

Crisis
RESPONSE PLAN

SCHOOL UNION 93

AUGUST 2002

Approved: Brooksville School Committee - 9/3/02
Castine School Committee - 10/03/02
Blue Hill School Committee - 9/11/02
Penobscot School Committee - 9/9/02

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I. Current Procedure

Purpose

To provide coordinated and comprehensive crisis response service to students and members of the school community.

The team shall utilize a problem solving approach to reduce issues that may disrupt or present safety concerns to those that attend or work at school sites.

II. Purpose of the Crisis Response Team

To provide a coordinated and comprehensive crisis response service to members of the school community in the event of an emergency in the school.

III. a. Crisis Response Team Members at _____ School

Principal: Phone Number (s)

Superintendent: Arthur Wittine Phone Number (s) 1-207-374-9927

Secretary: Phone Number (s)

Team Member # 1 (TBD) Phone Number (s)

Team Member #2 (TBD) Phone Number (s)

(Team members can include guidance counselor, teachers, support staff members, etc.)

III. b. Crisis Response Team Telephone List

- | | |
|---|-----------------------------------|
| 1. Building Principal: | Home Phone |
| 2. Superintendent: Arthur Wittine | Home Phone 667- |
| 3. Secretary: | Home Phone |
| 4. School Nurse: Deborah Candage | Home Phone: 326-8239 |
| 5. Bus Driver | Home Phone |
| 6. Custodian | Home Phone |
| 7. Sheriff's Department | Telephone: 667-7575 or 911 |
| 8. Fire Department | Telephone |
| 9. Hospital | Telephone |
| 10. Emergency "Code Name"
(internal) | _____ |

IV. Roles of Crisis Response Team Members and Responsibilities

Crisis Manager _____

Public Health Advisor _____

Parent and Family Coordinator _____

Media Coordinator _____

Student Supervisor _____

Staff Supervisor _____

Building/Grounds/Transportation and Food Service Coordinator

Optional:

A team may wish to secure the following connections:

Staff liaison

Parent liaison

Processor

Team Recorder/Secretary

CRISIS RESPONSE TEAM

Crisis Manager

CRISIS MANAGER _____

Home Telephone: _____

RESPONSIBILITIES:

1. Immediate Response to Crisis

Verify the nature and the extent of the crisis.

Initiate code alert and evacuation of building, if appropriate.

Secure the building.

Call and notify the police.

Notify the central office.

Set up a clear chain of command for the duration of the crisis.

2. Coordinate the Crisis management Team (where and when to meet).

3. Secure immediately all student records.

4. Control and assign school/district resources.

5. Act as a liaison with law enforcement.

6. Set up a crisis information center and a parent center

7. Designate two (2) staff members to accompany any injured to the hospital.

8. Give the all clear signal.

9. DO NOT ALLOW media into the building or onto school grounds during the crisis.

10. Plan post crisis follow-up. Designate and call into session the Post Crisis Action Team to plan for dealing with the post crisis situation.

11. Conduct a yearly review and update of the Crisis Action Plan.

CRISIS RESPONSE TEAM

Public Health Advisor
(School Nurse)

SCHOOL NURSE: _____

Home Telephone _____

RESPONSIBILITIES:

1. Supervise/assist with medical services provided on site to students and staff.
2. Keep an updated list of ambulance services, medical tech's regional hospitals and their telephone numbers, and have the list available in case of crisis.
3. Secure; and have available ALL student medical records for the duration of the crisis.
4. Act as liaison between the school and medical services/community during and after the crisis.
5. Act as a liaison with funeral directors/funeral homes (NOTE: Deceased should not be moved until directed to do so by police.)
6. Keep a duplicate set of student emergency cards at a site away from the nurse's office for use should the originals not be available.
7. Coordinate to assist in identification of any diseased.
8. Notify parent or legal guardian of injury to student or appropriate relative for staff member. (NOTE: Notification of death is the legal responsibility of police with appropriate jurisdiction.)
9. Serve on Post Crisis Team to assist student and staff deal with crisis.

CRISIS RESPONSE TEAM

Parent and Family Coordinator

COORDINATOR: _____

Home Telephone: _____

The Parent Center will be located at: _____

First Contact Person: _____

Home Phone: _____ Work Phone: _____

Second Contact Person: _____

Home Phone: _____ Work Phone: _____

RESPONSIBILITIES:

1. Contact, immediately upon determining the existence of a crisis, the above listed contact person to open the Parent Center.
2. To coordinate any and all services provided to parents at the Center.
3. To ensure **AT LEAST 2** staff personnel will be in continual attendance at the Center.
4. To screen **ALL** visitors, and to allow into the Center, **ONLY** those families directly involved in crisis or support staff assisting said parents. (Use of a uniformed officer is strongly recommended to aid in this task.)
5. **DENY** any and **ALL MEDIA** access to the Center or its grounds. Any parent wishing completely off the Parent Center grounds.
6. **DO NOT, UNDER ANY CIRCUMSTANCES, ACT AS A SPOKESPERSON FOR THE SCHOOL. THE HEAD OF THE CRISIS MANAGEMENT TEAM** will make arrangements for getting **ACCURATE** information to parents
7. Supervise the cleanliness and well being of the physical facilities which are used.

CRISIS RESPONSE TEAM

Media Coordinator

COORDINATOR: _____

Home Telephone: _____

MEDIA PARAMETERS:

1. The Media shall NOT be allowed on campus during the duration of the crisis and MUST be discouraged from calling the school.
2. Media access to the school shall be allowed only upon decision of the HEAD OF THE CRISIS MANAGEMENT TEAM in conjunction with proper authorities.
3. Arrangements should be made for the temporary use of the following facility for media personnel, for the duration of the crisis:

LOCATION: _____

Contact Person: _____

Home Phone: _____ Work Phone: _____

RESPONSIBILITIES:

1. Immediately upon the determination of the existence of a crisis and at the direction of the HEAD OF THE CRISIS MANAGEMENT TEAM, initiate contact with individual listed above to open and operate media information center.
2. Be the ONLY spokesperson for School Union #93 in contact with the media for the duration of the crisis. Coordinate duties with the Police/Sheriff's Department spokesperson.
3. Prepare and hold periodic media conferences for the purpose of sharing information with the public.
4. Aid in not allowing media access to school grounds or to the Parents Center for the duration of the crisis.
5. Be on duty and available to the media during the duration of the crisis. (Other duties that would interfere with this responsibility are NOT to be assigned to the media coordinator).
6. Supervise the use of the facilities on loan to School Union #93 for use as a media center.
7. Familiarize themselves with and follow the guidelines titles A checklist For Communicating With the Media In a Crisis.

A SUGGESTED MEDIA PLAN (PRIOR TO INCIDENT) SHOULD INCLUDE:

1. The media should first contact the school by telephone in advance of coming to the school to advise school officials that they have a need for facts about what they have “heard” has occurred at this school. They should speak to the principal or his designee.
2. If media believe that they need to come to the school, they should come to the main office where they will be directed to a special room designated as the “school information center.”
3. The principal or his designee is the only official school spokesperson. All media contracts must be made with this official.
4. The official school spokesperson will be available to update the media on the facts regarding the school crisis at (suggested times):
 - 9:00 a.m.
 - 1:00 p.m.
 - 4:00 p.m.

Checklist for Communicating With the Media In A Crisis

1. Be prepared. Be honest. Be brief. Stress concern for student safety.
2. Be accessible. Stick to the facts.
3. Keep cool. Don’t become defensive; don’t lose your temper or argue.
4. Develop a written statement to be read and handed out.
5. Contact the news media before they contact you. Set any reasonable geographic boundaries or time limits. Explain the reason for the limitations.
6. Stress positive actions taken by the school.
7. Do not make statements about responsibilities until all the facts are known.
8. Pause and collect your thoughts before you respond to reporters’ questions.
9. The interview is not over until the reporter leaves. Always be careful about what you say in the presence of a reporter before and after an interview, as the microphone may be on.
10. Don’t respond to negative questions by repeating words that inflame the situation. “Yes it is a real tragedy...”
11. Be alert to statements that begin:
 - Isn’t it true that.....?
 - Aren’t you really saying...?
 - How do you respond to...?
 - Are you aware that...?
12. Avoid “what if” questions. You can’t predict the future.
13. Do not say, “No comment.” Instead try. “I will have to check into the matter. What is your deadline? And I will get back to you.”
14. There is no such thing as “off the record”. While many reporters will honor this, you cannot assume that all reporters will.
15. Understand all the facts, especially technical ones.
16. If you update news media hangouts during the day, be sure the time of release is at the top of the page.
17. Know what is being done to help staff and students cope with the situation (for example, the crisis team is in action).
18. After the incident, announce any changes made as a result of it.

CRISIS RESPOSE TEAM

Student Supervisor

Student Supervisor: _____

Home Telephone: _____

RESPONSIBILITIES:

1. Account as soon as possible for attendance and presence of ALL students in school that day to include:
 - a. Student's present
 - b. Student's dismissed
 - c. Field Trips
 - d. Athletic teams that have left the building
 - e. Illness dismissals
 - f. Other absences
 - g. Double check teachers' classroom attendance as soon as practical and possible.
 - h. Supervise students during actual crisis.
 - i. Coordinate with school bus evacuation, if necessary.
 - j. Help set up and supervise student counseling center if and when needed.
 - k. Act as liaison with families of affected students during crisis.
- Assist HEAD OF CRISIS MANAGEMENT TEAM.

Staff Supervisor

Supervisor of Staff: _____

Home Telephone _____

DUTIES AND RESPONSIBILITIES:

1. Account for all staff personnel as so as possible and practical.
 - a. Teachers.
 - b. Ed. Techs and secretarial staff.
 - c. Custodial crew.
 - d. Substitutes
 - e. Kitchen staff.
2. Supervise staff during and after crisis.
3. Coordinate main office staff activity.
4. Set up and supervise telephone bank.
5. ALL staff inquiries to Crisis Management Team staff are to be handled by this individual.

CRISIS RESPONSE TEAM

Building/Grounds/Transportation and Food Services Coordinator

Supervisor of Building Staff: _____

Home telephone: _____

DUTIES AND RESPONSIBILITIES:

1. Keep current bus evacuation plan.
2. Keep in working order a communication system linking buses to the Transportation Office and to the Crisis Management Team.
3. Make available to the Police/Sheriff's Department the following:
 - a. Master keys to the school, other buildings and gates on school grounds.
 - b. Plans of the physical structure of the school, such as blue prints or other detailed drawings.
 - c. Coordinate with the proper authorities any evacuation plan used during the crisis.
 - d. Provide custodial services for post-crisis clean up at parent and media Center and other locations designated by the HEAD OF THE CRISIS ACTION TEAM.

Supervisor of Food Services: _____

Home telephone: _____

DUTIES AND RESPONSIBILITIES:

1. Provide food services to staff, parents or others designated by the HEAD OF THE CRISIS ACTION TEAM.
2. Maintain an on-call roster of voluntary personnel willing to work and provide support.
3. Coordinate use of community food services during crisis should School Union #93 be unavailable to met the crisis situation.
4. Provide support services at the Parent Center.

A. Crisis Response Team Planning Checklist

Call emergency team together.

- * Develop a phone tree for use of outside of the school day.
- * Prearrange a code for use during the school day.

Select a crisis team facilitator (2 minutes)
The facilitator directs the school emergency team

- * Pre select and train more than one team members.
- * Have a procedure for selection if the pre selected facilitator is absent or needed in another area.

The first two steps are developed in what is known as the preplanning phase of training, which will be covered in the second-day of training.

The term facilitator is normally the building administrator or that person's designee.

Analyze and identify the crisis.
(10-15 minutes)

- * Assign process observer and recorder.
- * Gather, present, and review available factual information.
- * Ask team members to analyze and write their opinions of the primary and secondary crisis.
- * Poll team members to help determine primary and secondary crisis. Hold a brief discussion among team members (2 to 3 minutes).
- * Facilitator "makes the call," identifies the primary and secondary crisis.

It is important to deal only with factual information. The event is not the emergency your team is facing.

The primary and secondary crisis facing are the aftermath of the event. Team members are asked to write down responses in order to focus their thoughts and provide succinct feedback.

Polling team members means asking them what they think the primary and secondary crisis are.

Following the poll and a brief discussion, the facilitator declares the primary and secondary crisis.

Assign/Assume management roles.
(3-5 minutes)

- * Facilitator assigns roles based on knowledge, skill and experience of individual team members.
- * Assignments vary according to crisis and member availability.
- * Team members carry out assigned roles.

Roles to be assigned include student, staff, parent liaisons; internal and external Communications; security coordinator.

Plan strategies concurrently in small groups.
(10-20 minutes)

- * Facilitator determines who works together.
- * Pre planned strategies are selected as needed.

Finalize the team plan. (15-25 minutes)

- * Review strategies developed by each group.
- * Offer feedback by team members.
- * Modify and incorporate strategies to complete the response plan.

Team members are to accept their roles as

Emergency team members become managers of

assigned. Disagreements or hurt feelings will be dealt with at the close of the day.

Small groups met in separate areas to begin development and coordination of plans.

It is recommended that the facilitator divide up team members to work in the following role combinations.

- * Human services team-student, staff and Parent liaisons.
- * System team-internal and external communications, security coordinator.
- * Facilitator team-facilitator, recorder, process observer.

If teams do not have enough members, it may be necessary to double up roles or use members of the facilitator team (process observer and team recorder) in a planning capacity.

Implement the emergency plan.

- * Team members manage specific areas of responsibility.
- * Strategies are adjusted according to need.

Monitor the process and modify the plan.

- * Information is evaluated throughout the day.
- * Team members check back periodically (call back meeting).

Debrief the team

- * Review and evaluate the results of the emergency plan.
- * Assess behaviors, feelings, and attitudes of team members.
- * Repeat plans as necessary.

their areas of responsibility. This means they do not carry out all of the developed strategies, but rather coordinate their implementation.

Communication to the facilitator and to each other's team member is an essential part of the process. Debriefing is required and is led by the facilitator and process observer, or by an outside debriefer.

B. Team Facilitator's Checklist

The following is a procedural model for school emergency team facilitator to follow. As the team becomes more comfortable with the facilitator's role, this model may be adjusted as the situation requires.

STAGE ONE:

PRELIMINARY COMMENTS

1. Greet the team members as they arrive.
2. Check members for emotional stability as they arrive.
 - * Team members may know about the event and may be emotionally attached to victims and unable to function well.
 - * Ask members if they can function. If the answer is no, excuse the team member.
3. Read or explain facts of the event as they have been reported to you.
 - * Do not respond to rumors.
4. Assign a process observer and a recorder.
 - * This can be done as these people arrive.

STAGE TWO

CRISIS IDENTIFICATION

1. Ask members what they believe the primary and secondary crises are. (1 minute)
 - * Give the team 1 minute to think about and/or write down their ideas.
 - * Then "walk the table" to get responses.
2. Ask each member in success to name the primary and secondary crisis within 30 seconds. (8-10 minutes)
 - * Each member names the crisis (even if they Repeat the response of others).
 - * Keep statements of the crisis brief.

- * Don't allow interruptions.
 - * Facilitator summarizes each member's opinion.
 - * Ask questions only for clarification.
 - * The recorder notes each person's response on a T-Chart for facilitator's reference.
3. Facilitator states his/her opinion.
 - * Ask for a summary of your statement to insure clarity.
 - * Review the T-Chart to identify patterns of team thinking.
 4. Facilitator opens a discussion of primary and secondary crisis. (2-4 minutes)
 - * What are we missing?
 - * Do not allow one person to dominate the discussion.
 - * Ask the recorder to keep time.
 - * Facilitator listens carefully and holds his/her statements to end.
 5. Facilitator, after the brief discussion, Names the primary and secondary crisis Clearly and decisively.
 6. Facilitator checks that team members understand by asking the recorder to repeat the primary and secondary crisis.

STAGE THREE:

CRISIS RESPONSE PLANNING

1. Facilitator assigns roles to team members and forms small-group planning teams (3 to 5 minutes)
 - * Assignments should be based on experience and practice.
 - * Assignment may be predetermined.
 - * Small group planning teams usually are Human services team-student, parent and staff liaisons;
Systems team-security coordinator, internal
And external communications; Facilitator
Team-facilitator, recorder and process
observer.

1. Members are directed to develop sub plans * Remind members to speak deliberately so team

- In small groups and return to the team to Formalize the emergency plan. (12 to 20 minutes)
Plans are recorded on strategy worksheets. The recorder is given these sheets when Modifications have been made.
2. Facilitator meets with process observer to get feedback while teams are planning. (3 to 5 minutes)
Feedback focuses first on description of the effectiveness of the facilitator (what was left out, what was strong, what needs to be improved).
Feedback about the behavior of the team members is then given.
 3. Facilitator and process observer sequence the order of reporting.
The areas most critical to the management of the emergency situation report out first (See Recorder's Form)
 4. Facilitator visits planning groups to encourage team members, answer questions, and listen for duplication in planning.
 5. Call back members to report out and begin to formalize the plan.
They may not be complete.
The team will help to finalize the plan.
- consider the action steps.
- * Facilitator endorses those actions to have include
 - The team member giving the report indicates part of the plan.
 - * Listen carefully to each report out. After the Facilitator request concerns and additions, to suggestions.
The facilitator makes the decision to include suggestions in the emergency plan.
 - 6. Send team members out to implement/manage
 - * Thank each team member for his/her efforts.
 - * Announce a callback meeting time and place
 - 7. Review the recorder's notes for accuracy, have them typed and distributed.
* Inaccuracies and changes need to be communicated
 - 8. Facilitator asks process observer for feedback
 - * Initially, feedback should be descriptive (time
 - * Process observer next offers supportive facts.
 - * Finally, suggestions for improvements made.
 - 9. Send out observer to monitor crisis response.
 - 10. Call central administration to give an update.

**STAGE FOUR:
EMERGENCY PLAN FORMALIZATION**

1. Following the predetermined sequence, Have each member report out
Report out should only include action steps. Reasons (justifications) are not reported unless the facilitator asks for them.

C. Administration Survival Kit

The following items should be kept in a safe, easy to reach EMERGENCY/CRISIS BOX for use by administration in case of a crisis or an evacuation.

- * Cellular phones
- * Back up batteries.
- * Current school enrollment list.
- * Plan of school building.
- * Copy of crisis plan.
- * Critical telephone numbers.
- * List of current staff and faculty of the school.
- * Working bullhorn that can be used for large group communication.
- * Local telephone directory.
- * One (1) set of master keys to school, and outbuildings.
- * List, by period and room, of every class and faculty member for each school day of the week. (updated each semester).
- * Flashlight and back up batteries.
- * No two way radios.

d. What every teacher needs

Here are just some basic items that we believe every teacher needs.

FIRST AID TRAINING: Each school will have at least two (2) staff members trained in first aid and CPR.

STUDENT ROSTERS: Every teacher will have a student roster to take with them in an emergency. The secretary/principal will bring a complete roster.

EMERGENCY BACKUP: Once emergency backpack will be in the office. First aid supplies will be taken out by recess teacher.

Student roster (Updated every semester/trimester/quarter/year)

Several student Release Forms

First Aid Supplies

Student Health Information (In case any of your students need any type of medication)

Whistle

Flashlight

Extra Batteries

Emergency Cards with parent names and phone numbers for work and home. (Most offices have these. The secretaries should be responsible for taking these in an emergency.) Bull Horn (Primarily for the Principal or site administrator in case the intercom system isn't working.)

E. What Not To Do In A Crisis

1. Don't panic.
2. Don't lie or be perceived as covering up.
3. Don't overreact or exaggerate the situation, but don't refuse to acknowledge its gravity either.
4. Don't try to avoid blame by using a scapegoat.
5. Don't discuss anything with media representatives – REFER them to the superintendent/principal.
6. Don't deviate from communications policy and agreed-upon statements.
7. Don't bluff, ad-lib, or talk "off the record". Don't forget that what you might whisper "to a close friend" in the middle of a grocery store may well be heard by more than just that person.
8. Don't delay sharing information you have, but make sure you are sharing the facts.
9. Don't feel pressured by community members to talk about the situation. Say, "I'm sorry. I can't talk about that."

Draft as a possible assembly area procedure

A. Bomb Threats:

All students report to the Lower Parking Lot with their classroom teacher. Students then group by grade level and locate their Advisee group. Attendance is taken and collected by an administrator. Students will load onto the buses as soon as their bus arrives and be sent home. Staff will quickly meet at a designated location.

As An Insert To The Crisis Response Plan

Purpose:

It is the purpose of this policy to provide law enforcement officers with a protocol for dealing with threatened bombings to include: response, deployment, threat assessment, search, evacuation and assistance to specialized units.

Definitions:

A. Bomb Threat: A bomb threat condition exists when an explosive device has been reported or is suspected to be at a given location.

B. Bomb Emergency: A bomb emergency exists when a suspected or actual explosive device has been located or has been detonated.

Procedures:

A. Secretaries Responsibilities:

1. Dispatch personnel receiving bomb threats or warnings from callers shall, to the degree possible:
 - a. Keep the reporting party on line.
 - b. Identify the location of the device with as much precision as possible and determine when it will be or if it has been detonated.
 - c. Determine what type of explosive device is involved.
 - d. Attempt to determine:
 1. What does the device look like.
 2. What type of bomb is involved.
 3. What will make it detonate, (e.g., radio signal, time delay fuse).
 4. Why it was placed.
 - e. Be alert to:
 1. The exact wording of threat.
 2. The estimate of sex, race and age of caller.
 3. The nature/character of the caller's voice.
 4. The nature of any background noises.
- f. Contact the Sheriff's Department following the Union #93 Crisis Response Plan.

Sheriff's Department

- A. 1. Communications personnel receiving reports from individuals or organizations that have received bomb threats shall:
- a. Alert the communications OIC.
 - b. Determine the location, time of detonation, appearance and any other available information concerning the nature of the threat or the identity of the perpetrators.
 - c. If no explosive device has been identified, ask that the caller alert employees and others to unusual parcels or items on the premises.

Sheriff's Department Cont'd

- d. Dispatch required patrol units and emergency personnel.
- e. Ensure that the supervisor is notified as soon as possible.

2. Based on the nature of the threat, the supervisor will, as required, have dispatch alert these agencies:

- a. Authorized Bomb Disposal unit.
- b. Authorized Fire and Rescue units.
- c. Authorized HAZMAT units.
- d. Authorized Canine team (s).
- e. Sheriff

B. Responding Officers' Responsibilities:

1. Responding patrol units may use only land-based telephones for communication within 300 feet of the location in question. (Some explosive devices may be detonated by stronger radio signals).
2. If applicable, contact the individual who received the threat to obtain additional information, to include:
 - a. Whether previous threats have been received.
 - b. Possible motives and/or suspects.
 - c. Vulnerabilities of equipment and personnel.
 - d. Exploration of any basic information provided to communications.
3. In bomb emergencies, establish and secure a suitable perimeter, per the requirement of the responding Emergency Ordinance Disposal (EOD) team.

C. Searching for Explosive Devices:

1. If an explosive device is alleged to be within a building, but has not been located, the supervisor will contact building owners/management or other responsible persons to determine if a search of the facility is desired.
2. The decision to search, evacuate or to reenter a structure/location during a bomb threat will be the responsibility of the individual in charge of the property, unless the threat is verified, then it becomes exclusively a law enforcement responsibility.
 - a. The On-scene supervisor shall provide information as available to the responsible parties in order to assist them in making decision on searching, evacuation or reentry.
 - b. If management or the responsible agent does not wish that a search be conducted, no further action of this agency is warranted with the exception of standardized agency reporting requirements.
 - c. Only in cases where a real or suspected explosive device has been detected shall an evacuation be conducted regardless of the desires of building management.
3. Searches of target building shall be conducted only with the direct assistance of employees or others knowledgeable of the contents and layout of the building.

- a. The supervisor may request the assistance of a bomb detection canine and/or bomb disposal personnel in order to assist in conducting the search.
 - b. A search plan shall be developed identifying the extent of the search depending upon the type of establishment, the motivation of the perpetrator and the accessibility of the building, prior to searching the building.
 - c. A floor plan shall be obtained whenever possible, and a systematic search organized by the supervisor.
 - d. In no case, shall agency personnel declare that no bomb is present or in any way make the representation that the building is safe to occupy, no matter how thorough the search.
4. When conducting a search without the assistance of bomb disposal personnel, employees should be particularly alert to the following items as indicators that there may be explosives at the location. Employees should be cautioned that absence of the following does not assure that there is no bomb present:
- a. Explosives related pamphlets, periodicals and books.
 - b. Excessive amounts of galvanized or PVC pipe nipples and end caps, especially if they have drill holes in the nipple or cap.
 - c. Low explosive powders or other incendiary mixtures.
 - d. Fuses of any type to include homemade burning fuses, such as string soaked in a burning powder.
 - e. Electrical switches.
 - f. Electrical matches, blasting caps or similar indicators.

D. Located Explosives Devices:

1. If a real or suspicious device has been located, or paraphernalia identified (such as noted in item C-4 above), law enforcement officers should:
 - a. Not attempt to move or otherwise disturb the device (s).
 - b. Use only land based telephones for communication within 300 feet of the device (s).
 - c. Proceed with immediate evacuation of the structure and/or the area to a point consistent with the threat, but not less than 300 feet from the device(s).
 - d. Define and secure the perimeter.
 - e. Notify emergency services personnel.
 - f. Contact communications by telephone and request assistance of the designated bomb disposal unit.
2. The supervisor is responsible for command of the scene and briefing of investigators and ordinance specialists as appropriate.
3. The bomb disposal commander shall have functional authority at any bomb emergency to direct agency personnel in a manner necessary to accomplish its mission in a safe and efficient manner.

E. Post-Explosion Investigation:

This agency's designated bomb disposal unit shall have primary responsibility for investigating bombing incidents, to include:

1. Checking the site for unconsumed explosives or secondary devices.
2. Supervising evidence recovering in accordance with agency guidelines.
3. Requesting the assistance of other agencies to determine the nature and construction of explosives and the identification of perpetrators.
4. Coordination with intelligence operations of this agency and those of State and Federal source.
5. Assisting in the evaluation of evacuation procedures, area and the perimeter security, the availability of emergency services and coordination with the incident commander.

B. Fire Drills and Evacuation Procedure:

Students evacuate the building with their classroom teacher to the designated locations of the school grounds. Follow the directions posted in each room. Teachers should close all windows and doors. Teachers take attendance which will be collected. Staff and students wait for an announcement to return to the building.

C. Chemical Accident and Evacuation Procedure:

The announcement “Code Phrase,” means to stay in the room and follow the Lock Down Procedure.

The Fire Drill Alarm means to evacuate the building to the appropriate place on campus location and follow the Fire Drill Procedure.

“Evacuate to the Lower Parking Lot”, means that students will be taken to the off campus Emergency Evacuation Area or be loaded onto the buses to be taken home or to the off campus Emergency Evacuation Areas.

D. Indoor Lock-down Procedure

If you can, check halls and bring any wandering students into your classroom. Ramp students will go to the media with the ramp supervisor. Students in Student Center will go to mobiles in 18C and 18 D.

Lock doors and windows should you see or hear violence outside the classroom.

Everyone should remain under the desks, without talking, until the lock-down is over. Keep students calm.

Staff should take attendance and be prepared to report any missing students when this information is requested. Staff should avoid using the Intercom or the phones. Students are not permitted to use the phones or the PA system.

Any groups or individuals who are outside should follow their supervisor away from the building. If the hanger is immediate, such as a sniper, assume a compact position on the ground, behind a tree or some other structure.

Do not gather in groups. Stay low and separate.

No one should leave the room for any reason until notified to do so.

Intruder:

“Code Phrase” alerts staff to follow the Lock down Procedure.

“Code Phrase” alerts the staff to get their students out of the building, avoiding the location named in the announcement. Staff and students will then head to the EEA where they will meet by advisee group and attendance will be taken. (MS goes to the “The Barn”, HS to the Weathervane).

Evacuation

If the Fire Alarm sounds: all staff and students should exit the building to their designated area. Staff must bring their rank books with them and take attendance at the evacuation site and again after returning to their rooms.

To alert staff to keep students in their room: An announcement that “Staff paychecks will not be ready this Friday” (to keep students from being alarmed) or “All staff secure your rooms” (to notify staff and students that there is an emergency taking place) and they should follow the Lock Down Procedure.

To indicate where the emergency is taking place and notify teachers to take their students and leave the building, avoiding the crisis location:

An announcement will be made to the effect of “Dr. Dunlop is administrating tests in the Student Center: (or the Front Office etc.) or “Coach Dunlop is signing students up in the Senior Hallway” These announcements would be signals to staff to exit the building quickly, by whatever means necessary, avoiding the area indicated.

Evacuation to the Emergency Assembly Area

Where students and staff should go once they exit the building: This site is known as the EAA, Emergency Assembly Area. Students should stay with their instructors or supervisors. Students and staff should head to the bus pen and load onto the buses (which hopefully, will have been contacted with drivers on the way.) If the buses are not available, Middle School, all handicapped students, in house students and M.S. study hall students, accompanied by their supervisor, will head to the “Barn” at the end of the driveway. All high school students, including those in media and other study hall locations will go to the Weathervane.

Steps to follow: If there is an emergency such as a hostage situation or a person threatening violence, the following steps will be followed:

1. If danger is first noticed by a student or staff member, stay in room and contact Front Office immediately.
2. Announcement to stay in rooms or evacuate to the EAA will be made.
3. If instructed to stay in building, follow the lock-down procedure (attached).
4. Turn off Intercom system if the person posing a danger is in the Office.
5. Emergency 911 call will be made, as well as call to Central Office, if possible.
6. If there is a command to evacuate the building, everyone must leave except for those directly involved.
7. Teachers must take their rank books and account for their students.
8. Emergency kits located in the Health Center, the Front Office, and the Middle School Office must be brought to each site.

e. School Community Death/Physical Trauma

Convene the Crisis Management Team. Share information and review facts. Prepare a statement for teachers and students. Call family to approve the statement. Assemble the faculty one half hour before the start of school to review the details of incident. Teachers read a prepared statement to their students and encourage the sharing of feelings. Have crisis resource people available throughout the day.

Sample Announcement for Students

We are having a special meeting right now because of the tragedy that will affect everyone in this school in some way. The tragedy is that one of the students in this school has died. (Student's name). was involved in an accident/committed suicide last night. He was pronounced dead at the Blue Hill Memorial Hospital shortly after his arrival.

I haven't sorted out all my feelings about this, but I'll share with you that they are varied, mixed (in case of suicide), and intense. All of you will also experience an emotional upset to one degree or another. I encourage you to allow and accept whatever feelings you do have. You may also want to seek out a friend or faculty member to talk with.

I expect we will know details about funeral services later today and we will pass that information on to you.

We will need to look out for each other today. We can use the rest of this period to talk, write or draw about our feelings right now. The Crisis Team will be available in the library to talk with students through the day, or you may just go in there to have a quiet time for personal remembrance.

f. Transportation Accident:

Call Crisis management Team together. Share information and review facts. Call law Enforcement/notify if necessary.

VI. a. AN INTRODUCTION TO CRISIS INTERVENTION

I. Dynamics of a crisis state:

- A. Person meets with a major obstacle to life goals.
- B. Usually, the crisis is precipitated by an actual or threatened LOSS
 - 1. May be external (loss of job, spouse, friend, parent etc.) and/or
 - 2. May be internal (loss of self-esteem, feelings of inadequacy, etc.)
- C. Person tried to utilize methods of coping that have been helpful in the past (defense mechanisms).
- D. If these fail, crisis state deepens and person may experience a combination of uncomfortable feelings (anger, depression, anxiety, ambivalence, helplessness, etc.)
- E. Result is a period of disorganization where person becomes motivated to “do anything” to change situation.

II. Characteristics of a crisis state:

- A. Self-limiting condition usually resolved within 4-6 weeks. Help is generally sought within the first two weeks, but may be sought within first one or two days (depending on (1) severity of crisis and (2) resources of client).
- B. Person in crisis reacts primarily to his/her feelings (subjective reality) about situation rather than to the facts (objective reality) about it.
- C. Every period of life has certain specific tasks to be accomplished as well as specific stresses. If tasks and stresses conflict, a crisis will result- e.g. independence (task) vs. dependence (stress) in a person away from home for the first time. Consider the chronological age and the emotional maturity of the person in relation to tasks and stresses.

III. Specific things to remember when handling a client in crisis:

- A. Precipitating Event (P.E.)
 - 1. How long ago did it happen?
 - 2. Perspective of client in relation to event?
- B. How has person coped with similar situations or similar feelings in the past?
 - 1. Has person tried any of these methods now?
 - 2. If not, why?
- C. Who else is involved situationally in the problem?
 - 1. Does client have any situational support that can be utilized now?
 - 2. How does client see him/herself in relation to others in her/his environment?

c. Assisting students dealing with crisis or loss (K-8)

Background

In your manual there are sections of information about young people's understandings of death and the grieving process (Crisis Response Plan, Additional Resource Information). If you want another, please request one from the secretary.

Based on past experiences, teachers seemed to agree that all students needed to be given permission to ask questions or talk with their teachers about their feelings during a time of crisis. This agreement was based on the recognition that the children were talking and hearing much information, some of it misguided, on the bus, on the playground, and in the community. It was generally felt that a teacher is a TRUSTED RESOURCE to students, someone whose caring, concern and information is reliable and available pretty much any time they need assistance.

Announcement

Address the issue of what has happened. Stick to the facts. Allow time for questions. (Sometimes when we are upset or information is painful, we tend to rush.) Don't be afraid of silences. Dispel rumors. It's o.k. to say, "I don't know", or "I don't know why". Avoid giving unnecessary information. Let students know that after 30-45 minutes, normal classroom activities will continue. Announce that there will be adults to talk with during the day.

Suggested Language

Whether or not all the children in a classroom are aware that a schoolmate has had a crisis, they will all learn this soon enough. This is why it may be best that it come from a trusted adult like the teacher. Informing the children this has happened helps them to learn with guidance. You might try: "Some of you may already know what I am going to tell you, and some of you may not. I think it is important that I share with you that one of the children in our school, (child's name), found out that her/his _____ died yesterday. It is a very sad thing when a child has a ___ die, and I am very sad for (child's name). Did some of you know this already?"

Acknowledgement

Recognize the significance of the event (loss of a friend, home, parent, etc.). Students may want to share similar times in their lives. Whatever feelings are expressed need to be affirmed: i.e., "it's o.k. to feel that way!" Beginning sentences with, "I wonder what kind of feelings ..." or "What it must be like for ..." will help model that it's o.k. to talk. If students cry, they need to know it's all right – by removing a student from the classroom we sometimes send the message that crying is not o.k.

This may be all that a teacher needs say to find out what questions the children have and to let them know that they can share their feelings and questions with you.

Activities

After 10-30 minutes, begin discussing ways the students can support each other and "help" those affected. Cards, notes, pictures, a huge class card, etc. can make students feel they are doing something positive. (Cards need to be checked over by the teacher before being sent). Journal writing, poetry, etc. may also help those who are not comfortable talking in the classroom. If there is a bereaved student, plans need to be made for this student's return.

Suggested Language

“Even though this sad thing has happened, we may be able to help in a small way.” Can you think of some ways?

* Make cards for the student and the student’s family (decide on a time of the day when students may do this; better yet, ask them when would be a good time during the day to do this, thus giving them one more thing they can decide.)

* Be good friends to her/him when he/she returns to school, like invite them to play, not criticize them, and leave them alone if they don’t want to do something right then.

*Try to say thing that we know won’t upset them but will help them, like:

“I’m glad you’re back.”

“I was sad for you.”

“I don’t know what to say but I’m glad to see you and want to know if I can help you in in any way.”

Additional Suggestions

* Remind them that the details of a death are really the private business of the family that is grieving and that they are not important for everyone to know. The most important thing is that we show the family caring and assistance whenever we can.

* Tell them you would like them to tell you if they hear any stuff on the bus or the playground that they are confused or unhappy about.

Someone With Whom the Child May Talk

If you have children who continue to bring up the subject of death, encourage them to talk about this more with their parents. If you feel it would be helpful today, you may refer them to Guidance during the day. Students may be asked if they would like to go talk with the Guidance Counselor or (name other adults available) and other children who want to talk more.

Closure to Discussion

Talk about the importance of life going on, even in the face of difficulties. If incident occurs at some “special time” (holidays, graduation), encourage students to give themselves permission to still be enthusiastic although “part of will be sad about...” Remind students that recess is for fresh air and exercise, which helps us handle our stresses.

The regular classroom routine should be resumed when the teacher feels it is appropriate. Students may be encouraged to stand and hold/shake hands around the desks while sharing a minute of silence before resuming the school day. However, students may need to discuss the event off and on throughout the day (within the class or with Guidance).

Tips

* Avoid euphemisms like “(child’s name) lost her (family member, friend)” – young children can worry about “losing” theirs, and may take this literally. (Also, “went to sleep” or “taken by God”, which can result in night fears.)

* Feel confident about telling them “I don’t know” or “I wish I had an answer for your question but I don’t” and encourage them to ask further questions of their parents.

Assisting students dealing with crisis or loss (7-12)

Background

You have packets of information about young people's developmental understandings of death and the grieving process (Crisis Response Plan, Additional Resource Information). If you want another, please request one from the secretary.

Announcement

Address the issue of what has happened. Stick to the facts. Allow time for questions. (Sometimes when we are upset or information is painful, we tend to rush.) Don't be afraid of silences. Dispel rumors. It's o.k. to say, "I don't know" or "I don't know why". Avoid giving unnecessary information. Teachers may want to say something about their own feelings. Let students know that after 30-45 minutes, normal class periods will continue. Announce that there will be adults to talk with during the day.

Acknowledgement

Recognize the significance of the event (loss of a friend, home, parent, etc.). Students may want to share similar times in their lives. Whatever feelings are expressed need to be affirmed; i.e. "It's o.k. to feel that way!" Beginning sentences with, "I wonder what kind of feelings..." or "What it must be like for ..." will help model that it's o.k. to talk. If students cry, they need to know it's all right – by removing a student from a classroom, we sometimes send the message that crying is not o.k.

Suggested Activities

Students may be asked to write one word on a piece of paper to state how they are feeling. Teacher collects each one individually and writes feeling on the board OR Using colored chalk (teacher begins), students select a color of their choice and write their feeling word(s) anywhere on the board. Invite students to approach in any order, singularly or in groups, to do the same thing. This brings everyone closer physically while sharing feelings at some level and offers opportunity to move about.

* Hand out "How Friends Can Help" and read aloud while students read silently.

* Tell students that they will divide into groups to discuss some questions which you will write on the board. Ask each group to choose a recorder to take notes on all things their group members thought (All thoughts and feelings need to be recognized even when group members disagree.)

Give three minutes per question. Ask each recorder to report out after each question.

Questions for Discussion

- a. Where would you like to be right now? Why?
- b. We have all been in a situation in which we have seen someone alone or in need, and not done anything about it for various reasons. Why should we NOT feel "somehow responsible"?
- c. How do you think the families are feeling? What would you like to do or say to the family?
- d. What would you do and say to someone who talks about feeling really alone, depressed or like taking his/her own life?

* Get together with other teachers at lunchtime and share concerns so you can choose to respond to them in your classroom even if they are not being brought up there.

Empowerment

After thirty minutes, begin discussing other ways the students can support each other and “help” those affected. Cards, notes, pictures, a huge class card, etc. can make students feel they are doing something positive. (Cards need to be checked over by the teacher before being sent.) Journal writing, poetry, etc. may also help those who are not comfortable talking in the classroom. If there is a bereaved student, plans need to be made for this student’s return. Other students should try to act as natural as possible, and not be afraid to talk about the death if the student brings it up. Students may be encouraged to say things that we know won’t upset them like:

“I’m glad you’re back.”

“I was sad for you.”

“I don’t know what to say but I’m glad to see you and want to know if I can help you in any way.”

Someone to Talk With

Advise students that there are people available to talk with them.

* List names of counselor(s), teachers and/or community people on the board, where they can be found, and times they will be available.

*Explore who they might talk with when they get home. Tell them that the letter being sent home might be a way to start a discussion with their parents/guardians about what has happened.

*Discuss funeral arrangements, if information is available.

Closure to Discussion

Talk about the importance of life going on, even in the face of difficulties. If incident occurs at some “special time” (holidays, graduation), encourage students to give themselves permission to still be enthusiastic although “a part of will be sad about ...” Remind students that breaks and other activities are for refreshment, fresh air and exercise, which helps us handle our stresses.

The regular class periods be resumed. Students may be encouraged to stand and hold/shake hands around the desks while sharing a minute of silence before resuming the school day.

However, students may need to discuss the event off and on throughout the day (within the class or with other adults). Suggest that students go on to next period, and ask to see another adult if they are feeling unable to resume class work at this point. They may then go to a designated room for further support and sharing.

e.

CRISIS HELPING SKILLS

1. Remember the crisis is not yours. If you are to help, you need to keep a calm perspective.
2. Let the student ventilate his/her feelings.
3. Do not try to minimize his/her feelings.
4. Explore the precipitating event:
 - a. Has this happened before?
 - b. What did the student do previously?
 - c. What is their support system?
5. Let the student know that a crisis is a time specific event.
6. Explore options:
 - a. Help them expand their “tunnel vision”.
 - b. Help them look for choices.
7. Make a plan:
 - a. Immediate plan.
 - b. Follow-up plan (possible referral)
 - c. Maintain contact with the student.
8. Remind the student of their coping skills.
9. Get support for yourself. Crisis creates exhaustion for the helper as well as the person being helped.

f. What to Say to the Student after a Death in the Family

After a student who has lost a close person returns to school, it is often hard to know what to say to that student. The following are possible suggestions to be considered:

The Children of Fernside: A Center for Grieving, responded to this question: “What did people say which helped you when you returned to school after a death in your family?”

“I’m sorry that (name) died.” (Not, I’m sorry about what happened.)”

“I can’t know how you feel, but I want to help you in any way I can.”

“I care about you.”

“Let’s talk about what might make you more comfortable in class.”

“You might want to keep a journal to help you express your feelings.”

“If you feel like sharing any of your writing with me, I’d like to read it.”

“ I can see that you’re very sad.”

“ I can’t know how you feel, but I also had a death in my family...” (briefly sharing your story will build trust.)

g. How Friends Can Help Today

1. You are already helping by “being together” right now.
2. Look at each other: Don’t be afraid to see sadness or show sadness yourself. Showing your feelings lets others feel close to you and comforted by your caring.
3. Be kind to yourself. Tell yourself and others that one tease or unkind incident does not cause someone to choose to take his/her life. You are not responsible for another’s choices or another’s long-time pain.
4. Be kind and patient with each other today: Sometimes when someone is upset, they act silly or bothersome, or interrupt and try to change the subject. Hold the put-downs. Tell them gently how you feel or ask them “please” to stop. Hold the teasing and jokes today.
5. Listen well: You are a friend when you let others say whatever they want to say. If you don’t interrupt and you try to understand what they’re trying to say, you are a friend.

If you hear feelings that are “too sad” or “depressed”, tell him/her that the two of you need to talk to an adult together. Don’t act as if nothing is wrong. Resist the urge to offer “solutions to problems: or to “take sides”. If you hear any mention of hurting oneself, tell the friend you could not accept the pain of losing him/her. Stay with that person and call an adult that day.

“Depression” can be a serious medical problem – not the fault of someone’s attitude –that needs immediate parental and medical attention.

6. Remember your friends around you. Make the most of those friendships, to let other know they are important to you today. Look to see who is looking “left out” and bring them into your lunch group, walk to class, discussion group, bus ride home.

This is an example of how one author attempts to express feelings there seem to be no words for:

How do you tell a person there’s a reason for their loss,
when these things are so often beyond understanding?

How do you tell a person you empathize, when there’s no way you can know what it’s
like for them?

How do you tell a person you want to help, when it just seems there’s nothing you can
do?

How do I tell you that I wonder all these things and have no answers, but I still am
determined to try to do whatever I can to give whatever you need, anytime you need it.

VII. Additional Resource Information

A.1. An Overview of Children's Grief

Children's Developmental Concept of Death

Ages 0-5

Magical thinking
Death is an altered state of life
Death is reversible
Death can be caused by words, thoughts, events

Concerns of Age

Who will take care of me?
Who will die too?
Is there enough food, love?
Did I cause this?

Ages 5-10

Starts to comprehend death's permanence
Wonders about how and why of death
Interested what happens to body
Sensitive to thoughts and feelings of adults around them

Concerns of Age

Unfairness of death
Will my body decompose?
How will my friends treat me now?
Will I upset Mom or Dad if I ask questions?

Ages 10 – Adolescent

Comprehends finality of death
Understands causes, biological realities
Raises philosophical question about life and death
Able to process a past loss with new thinking skills

Concerns of Age

Why do tragedies happen? Why me?
How does a person get a disease?
Idea of their own death still difficult
What does life mean?
Does this make me different from others?

FROM: "How Children Grieve: Implications for Counseling", Helene McGlauglin, USM unpublished.

Behaviors

All feelings and behaviors cited here are normal expressions of grief in children. However, if these behaviors extend for a long period of time or are unusually intense, parents or teachers may want to seek more information or help from the school counselor or mental health agencies.

Behaviors include:

- * eating and sleeping disturbances
- *urine and bowel accidents
- * pains in stomach and other areas
- *fatigue
- * restlessness
- * confusion
- * inability to concentrate
- *vivid dreams
- *phobias
- *mistakenly seeing the deceased
- *uncontrollable crying
- *regression to younger behaviors

VII.A2 Characteristics of Children's Grief

Being aware of young children's developing perceptions of life and death can prepare you for their sometimes puzzling or upsetting reactions.

- *Young children can't believe that life can stop.
- *They are beginning to understand time and, therefore, don't yet understand the concept of "forever".
- *They believe that the dead can come back to life, that death is not permanent.
- *They are curious about the dead and often incorporate dying or death in their play.
- * They often react to death in what may seem to be inappropriate ways because they have not yet learned how to deal with, understand or show pain and loss.

Children's Needs:

1. Children need to learn how to mourn: that is, to go through the process of giving up some of the feelings they have invested in the animal or person and go on with the living; to remember, to be touched by the feelings generated by their memories, to struggle with real or imagined guilt over what they could have done, to deal with their anger over the loss.
2. They need to mourn over the small losses, such as animals, in order to deal better with the larger, closer losses.
3. They need to be informed about a death. If they aren't told but see that adults are upset, they may invent their own explanation or even blame themselves.
4. They need to understand the finality of death. Because abstract thinking is difficult for them, they may misunderstand if adults say that a person or animal "went away", "went to the country" or "went to sleep". If you believe in heaven and want to tell your children about it, it is important to emphasize that they won't see the person or animal again on earth.
5. They may need to say good-bye to the deceased by participating in viewings and/or funerals, if only for a few minutes. Parents should be encouraged not to exclude children if children wish to attend.
6. They need opportunities to work out their feelings and deal with their perceptions of death by talking, dramatic playing, reading books or expressing themselves.
7. They need reassurance that their parents will take care of themselves and probably won't die until after their children are grown. It is important that they know that sometimes children die, but only if they are very sick or if there's a bad accident. It's equally important that they understand that almost all children grow up and live to be very old.
8. They need to know that everyone will die some day. It may be hard for adults to be honest about this fact but if we deny this, children won't be prepared for dealing with death during their lives.
9. They need to be allowed to show their feelings; to cry, become angry, or laugh uncontrollably. The best approach is to empathize with their feelings. For example, you might say, "you're sad. You miss Grammie. Tell me about it."
10. Children use magical thinking to explain things they cannot otherwise understand. (They may believe that something they said, did, did not do, wished, feared or thought caused a person to die.)

11. Most important of all, children need to feel confident that their questions will be answered honestly and not avoided, and that adults will give them answers they can understand. Adults should take their cues from the children and answer only what they ask.

VII. A. 3. Stages of Grief

1. Denial/Shock

- *Feeling of numbness
- *Belief or feeling that deceased will return
- *Insomnia/sleeplessness
- *Loss of appetite (people literally forget to eat)
- *Inconsistent behavior
- *Bargaining with God
- *Persistent dreams or nightmares
- *Inability to concentrate
- *Preoccupation without being able to identify with what
- * Confusion

2. Fear

- *Nightmares
- *Sleeplessness
- *Easily startled
- *Anxiety and restlessness
- *Verbal expressions of false bravado
- *Phobias

3. Anger

- *Irritability
- *Provocative in fights
- *Sarcastic remarks
- *Anti-social behavior
- *Vandalism
- *Refusal to comply with rules

4. Guilt

- *Often masked by anger
- *Self-destructive behavior
- *Apologetic attitude
- *Acting out in response to praise or compliments

5. Depression

a. Typical Depression

- *Lethargy
- *Decrease attention span
- *Frequent crying
- *Unkempt appearance
- *Disinterest in activities
- *Suicidal thoughts
- *Withdrawal from friends
- *Overeating or loss of appetite
- *Self-depreciation
- *Oversleeping or inability to sleep

b. Masking Depression

- *Substance abuse
- *Consistent restlessness
- *Involvement in high-risk behaviors
- *Gains reputation of “party person”
- *Sexual promiscuity
- *Adoption of an “I don’t care” attitude

c. Reorganization

- *Dreams of deceased become infrequent
- *Joy and laughter return
- *Planning for future begins
- *Reinvestment in activities once dropped or forgotten

VII. B. 1. Danger Signs of Suicide

Any indication that someone is considering suicide is a call to action, but these signs merit specific mention:

High-Risk Behavior: Taking a handful of aspirin, drinking and driving, scratching wrists, heavy drinking and mixing drugs and alcohol.

Suicide Talk: People who commit suicide often talk about it first. Statements indicating a desire to die, or talk of worthlessness.

Previous Suicide Attempts(s): Suicide rate for repeat attempters is up to 643 times higher than the overall rate for the general population.

Depression: Crying, sleeplessness, loss of appetite, isolation, fatigue or loss of energy, feelings of worthlessness, loneliness and emptiness, self-reproach, guilt, or hopelessness.

Personality or Behavior Change: Withdrawal, apathy, impulsiveness, severe mood swings, unusual calmness after an emotional upheaval or deep depression.

Making Arrangements: Giving away prized possessions, talking vaguely about going away, making a will.

What Can You Do?

Listen: If a friend or family member appears depressed or exhibits any of the above symptoms, talk about those feelings. Although it may not be easy to discuss a friend's suicidal thoughts, it is critical for the person to be able to talk about feelings. Don't be judgmental, or give false assurances that "everything will be o.k." Listen carefully and sympathize.

Evaluate: Ask specific questions. Does the person have suicidal thoughts? Does he or she have a plan? If a person has made plans, the problem is more acute than if their thinking is less definite.

Be Supportive: Let the person know you care; break through the suicidal person's sense of isolation; stay close. Assure the person that suicidal impulses are temporary, that depression can be treated, and that problems can be solved.

Do Not Challenge, Dare or Use Verbal Shock Treatment: Do not attempt to shock him or her into rational thinking. It may precipitate an irreversible tragedy. BELIEVE IT when someone talks of suicide.

Beware of Elevated Moods and Quick Recoveries: Moods can be misleading. A person making a decision to kill themselves could behave as if a great burden has been lifted. On the other hand, persons with experience some relief after sharing their problems with an empathetic listener may feel the crisis is over, but, subsequently, the crisis may flare again. Follow-up is critical.

Do not Keep Suicide Secret: Sometimes distraught individuals will confide in a friend about their suicidal thoughts or plans by searing a friend to secrecy. This is not a test of friendship but a cry for help and must be treated as such. Tell the individual you care too much to take a chance and not seek help.

Take Charge: Don't worry about invading someone's privacy or taking charge, since suicidal people don't believe they can be helped. You will probably have to do more than urge them to seek professional help. Enlist the support of family, friends, teachers or counselors. Call a suicide prevention center, mental health clinic, hospital emergency room or clergyman. Do not wait!

VII.B.2. Suicide, Identifying High Risk Students

Identifying High-Risk Students

An essential step in developing your plan is to train teachers, coaches, and counselors to identify high-risk students. In the case of adolescent suicide clusters, these are the people who are considered at risk:

- * relatives and close friends of the deceased
- * boy/girlfriend of the deceased
- * pall bearers at the funeral
- * hospital visitor if the deceased had made previous attempts
- * students absent in the following week if not clearly for an illness
- * people outside of the school having had close involvement with the deceased
- * students with a history of depression
- * students with weak social supports
- * students who recently moved into the school
- * students with known family troubles
- * anyone involved in past or present suicidal attempts

When these students are identified by the teacher, they should be screened by the guidance counselor or a mental health professional.

WHAT TEACHERS AND SCHOOLS CAN DO

* Watch for signs of trouble in the adolescents you teach. If you suspect that someone is in trouble, remain calm and nonjudgmental. Ask questions in a calm and straightforward way- something that will make clear to your student that you do care and that you want to make a difference.

*You may need to come right out and ask the teenager if he is thinking about committing suicide. Listen non-judgmentally and encourage him to express his feelings. Always take him seriously.

* Rely on your own judgment to determine how urgent the situation is. Using the list of questions suggested earlier, try to figure out how high the risk is and act appropriately. If you determine that the teenager is a low risk for following through with the suicide, you may want to contact his parents within a day or two; if you determine that the risk is great, you may want to arrange to have him transported to a crisis intervention center, where you can phone his parents.

*Involve the parents as soon as you can. Be careful not to place blame or pass judgment. Be open and helpful, and work as a resource for the parents. Answer their questions with honesty and candor, and encourage them to talk to their son or daughter about what is going on.

*Provide information for the parents on where they can go to get help. If there isn't an establishment network in your school district, mobilize the counselor, other teachers, and other students.

*Be affirmative but supportive with the teenager. He/she is in a great deal of distress, and needs strong, stable guides. Even if you are feeling panic-stricken and terrified by the potential suicide, give him/her the impression that you are calm and that you know what you are doing. Tell the student you will do everything possible to get help to prevent him/her from taking their own life.

*Do something tangible. If one of your students has confessed feeling suicidal, don't make promises and then disappear into the sunset. Call the crisis intervention center in your community and make an appointment for your student to meet with a counselor. Ask your student's permission to call the parents, and then do it. Go with your student to the school counselor, and stay with him/her if he/she wants you to. Give the student something to hang onto and something to look forward to – and whatever you do, don't desert him/her. If the student feels that his/her confession was in vain, he/she will become even more despondent and frustrated.

*If you think that your student is a high risk for completing the suicide, don't leave him/her alone. Arrange for someone to be with the student until the worst of the crisis has passed. Call the parent, give him/her a ride home from school, or ask one or two other students to walk home with him/her and stay until an adult arrives with help. In a private setting, tell the parents that you suspect the student is at high risk, and tell them why; encourage them to stay with him/her and get immediate help.

*Remember that you should always check with your administrator to determine guidelines in referring a suicidal student to the proper professional authority. Do not assume a treatment role yourself. Do not assume that you can "cure" a student on your own, without the assistance of a professional mental health worker.

Irving Berkovitz, the senior psychiatric consultant for schools for the Los Angeles Department of Mental Health, prescribes six steps that every school should take in preventing teenage suicide:

1. Offer remedial reading classes; researchers have shown a strong correlation between poor reading skills and emotional distress.

2. Help prevent withdrawal and social isolation by encouraging all students to participate in extracurricular activities and community service projects.
 3. Include in the curriculum a more positive study of society, stressing problem-solving and the building of an interdependent world. Stress the need for responsibility and service to others to help children develop a sense of community.
 4. Develop more positive and personalized teacher-student relationships. If the classes in your school are too large, lobby with the principal and the school district to get class size reduced. Get involved with each student. Make sure that each student knows you care about him.
 5. Try to see that each student has at least one friend.
 6. See that the counselors in your school are allowed to counsel students – and that their time is not monopolized by administrative tasks. Executive assistants or secretaries can take care of most of the paperwork, filing, and assessment, freeing the counselors up to talk to students. Make sure that your counselors are fully educated about the problem of teenage suicide, and ask them to develop a specific plan for dealing with troubled students.
- In essence, says Berkovitz, try to keep morale high among students and school personnel. Foster rich and rewarding relationships between teachers and students and between groups of students. Make sure that parents get involved, especially at the elementary school level. Build a strong curriculum that emphasizes community involvement and sense of self. And, above all, keep the school neat and attractive – a place where students want to be.

GENERAL SUGGESTIONS

*Don't say, "I know how you feel: if you've never felt like killing yourself. If you have never felt the kind of despair, discouragement, hopelessness, and sense of terrible isolation that prompts suicidal feelings, you truly don't know how it feels. Your offering will be shallow and meaningless.

*If you are the one who intervenes in a suicide attempt, be prepared for resistance. A person who has just failed in an attempt to kill themselves will probably be extremely upset; he/she probably won't want you to "save" him. If the person resists your efforts, immediately get help from other adults or call the police.

*Avoid the temptation to moralize. The last thing a suicidal teenager needs is to be told that he/she is stupid, wrong, shameful, or irresponsible. Your primary consideration should be to support and comfort the adolescent, not to pass judgment or analyze.

*Never promise anything that you can't deliver. You can promise that you will go with the teenager to the crisis intervention center, and that you will stay with him/her there; you can't promise them that he/she will feel better in the morning or that the depression will fade by the weekend.

*Don't try to handle the situation by yourself. Seek professional adult help quickly.

*Communicate a message of hope. This is very different from promising that the teenager will feel better or will get over his problems immediately; instead, it is an attitude of optimism and faith.

VII. B. 4. THE ADMINISTRATOR'S ROLE

Responding to Student Suicide: The First 48 Hours

You are a high school principal. It is 8:45 a.m. A student working at the front desk receives a phone call that Billy Walker, an eleventh grade student in your school, committed suicide last night by hanging himself in the basement of his home. The student worker comes into your office, crying, and gives you the message. What do you do?

Although a student suicide is not an everyday occurrence for schools, it does occur, with tragic and devastating effects. Statistics suggest that, on the average, every high school will have at least one student every five years who commits suicide. And though the figures will vary from school to school, a typical high school also will have between 35 and 60 students every year who attempt suicide. These numbers may surprise you, because many of the attempts will be “silent”. The student may tell a friend later, but adults may never learn about the incident.

Are you and your staff ready to cope with the aftermath of a student suicide when it occurs? And it will occur. Will you know how to inform the staff and students in your school about the death? Are you ready to deal with the rumors that will sweep through the school? Will you be able to handle the local television news team that shows up unannounced to interview you and your students on camera about the deceased student? Will you know what to do if you are asked to deliver a eulogy or plan a memorial program for the deceased? The purpose of this memo is to help you prepare for such eventualities.

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems: verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

A time-line listing specific things for a principal to do during the first 48 hours is described below:

First Hour:

- protect privacy of family
- verify the death
- notify superintendent
- convene School Crisis Team
- announce the death to students and staff
- notify teachers of faculty meeting to implement crisis plan
- direct media to central office

Second Hour

- make counselors available to students
- provide rooms for students to meet in small groups

Third Hour:

- contact community resources

Fourth Hour:

- hold faculty meeting to initiate crisis plan
- identify students about whom faculty are concerned

Next Day:

- hold small group meeting with students
- announce funeral arrangements

Do not allow anyone to describe the suicide as a heroic measure. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an “In Memoriam” page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have a great impact – in positive or negative ways. The death of a young person from any cause is saddening; death by suicide is tragic. Emphasize that there are other options than taking one’s own life.

By the third day, try to get things back to normal. But be positive to the fact that certain students may have been profoundly affected by the death. These students will need special help.

VI. D. SAMPLE LETTER TO PARENTS

Dear Parents:

As you know, our children may be under exceptional stress due to the (death, suicide, natural disaster).

When a young person is under extra stress, such as continued grief over death, extra attention may be needed. Parents choosing to spend special time or extra time doing things with their young person, are communicating “availability”. The message is, “I am here for you now, when you may need some company a little more than usual.” Parents may want to give the extra effort to arrange for their children to visit with friends, rather than playing alone, over weekends and during the afternoon and evening hours.

People who have gone through traumatic events, such as death of a close friend or family member, war or natural disaster, sometimes exhibit particular behaviors. These behaviors are known to be signs of Post Traumatic Stress Disorder. If your child continues to exhibit the following symptoms, you are urged to seek professional help from a counselor, your doctor, or other professional.

Symptoms of Post Traumatic Stress Disorder:

- * recurrent and intrusive recollections of the event
- * nightmares
- * numbing of emotions
- * marked disinterest in activities
- * feelings of detachment
- * hyper vigilant or avoidance behavior
- * decline in cognitive performance
- * startled reactions
- * overwhelming and persistent guilt
- * attacks of shallow breathlessness, heart palpitations, sweating, shaking

Symptoms Specific to Children:

- * distortion of time concerning the incident
- * distortion of the sequence of events
- * retrospective identification of supposed premonitions
- * reenactments of traumatic events (usually not conscious)
- * repetitive play involving traumatic themes
- * pessimistic expectations of the future and lifespan
- * marked and enduring personality changes
- * greater memory of the event than adults
- * fantasizing changes to “undo” the event

Please call the Guidance Counselor or classroom teacher if you have concerns about which you would like school staff to observe or report to you.

Sincerely,

THE CENTER FOR GRIEVING CHILDREN
Book List

CHILDREN'S LITERATURE

Books for Children 3 to 8 Years:

- Borck, B., Someone Small, Parent's Magazine Press, 1973.
Brown, M., The Dead Bird, Young Scott Books, 1958.
Coutant, H., First Snow, Alfred A. Knopf Publishers, 1974.
Vietnam (Buddhist point of view).
Fassler, J., My Grandpa Died Today, Behavioral Publications, Inc., 1971.
Grollman, Earl, Talking About Death: dialogue between parent and child
Hammond, Janice M., When My Dad Died, Cranbrook Publication Co.
Harris, A., Why Did He Die? Lerner Publications, Inc., 1971.
LeShan, Eda, Learning to Say Good-bye, Macmillan, 1976.
Miles, R., Annie and the Old One, Little, Brown and Company, 1971. (grandmother)
Stein, S., About Dying, Walker and Company, 1974. (bird, grandfather)
Viorst, J., The Tenth Good Thing About Barney, Atheneum, 1971. (cat)
Warburg, S., Growing Time, Houghton Ruffin Company, 1969.

Books for Children Ages 9 to 12 Years:

- Brooks, J. Uncle Mike's Boy, Houghton-Mifflin, 1977.
Buck, P., The Big Wave, The John Day Company, 1947.
Cleaver, B. and Cleaver, V., Grover, J.B. Lippincott Co., 1970.
Carrick, C., The Accident, Seaburg Press, 1976. (dog)
Clifton, Lucille, Everett Anderson's Good-bye, Holt, Rinehart, and Winston.
Coburn, J. B. Anne and the Sand Dobbies, Seabury Press, 1964.
Cohen, B., Thank You, Jackie Robinson, Lothrop, Lee and Shepard, 1974.
Jampolsky, G. Straight From the Siblings: Another Look at the Rainbow, Celestial Arts, 1982.
Kantrowitz, M., When Violet Died, Seabury Press, 1971.
Lee, V., The Magic Moth, Seabury Press, 1972. (sister)
Levy, Erin, Children are Not Paper Dolls.
Lichtman, W., Blew and the Death of the Mag, Freestone, 1975.
Lovre, Cheri, When Somebody Special Dies, (children talking about siblings or parents who have died).
Lowry, L., A Summer to Die, Houghton-Mifflin, 1977. (sister)
Ogel, D., The Mulberry Music, Harper and Row, 1971. (grandmother)
Smith, D., A Taste of Blackberries, Thomas Y. Crowell, 1973. (boy's friend)
Vogel, I., My Twin Sister Erika, Harper and Row, 1976.
White, E.B., Charlotte's Web, Harper and Row, 1952

Books for Children 13 and Over:

- Agee, J., A Death in the Family, Avon, 1959.
Alcott, L., Little Men, The Macmillan Company, 1963.
Alcott, L., Little Women, World Publications, 1969.
Buck, P., The Good Earth, The John Day Company, 1931.
Cleaver, B. and Cleaver, V., Where the Lilies Bloom, J.B. Lippencott, Co., 1969.
Crane, S., Red Badge of Courage, Random House, 1951.
Dixon, P., May I Cross Your Golden River? Atheneum, 1975.
Farley, Carol, The Garden is Doing Fine, Atheneum, 1975.
Green, C., Beat the Turtle Drum, Viking Press, 1976.
LaTour, Kathy, For Those Who Live, 1983.
Lund, D., Eric, J. B. Lippincott, Col, 1974.
Gunther, J., Death Be Not Proud, Harper and Row, 1949.
Morris, J., A Short Season, Avon, 1969.
Paterson, Katherine, Bride to Tarabithia. (friend)
Rawls, Wilson, Where the Red Fern Grows, (dogs)
Rofes, Eric E. and the unit at Fayerweather Street School, The Kid's Book about Death and Dying: By and For Kids, Little, Braum.
Segal, E., Love Story, Harper and Row, 1970.

Excellent for Any Age – Even Adults:

- Buscaglia, Leo, The Fall of Freddie the Leaf, Holt, Rinehart.
Exupery, Antoine de Saint, The Little Prince, Harcourt, Brace, Jovanovich.
Hague, Michael, The Velveteen Rabbit, Holt, Rinehart, Winston.
Kubler-Ross, Elisabeth, Remember the Secret, Macmillan Press.
Lewis, C.S., Chronicles of Narnia, Macmillan. (set of seven books)
Mandino, Og, The Gift of Acabar, Bantam Books.
Paulus, Trina, Hope for the Flowers, Paulist Press.
Silverstein, Shel, The Giving Tree, Harper and Row.

For Adults and Professionals:

- Anthony, Silvia, The Discovers of Death in Childhood & After. (basic books)
Bartocei, Barbara, My Angry Son: Sometimes Love is Not Enough, Donald I. Fine, Inc.
Bowlby, John, Attachment & Loss, Vol III. (basic book)
Children and Death Proceedings of 1985 King's College Conference.
Corr, Charles A, & Joan W. McNeil, Adolescence & Death, Springer.
Corr, Charles A. edited by, Richard A. Pecholski, Death: Completion & Discovery, ADEC.
Frain, John D., Jacque Taylor, Linda Ernest, Coping With Sudden Infant Death,
Heath, Gordon, Audrey and Dennis Kloss, They Need to Know, (a spectrum book)
Grollman, Earl, Concerning Death, Beacon.
Grollman, Earl, Explaining Death to Children, Beacon. (excellent)

ADDITIONS TO THE READING LIST BY FACILITATORS AND PARTICIPANTS

- Donnelly, Katherine Fair, Recovering From the Loss of a Sibling.
Edited by E. Dunne, J. McIntosh, and K. Dunne-Maxim, Suicide and Its Aftermath, Understanding and Counselong the Survivors.
Giban, Kahil, The Prophet.
Janpolsy, Gerald, Love is Letting Go of Fear.
Krauss, Pesach, Why Me? Coping with Grief, Loss and Change.
Kubler-Ross, Elisabeth, To Live Until We Say Goodbye; Working It Through: On Children and Death: Living with Death and Dying; On Death and Dying; Questions and Answers on Death and Dying: Death, the final Stage of Growth; The Dougy Letter.
Levine, Stephen, Who Dies; Meeting at the Edge; Healing into Life and Death.
Lukas, Christopher, M.D., Silent Grief, Living in the Wake of Suicide.
Magee, Doug, What Murder Leaves Behind, The Victim's Family
Myers, Edward, When Parents Died, A Guide for Adults.
O'Conner, Nancy, Ph.D., Letting Go With Love; The Grieving Process
Prather, Hugh, To Heal Again: Life is a Gift
Rand, Theresa, Grieving, How to go on Living When Someone You Love Dies.
Rosen, Helen, Unspoken Grief; Coping With Sibling Loss
Sabom, Michael B., M.D. Recollections of Death, de Saint-Exupery, Antoine, The Little Prince.
Sarnoff Schiff, Harriet, The Bereaved Parent; Living Through Mourning,
Stearns, Ann K., Living Through Personal Crisis.
Judy Tatelbaum, The Courage to Grieve.
Veninga, Robert, A Gift of Hope, How We Survive Our Tragedies.

Hancock County Sheriff's Department Bomb Threat Protocol

Purpose:

It is the purpose of this policy to provide law enforcement officers with a protocol for dealing with threatened bombings to include: response, deployment, threat assessment, search, evacuation and assistance to specialized units.

Definitions:

A. Bomb Threat: A bomb threat condition exists when an explosive device has been reported or is suspected to be at a given location.

B. Bomb Emergency: A bomb emergency exists when a suspected or actual explosive device has been located or has been detonated.

Procedures:

A. Secretaries Responsibilities:

1. Dispatch personnel receiving bomb threats or warnings from callers shall, to the degree possible:
 - a. Keep the reporting party on line.
 - b. Identify the location of the device with as much precision as possible and determine when it will be or if it has been detonated.
 - c. Determine what type of explosive device is involved.
 - d. Attempt to determine:
 1. What does the device look like.
 2. What type of bomb is involved.
 3. What will make it detonate, (e.g., radio signal, time delay fuse).
 4. Why it was placed.
 - e. Be alert to:
 1. The exact wording of threat.
 2. The estimate of sex, race and age of caller.
 3. The nature/character of the caller's voice.
 4. The nature of any background noises.
 - f. Contact the Sheriff's Department following the Union #93 Crisis Response Plan

Sheriff's Department

- A. 1. Communications personnel receiving reports from individuals or organizations that have received bomb threats shall:
 - a. Alert the communications OIC.
 - b. Determine the location, time of detonation, appearance and any other available information concerning the nature of the threat or the identity of the perpetrators.
 - c. If no explosive device has been identified, ask that the caller alert employees and others to unusual parcels or items on the premises.

Sheriff's Department Cont'd

- d. Dispatch required patrol units and emergency personnel.
 - e. Ensure that the supervisor is notified as soon as possible.
2. Based on the nature of the threat, the supervisor will, as required, have dispatch alert these agencies:
- a. Authorized Bomb Disposal unit.
 - b. Authorized Fire and Rescue units.
 - c. Authorized HAZMAT units.
 - d. Authorized Canine team (s).
 - e. Sheriff.
- B. Responding Officers' Responsibilities:
1. Responding patrol units may use only land-based telephones for communication within 300 feet of the location in question. (some explosive devices may be detonated by stronger radio signals).
 2. If applicable, contact the individual who received the threat to obtain additional information, to include:
 - a. Whether previous threats have been received.
 - b. Possible motives and/or suspects.
 - c. Vulnerabilities of equipment and personnel.
 - d. Exploration of any basic information provided to communications.
 3. In bomb emergencies, establish and secure a suitable perimeter, per the requirement of the responding Emergency Ordinance Disposal (EOD) team.
- C. Searching for Explosive Devices:
1. If an explosive device is alleged to be within a building, but has not been located, the supervisor will contact building owners/management or other responsible persons to determine if a search of the facility is desired.
 2. The decision to search, evacuate or to reenter a structure/location during a bomb threat will be the responsibility of the individual in charge of the property, unless the threat is verified, then it becomes exclusively a law enforcement responsibility.
 - a. The on-scene supervisor shall provide information as available to the responsible parties in order to assist them in making decisions on searching, evacuation or reentry.
 - b. If management or the responsible agent does not wish that a search be conducted, no further action of this agency is warranted with the exception of standardized agency reporting requirements.
 - c. Only in cases where a real or suspected explosive device has been detected shall an evacuation be conducted regardless of the desires of building management.
 3. Searches of target buildings shall be conducted only with the direct assistance of employees or others knowledgeable of the contents and layout of the building.

- a. The supervisor may request the assistance of a bomb detection canine and/or bomb disposal personnel in order to assist in conducting the search.
 - b. A search plan shall be developed identifying the extent of the search depending upon the type of establishment, the motivation of the perpetrator and the accessibility of the building, prior to searching the building.
 - c. A floor plan shall be obtained whenever possible, and a systematic search organized by the supervisor.
 - d. In no case, shall agency personnel declare that no bomb is present or in any way make the representation that the building is safe to occupy, no matter how thorough the search.
4. When conducting a search without the assistance of bomb disposal personnel, employees should be particularly alert to the following items as indicators that there may be explosives at the location. Employees should be cautioned that absence of the following does not assure that there is no bomb present:
- a. Explosives related pamphlets, periodicals and books.
 - b. Excessive amounts of galvanized or PVC pipe nipples and end caps, especially if they have drill holes in the nipple cap.
 - c. Low explosive powders or other incendiary mixtures.
 - d. Fuses of any type to include homemade burning fuses, such as string soaked in a burning powder.
 - e. Notify emergency services personnel.
 - f. Contact communications by telephone and request assistance of the designated bomb disposal unit.

D. Located Explosive Devices:

1. If a real or suspicious device has been located, or paraphernalia identified (such as noted in item C-4 above), law enforcement officers should:
 - a. Not attempt to move or otherwise disturb the device (s).
 - b. Use only land based telephones for communication within 300 feet of the device(s).
 - c. Proceed with immediate evacuation of the structure and/or the area to a point consistent with the threat, but not less than 300 feet from the device(s).
 - d. Define and secure the perimeter.
 - e. Notify emergency services personnel.
 - f. Contact communications by telephone and request assistance of the designated bomb disposal unit.
2. The supervisor is responsible for command of the scene and briefing of investigators and ordinance specialists as appropriate.
3. The bomb disposal commander shall have functional authority at any bomb emergency to direct agency personnel in a manner necessary to accomplish its mission in a safe and efficient manner.

E. Post-Explosion Investigation:

This agency's designated bomb disposal unit shall have primary responsibility for investigating bombing incidents, to include:

1. Checking the site for unconsumed explosives or secondary devices.
2. Supervising evidence recovering in accordance with agency guidelines.
3. Requesting the assistance of other agencies to determine the nature and construction of explosives and the identification of perpetrators.
4. Coordination with intelligence operations of this agency and those of State and Federal source.
5. Assisting in the evaluation of evacuation procedures, area and the perimeter security, the availability of emergency services and coordination with the incident commander.