www.apa.org

National Association of School Psychologists

www.nasponline.org

Montgomery County Public Schools

Suicide Risk Reporting Form

U.S. Department of Justice

Office for Victims of Crime Bulletin, School Crisis Response Initiative, Yale University Child Study Center, National Center for Children Exposed to Violence, September 2003.