

CHAPTER SEVEN



- [Student/Intruder with a Weapon – Hostage Situation](#)
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WEAPONS AND VIOLENCE

STUDENT/INTRUDER WITH A WEAPON HOSTAGE SITUATION

1. **PURPOSE:** To develop a crisis response to student/intruder with a weapon or a hostage situation (treat as a hostile situation).
2. **WHAT TRIGGERS THE INTERVENTION PROCESS?** A staff member is confronted by an individual with a weapon or otherwise receives a report that there is an individual with a weapon on the school campus, or a hostage situation develops.
3. **PROCEDURES:**
 - A. **Identify appropriate procedures to protect the health, safety, and welfare of students.**
 1. Assess the situation.
 - Life-threatening situations require an immediate action.
 - At times, police authorities cannot be waited on to take prudent action.
 - The administrator involved should take whatever action is necessary to stabilize the incident and provide for the safety of the staff and students.
 - Guns are significantly more dangerous than other types of weapons. Accidental discharge may cause injury or death. Local policies and procedures must reflect this fact.
 - Reports of students having firearms in their locker, gym bag, etc., create hostile crisis situations.
 2. **Notify the Local Administrator or designee immediately. If judged not to be potentially life-threatening, then follow school discipline policy. If judged to be potentially life-threatening, then:**
 - There will be an Alert declared (see [Attachment A](#), "Coded Communications System").
 - Passing bells will be held until an All Clear is given.
 - No students are allowed to be in the corridors.
 - Local administrator or designee notifies Police, informing the dispatcher there is a suspected intruder with a weapon in the school. Advise police

where to report, at a location away from the weapon/hostage incident.

- If a hostage situation exists, this information is also given to the police dispatcher.
3. Isolate student or intruder.
 - Consider the student or the intruder as dangerous.
 - Do not say or do anything that can further aggravate the individual.
 - Remain calm.
 - Remove all staff and students from area if possible, including yourself.
 - If taken hostage or the entire class is taken hostage, cooperate with the perpetrator.
 - Try to keep the students calm and stress the importance of them doing everything that you tell them to do. Less talk = less danger!
 - If at all possible, never touch a gun. Do not attempt to disarm a student or intruder. When possible, remove the student from the weapon, not the weapon from the student.
 4. Avoid exciting the individual.
 - Talk in a calm manner with a very soft tone if you are in the room and cannot leave.
 - Try to distract the intruder with casual non-excessive conversation until the police arrive.
 5. The escape route for an individual with a weapon shall never be blocked.
 6. Allow police to take control when they arrive.
 7. Have an area isolated for their (police) headquarters.

B. Who does what?

1. _____ immediately informs Administration.
2. Administration will activate appropriate alert plan as per [Attachment A](#).
3. Local administrator or designee notifies police, informing the dispatcher there is a suspected intruder with a firearm in the school. Police contact person is _____ and telephone number is _____.
4. _____ notifies ambulance is to be on standby. Ambulance company ambulance telephone number is _____.
5. _____ notifies chief administrative office.

C. When do you respond?

1. Any time a weapon is suspected (Better Safe Than Sorry).
2. Any time a hostage situation develops.

D. What will the follow-up be?

1. Any incident as listed above shall trigger a disciplinary hearing, where the following points will be considered:
 - Suspension
 - Expulsion
 - Counseling
 - Criminal charges
 - Civil litigation

NOTE: Police will be responsible for retrieving the items.

2. Records must be maintained of all incidents of violence as required in BEC 24 P.S. §13-1317.2 in [Attachment B](#).

E. ADDITIONAL RESOURCES:

- The local school is to consult with the local DARE officer or equivalent police official familiar with school situations prior to developing procedures regarding this. They should then be inserted here.
- The in-building alert plan should be detailed using [Attachment A](#) as a guide and attached to [Attachment A](#).
- The local schools need to develop policies and procedures to control unwanted access to school facilities.

- **Drop Drills:** Review with your students a "Drop Drill." In this case, students and teachers practice what to do if they hear gunfire. If gunfire is heard, all are to drop to the floor and cover their heads. Continue this position until notified to cease.
- Refer to [Firearm Handling](#) section ([Attachment C](#))
- Section 921 of Title 18 of the U.S. Code - definition of a firearm (see [Attachment D](#)).
- See additional definitions including definition of a weapon ([Attachment E](#))
- Gun-Free Schools Act of 1994 ([Attachment F](#)) Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act of 1994 ([Attachment G](#))
- General Guidelines when requesting Police Assistance ([Attachment H](#))
- Pennsylvania State Police Crime Prevention Description Sheets Policy 5140 Board of Education, Diocese of Allentown
- BEC including Annual Report, Memorandum of Understanding, Individual Report form

DISCOVERY OF AMMUNITION, KNIFE OR OTHER WEAPON (INCLUDING A FIREARM) ON SCHOOL CAMPUS

1. **PURPOSE:** To develop a response to the discovery of ammunition, knife or other weapon (including a firearm) on the school campus.
2. **WHAT TRIGGERS THE INTERVENTION PROCESS?**
Discovery of one of the above-listed items on school campus.
3. **PROCEDURES:**
 - A. **Identify appropriate procedures to protect the health, safety, and welfare of students.**
 1. Notify building administrator.
 2. Follow local building procedures for searching personal property and lockers.
 3. Refer to [Attachment C](#) - FIREARM HANDLING.
 4. **Reports of students having firearms in their locker, gym bag, etc., create hostile situations and should be handled as described previously under Student/Intruder With a Weapon.**
 5. Guns are significantly more dangerous than other types of weapons. Accidental discharge may cause injury or death. Local policies and procedures must reflect this fact.
 6. For weapons/ammunition other than firearms, do not leave unattended. With a gloved hand place weapon/ammunition in plastic bag, take to a secure location, call police.
 - B. **Who does what?**

Local administrator or designee will follow locally developed policies.
 - C. **When do you first respond?**

At the actual discovery.
 - D. **What will the follow-up be?**
 1. Contact police to retrieve items.

2. Every situation of this type (ammunition, knife or other weapon in a non-hostile situation) shall trigger a Disciplinary hearing where the following points will be considered:
 - Suspension
 - Expulsion
 - Counseling
 - Criminal Charges
3. Turn items over to the Police.
4. Report incident to local administrator and chief administrative office.

E. ADDITIONAL RESOURCES:

- The local school is to consult with the local DARE officer or equivalent police official familiar with school situations prior to developing procedures regarding this. They should then be inserted here.
- The local school is to develop procedures for searching personal property and lockers and include it here.

VERBAL/PHYSICAL/SEXUAL ASSAULT

1. PURPOSE: To develop a crisis response to the following situations:

- fighting on school premises
- assaulting teacher
- harassment by word, action, or electronic media of teacher or other student
- sexual harassment by word, action, or electronic media of teacher or other student
- threatening physical harm to teachers or students
- rape or sexual assault

2. WHAT TRIGGERS THE INTERVENTION PROCESS?

Any of the above-referenced incidents.

3. PROCEDURES:

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

- Develop written procedures regarding each of these situations and include as attachments to this Section.
- Develop written procedures regarding sexual harassment and include as attachments to this section. Refer to the existing harassment policy of your Local Education Agency.
- If an assault on a student or staff member should occur, the following steps shall be taken:
 1. The local administrator or designee is notified immediately.
 2. Request police and/or ambulance if needed.
 3. Alert issued and Crisis Team activated if event warrants.
 4. First aid is provided if necessary.
 5. Notify social worker/counselor for on-site evaluation to decide if counseling is necessary.
 6. Notify immediate family of the victim.
 7. In cases of rape, do not let the victim wash. Also, clothing must be saved. Do not leave the victim alone (IF VICTIM HAS REMOVED CLOTHING, BAG EACH PIECE IN ITS OWN BAG USING SANITARY GLOVES. Fluids should be placed in paper bags, not plastic.)

8. If victim is transferred to a hospital, the local administrator, assistant local administrator, or designee will accompany the victim.

B. Who does what?

1. Local administrator or designee is notified immediately.
2. _____ requests police and/or ambulance if needed. Police phone number is _____. Ambulance telephone number is _____.
3. Local administrator or designee issues alert and activates Crisis Team if event warrants.
4. First aid is provided if necessary.
5. _____ notifies social worker/counselor who provides on-site counseling if necessary (from IU, Catholic Charities, MH/MR).
6. _____ notifies immediate family of the victim.

C. When do you respond?

Immediately.

D. Follow-up:

Any incident as listed above shall trigger a Disciplinary hearing, where the following points will be considered:

- Suspension
- Expulsion
- Counseling
- Criminal charges
- Civil litigation
- Real Justice Family Group Conference

E. ADDITIONAL RESOURCES:

- Local police department should be consulted regarding these situations and the local school should develop policies and insert them here.
- Central administration should be consulted regarding sexual harassment policies they have that apply to your building.
- The local Intermediate Unit may also have samples of sexual harassment policies.

Psychologist/Social Worker/Counselor Phone Numbers

<u>Agency</u>	<u>Contact</u>	<u>Phone #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THREATENING PHYSICAL HARM

1. PURPOSE: To develop a crisis response to the threat of physical harm to any person:

Teachers
Administrators
Staff
Volunteers
Students
Any identifiable potential victim

2. WHAT TRIGGERS THE INTERVENTION PROCESS:

Threat issued by word, action or electronic media. This could include:

- Threats in writing or artwork
- Notes between students that mention threat to harm
- Overhearing someone speak of harming someone else
- Previous aggression coupled with current threats
- Student makes actual threat
- Serious physical fighting with peers
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Threats made on the internet

3. PROCEDURES:

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

1. Notify local administrator and/or building crisis intervention specialist.
2. Take appropriate measures to insure safety of any named victim.
3. Remove person making the threat from the general population and keep under supervision.
4. Local administrator/designee makes decision as to whether further evaluation is warranted. If assessment is deemed necessary, Local administrator/designee attempts to contact parents/guardians to notify them of assessment. If parents/guardians refuse the preliminary assessment the student may not return to school without a psychiatric evaluation. If parents/guardians are unavailable local administrator proceeds with assessment. Local administrator/designee arranges for an appropriate local individual to do an immediate, preliminary evaluation or consultation. This person must be a counselor, psychologist, social worker, or mental health worker. Resources could include the Crisis number for your county, Intermediate Unit, MH/MR and the police.

** Be aware that some evaluators may need to notify the police depending on the severity of the threat.

5. If the local administrator/designee deems it appropriate, he/she informs the parents/guardians of the intended victim(s) that they can contact the police.
6. Contact parents/guardians and follow recommendations from the evaluation. Recommendations may include any of those listed on the model Psychologist/Counselor Procedure for Students Who Threaten Harm (See [Attachment I](#))
7. Give parents/guardians letter stating requirements for returning to school. (See [Attachment J](#)).
8. Have parents/guardians sign Release Form or take it with them, whichever is appropriate. A sample is included; please put this on your school letterhead (see [Attachment K](#)).
9. At any time during this process the local administrator may contact the police.

B. Who does what?

1. Local administrator or _____ will be notified.
2. _____ will decide upon and take appropriate action to protect any named victim.
3. _____ will stay with the student who has made the threat.
4. _____ will call _____ to do the evaluation and state that it is an emergency.
5. Local administrator or designee _____ will contact the parents/guardians after the preliminary evaluation.
6. _____ will be responsible for follow-up and will be the contact for the outside therapist if applicable.

C. When do you respond?

IMMEDIATELY - AS SOON AS CONCERN IS NOTED.

D. What will the follow-up be?

1. The Crisis Log will be completed by the counselor/psychologist/mental health worker and this individual will send a copy to the central administrative office (see [Attachment L](#)).
2. Local administrator or designee _____ will see that the recommendations are carried out and will be the school contact with the outside therapist if applicable.
3. Any incident as listed above may trigger a disciplinary hearing, where the following points will be considered:
 - Suspension

- Expulsion
- Counseling
- Criminal charges
- Civil litigation
- Real Justice Family Group Conference

BOMB THREATS/DISCOVERY OF AN EXPLOSIVE DEVICE

Employees receiving or discovering a bomb threat or discovery of an explosive device or similar emergency should immediately notify the police at 911, the Local administrator, and the Crisis Coordinator.

Note: Do not use two-way radios, walkie talkies, or cell phones.
Transmission may set off a bomb.

Procedure

1. The Local administrator or the Crisis Coordinator will notify personnel and staff.

Notify the police for ALL threats.

2. Evacuate the building if directed by the local administrator (see [Attachment M](#)). Have students and staff take all personal items that they have in their possession with them. Do not let them return to their lockers.
3. If the bomb threat is received by telephone, alert other key personnel that a threat is being received through a prearranged signal. Use the building's silent emergency plan.

If the bomb threat is received by telephone, ask the caller these questions and write down exactly what the caller says:

- When will the bomb explode?
- Where has the bomb been placed?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?
- Is there more than one bomb in the building?
- Why was it placed in this building?
- Who put it here?

- Who are you?
- Where are you calling from?

Keep the caller on the phone as long as possible. Record the following information for police and school administration:

- the time of the call
- the date of the call
- the exact words of the caller
- the sex and age of the caller
- the caller's speech pattern or accent
- any background noises

4. If an explosive device is discovered:

- Do not attempt to touch or remove the object
- Evacuate the building immediately, preventing access to immediate area of object
- Call 911 and crisis coordinator from an outside phone
- Secure the building to prevent reentry
- Follow building emergency plan as you wait for police to arrive
- Notify required school authorities

5. If a written threat is received that is attached to the bomb or package, is received in the mail, is attached to a door, window, or wall, is hand delivered, is attached to an object and thrown through the window or if a suspected bomb is received by mail or if a suspicious object is discovered, follow these guidelines:

- If the object is received by mail, do not handle the package unnecessarily. If a suspicious object is discovered, do not attempt to touch or move the object.

- Evacuate the building immediately, preventing access to immediate area of object.
- Call 911 and the Crisis Coordinator from a phone outside the building.
- Secure the building to prevent reentry.
- Follow the building's emergency plan as you wait for police to arrive.
- Notify required school authorities.

GANG ACTIVITY

1. **PURPOSE:** To develop a crisis response to gang movement.
2. **WHAT TRIGGERS THE INTERVENTION PROCESS?** Suspected gang activity.

3. **PROCEDURES:**

Gang development is a process, not an event. Intervene early for a successful outcome. Do not overlook "wannabe" activities.

Notify central administration for additional evaluation. Request assistance from local or regional police gang-control experts.

4. **ADDITIONAL RESOURCES:**

- Local police department procedures.
- Talk to neighborhood residents frequently.
- Review news media alerts on this topic.

Gang Membership - Frequently Asked Questions ([Attachment N](#))

- Gang Prevention Tips ([Attachment O](#))
- Bethlehem Police Department – Gang Prevention Unit

Recommended Websites:

- <http://www.ncjrs.org/>
Office of Juvenile Justice and Delinquency Prevention
- <http://www.ncpc.org/>
National Crime Prevention Council
- <http://www.pavnet.org/>
Partners Against Violence
- <http://www.cphv.org/>
Center to Prevent Handgun Violence
- <http://www.cpsv.org/>
Center for the Prevention of School Violence
- <http://www.dropoutprevention.org/>
National Dropout Prevention

ATTACHMENT A

CODED COMMUNICATION SYSTEM

MEANS OF COMMUNICATION:

1. Written message
2. Intercom system
3. In-house telephone system
4. Two-way Radios
5. Bell system
6. Verbal

LEVELS OF ALERT NOTIFICATION (*identification of Level simply indicates the additional resources called to respond to a given incident.*):

LEVEL I

Building Administration
Central Administration
Building Crisis Team
Building Medical Response Team
District Medical Response Team
District Crisis Team
Outside Support Services: Fire/Ambulance/Police

LEVEL II

Building Administration
Central Administration
Building Crisis Team
Building Medical Response Team
Outside Support Services: Fire/Ambulance/Police

LEVEL III

Building Administration
Immediate Staff
Building Medical Response Team (if called)

CLASSIFICATIONS OF ALERT STATUS:

- RED ALERT - Immediate LOCKDOWN (freeze in place) until further instructions
- Signaled by use of code word **Mr. Redborn**

- GREEN ALERT - Immediate EVACUATION
- Signaled by Bell system

- YELLOW ALERT - No immediate action/written information to follow/begin lockdown
- Signaled by either written communication or code word **Mr. Amberville**

- WHITE ALERT - Medical assistance is needed/Building Medical Team to respond
- Signaled by either written communication or code word **Mr. White**

* * * * *

Handle how to evacuate one area and lockdown another area.

Detail your local alert plan here.

Attachment B

Pre K-12 Schools

Basic Education Circulars (Purdon's Statutes)

UPDATED Safe Schools and Possession of Weapons

Safe Schools and Possession of Weapons

24 P.S. §13-1317.2

DATE OF ISSUE: July 1, 2002

REPLACES: Safe Schools and Possession of Weapons,
BEC 24 P.S. §13-1317.2,
issued July 1, 1998

Act 26 of 1995 (Amended June, 1997) amends the School Code by adding a new section (24 P.S. §13-1317.2) pertaining to the possession of weapons and a new Article entitled Safe Schools (Article XIII-A of 24 P.S.) which adds an additional nine sections to the Code. Act 26 imposes responsibilities upon schools in the following areas discussed more fully below: student expulsions; reporting; cooperation with the local law enforcement officials; and maintenance of records.

I. STUDENT EXPULSIONS

Section 1317.2 requires that a school district, charter schools, intermediate units, career and technical education schools or area vocational-technical school shall expel, for a period of not less than one year, a student who brought onto or is in possession of any weapon on any school property, at a school or a school-sponsored activity or onto any public conveyance providing transportation to a school or school-sponsored activity. The expulsion should be accomplished pursuant to applicable regulations in 22 Pa. Code, Chapters 12 and 14. The superintendent or administrative director may recommend to the board modifications of such expulsion requirements for a student on a case-by-case basis. Even though expelled, students of compulsory school age must be provided an educational program as required by 22 Pa. Code §12.6(e). School entities may make alternative assignments or provide alternative education services during the period of the expulsion. A school district receiving a student expelled for a violation of Act 26 from another public or private school may place the student in an alternative assignment or alternative education program for the duration of the expulsion, provided that the assignment may not exceed the period of expulsion. Every school district, charter school, career and technical education school and area vocational-technical school must develop a written policy regarding expulsions for possession of a weapon. In addition, the superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97), 20 U.S.C. Section 1400 et. seq., including but not limited to, 20 U.S.C. Section 1415(k) and 34 C.F.R. Section 300.520(a)(2). See attached Definitions of Types of Misconducts.

II. REPORTING

A. Reporting to Local Law Enforcement

Section 1317.2(f)(1) requires the school superintendent or chief administrator to report the discovery of any weapon to local law enforcement officials.

B. Reporting to the Department of Education

Section 1303-A and 1317.2(f)(2) require all school entities to report all incidents involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol or tobacco to the Department of Education once a year. The Department of Education has developed an online registration process at www.safeschools.state.pa.us that all school entities must follow. School entities include public school districts, intermediate units, career and technical education schools or area vocational-technical schools and charter schools. This reporting requirement can be fulfilled by entering all the necessary data on the Annual Report on School Violence and Weapons Possession (PDE 360) for each of its **school buildings** onto the safe schools website. This deadline for submission of the final report is July 31 of each year. The Department of Education provided school numbers and passwords to all chief school administrators in June 2000. A blank copy of the PDE-360 form is attached for your reference.

III. COOPERATION WITH LOCAL LAW ENFORCEMENT ENTITIES

Pursuant to Section 1303-A all public school entities must develop a Memorandum of Understanding with local law enforcement entities, which outlines procedures to be followed when an incident involving an act of violence or possession of a weapon by any person occurs on school property. Law enforcement protocols used for this purpose must be developed in cooperation with the appropriate local law enforcement agency(ies) or Pennsylvania State Police as appropriate. A sample Memorandum of Understanding developed in conjunction with the Pennsylvania State Police is attached. In the event of an act of violence or incident of weapons possession, school entities are encouraged to seek consultation with law enforcement authorities. The fact that a school entity contacts law enforcement authorities will not necessarily lead to the filing of criminal charges.

IV. MAINTENANCE OF RECORDS

All schools in the Commonwealth, including all public school entities and non-public and private schools, are required to maintain updated records of all incidents of violence, incidents involving possession of a weapon, and convictions or adjudications of delinquency for acts committed on school property by an enrolled student on both a district-wide and school-by-school basis. A statistical summary of these records shall be made accessible to the public for examination during regular business hours. By entering data pertaining to incidents occurring within school buildings into the reporting system on a daily basis, schools will maintain a permanent record as required by this section. There is also an Individual Incident Report attached for keeping a single incident record.

V. ADDITIONAL GUIDANCE

A. Parental Registration Statement

A parent, guardian or other person registering a student for admission to any

public school entity must complete a sworn statement provided by the school as to whether the student has been previously or is presently expelled from any public or private school, either in the Commonwealth or any other state, for an offense involving weapons, alcohol or drugs, willful infliction of injury to another person or for any act of violence on school property. The statement shall include the name of the school from which the student was suspended or expelled and the period of the suspension or expulsion. A sample Parental Registration Statement form, that may be adapted for local use to comply with this requirement, is attached.

B. Records Inspection

A student's Parental Registration Statement, disciplinary record and Individual Incident Records shall be available for inspection by the student and his parent, guardian or other person having control or charge of the student, school officials and to state and local law enforcement officials, as provided by law. Permission of parents or guardians is not required for transfer of the student disciplinary record to another school entity in which a student seeks enrollment or is enrolled. A school must transmit a certified copy of a student's disciplinary record to the school entity to which the student has transferred within ten (10) days of receipt of a request to supply it.

C. Technical Assistance

Act 26 of 1995 is available on the safe schools website at www.safeschools.state.pa.us and from your local state legislator. Technical assistance is available to all public schools from the Office of Safe Schools in implementing the provisions of Act 26.

REFERENCES:

Purdon's Statutes

24 P.S. §13-1317.2
24 P.S. Article XIII-A

State Board of Education Regulations

[22 Pa. Code, §12.6\(e\)](#)
[22 Pa. Code, §12.8](#)
[22 Pa. Code, §14.1](#)
[22 Pa. Code, §14.25\(n\)](#)
[22 Pa. Code, §14.35](#)
[22 Pa. Code, §14.61\(b\)](#)

Other

20 U.S.C. §§1400, et seq, including but not limited to,
20 U.S.C. §1415(k) and
34 C.F.R. §300.520(a)(2),
Individuals with Disabilities Education Act Amendments of 1997
(IDEA '97)

20 U.S.C. §8921, Gun Free Schools Act of 1994

Revised 2005 – Chapter Seven – Weapons & Violence

Basic Education Circular-Disciplinary Changes in Placement of Special
Education Students, 22 Pa. Code §14.35

ATTACHMENTS:

(Note: PDF files require [Acrobat Reader](#))

Report PDE-360

[Word Version](#)

[PDF Version](#)

Instructions and Codes to Complete Form PDE-360 (rev.9/02)

[Word Version](#)

[PDF Version](#)

Definitions of Types of Misconducts

[Word Version](#)

[PDF Version](#)

Sample Memorandum of Understanding

[Word Version](#)

[PDF Version](#)

Sample Individual Incident Record

[Word Version](#)

[PDF Version](#)

Sample Parental Registration Statement

[Word Version](#)

[PDF Version](#)

ATTACHMENT C

FIREARM HANDLING

1. If you find a gun on the campus, e.g., under the stairwell, in the trash, in the yard, etc., **DO NOT TOUCH THE GUN** and do not let the gun out of your sight! The chances of the gun falling into the wrong hands increase. Notify the nearest Crisis Team member or the Local administrator. Stay by the gun and send another staff member or a responsible student to notify the office. If no one is around, wait there. Once again, **DO NOT TOUCH THE GUN!** **DO NOT** be tempted to bring the gun to the Local administrator. There are two reasons for this. First, if you don't know how to handle a gun, you could accidentally fire it. Second, you do not want your fingerprints on the gun. The less people handling the gun, the easier it is for fingerprints to be lifted from the gun for possible ownership identification during the police investigation. You will be found missing from your regular duties and the Crisis Team will search for you.
2. If you are handed a gun by a student or an intruder, remain calm. Consider the gun loaded and **DO NOT POINT THE GUN AT ANYONE OR ANYTHING! DO NOT TOUCH ANY MOVING PARTS, ESPECIALLY THE TRIGGER, AND DO NOT ATTEMPT TO UNLOAD THE CHAMBER!** Hold the gun by the handle and do not put your finger on the trigger. People have a natural tendency to do that. Instead, lay your finger alongside the trigger or firmly grasp the entire handle. Point the gun in a safe direction away from people and valuable objects. According to the National Rifle Association, a "safe direction" is defined as:

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

When applying the "safe direction" rule, one must use logic and common sense. What would be considered a "safe direction" in one situation may not be considered safe in another. For instance, if your classroom is on the second floor, pointing the barrel of the gun to the floor would not be a "safe direction," but pointing it to the ceiling would. However, the rule of a "safe direction" for the bottom floor of a multi-story school changes. Pointing the barrel to the ceiling would not be considered safe, but pointing to the floor would be considered safe. If the gun accidentally fired, the bullet could go through the ceiling and injure or kill someone. The outer surroundings must also be considered: be aware that what is beyond could be destroyed; i.e., valuable objects or people. If one must choose where to point

the barrel of the gun and there are only two alternatives, towards valuable objects or toward people, common sense says NEVER POINT THE BARREL OF A GUN TOWARD A PERSON. Once again, there is nothing that can replace training by a professional gun-safety expert.

Notify the office of your location and police will be called. Until the Local administrator or Crisis Team or the police arrive, DO NOT PANIC, but take precautions. Taking precautions include remaining alert and making sure the student or the intruder doesn't try to take the gun back from you. The Local administrator may want you to remain where you are or to bring the gun to him/her. Get the directive from the Local administrator. Rely on your administrative direction and do not question the decision. Local administrators will have to assess each situation as it arises and make the judgment then on a case-by-case basis. There is no strict rule or procedure to follow.

When a Crisis Team member or police arrive, follow their directives in handing the gun over to them. They are trained in gun safety and know the procedures. Once again, never point the barrel at a person but always in a safe direction.

3. **IF AT ALL POSSIBLE, NEVER TOUCH THE GUN. DO NOT ATTEMPT TO DISARM A STUDENT OR INTRUDER.**

ATTACHMENT D
UNITED STATES CODE, TITLE 18, SECTION 921

§ 921. Definitions

(a) As used in this chapter

(3) The term "**firearm**" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. (4) The term "**destructive device**" means

(A) any explosive, incendiary, or poison gas:

- (i) bomb,
- (ii) grenade,
- (iii) rocket having a propellant charge of more than four ounces,
- (iv) missile having an explosive or incendiary charge of more than 1/4 ounce,
- (v) mine, or
- (vi) device similar to any of the devices described in the preceding clauses;

(B) any type of weapon (other than a shotgun or a shotgun shell which the Secretary finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

(C) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term "**destructive device**" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; or any other device which the Secretary of the Treasury finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends

to use solely for sporting, recreational or cultural purposes.

(5) The term "**shotgun**" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of the explosive in a fixed shotgun shell to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. (6) The term "short-barreled shotgun" means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification, or otherwise) if such weapon as modified has an overall length of less than twenty-six inches.

(7) The term "**rifle**" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of the explosive in a fixed metallic cartridge to fire only a single projectile through a rifled bore for each single pull of the trigger.

(8) The term "**short-barreled rifle**" means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.

(26) The term "**school**" means a school which provides elementary or secondary education, as determined under State law.

ATTACHMENT E

Definitions Page

Definition of a Weapon

A **weapon** is any instrument that may be used to cause bodily harm. The term "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearms, or replicate(s) of a firearm, and any other tool, instrument, or implement capable of inflicting serious bodily harm.

2701. **Simple Assault.**

(A) Offense Defined: A person is guilty of assault if he:

- (1) attempts to cause or intentionally, knowingly or recklessly causes bodily injury to another;
- (2) negligently causes bodily injury to another with a deadly weapon; or
- (3) attempts by physical menace to put another in fear of imminent serious bodily injury.

(B) Grading. Simple assault is a misdemeanor of the second degree unless committed:

- (1) In a fight or scuffle entered into by mutual consent, in which case it is a misdemeanor of the third degree;
- (2) against a child under 12 years of age by an adult 21 years of age or older, in which case it is a misdemeanor of the first degree.

2702. **Aggravated Assault.**

A) Offense Defined. A person is guilty of aggravated assault if he:

- (1) attempts to cause serious bodily injury to another, or causes such injury intentionally, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life;
- (2) attempts to cause or intentionally, knowingly or recklessly causes serious bodily injury to a police officer, firefighter,

- county adult probation or parole officer, county juvenile probation or parole officer or an agent of the Pennsylvania Board of Probation and Parole in the performance of duty or to an employee of an agency, company or other entity engaged in public transportation, while in the performance of duty;
- (3) Attempts to cause or intentionally or knowingly causes bodily injury to a police officer, firefighter or county adult probation or parole officer, county juvenile probation or parole officer or an agent of the Pennsylvania Board of Probation and Parole in the performance of duty;
 - (4) attempts to cause or intentionally or knowingly causes bodily injury to another with a deadly weapon, or
 - (5) attempts to cause or intentionally or knowingly causes bodily injury to a teaching staff member, school board member, other employee or student of any elementary or secondary publicly funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial school while acting in the scope of his or her employment or because of his or her employment relationship to the school.

(B) Grading. Aggravated assault under subsection (a)(1) and (2) is a felony of the first degree. Aggravated assault under subsection (a)(3),(4) and (5) is a felony of the second degree.

Note: The above sections are taken from the Pennsylvania Criminal Code. In addition to criminal sanctions, the victim of threats of physical harm and actual physical harm has the right to sue the perpetrator in civil court for damages for assault and/or battery.

3503. Criminal Trespass

(3) Buildings and occupied structures

(3) A person **commits an offense if, knowing that he is** not licensed or privileged to do so, he:

(3) enters, gains entry by subterfuge or surreptitiously remains in any building or occupied structure or separately secured or occupied portion thereof; or breaks into any building or occupied structure or separately secured or occupied portion thereof.

(2) An offense under paragraph 1(i) is a felony of the third degree, and an offense under paragraph 1(ii) is a felony of the second degree.

(3) As used in this subsection:

Breaks into. "To gain entry by force, breaking, intimidation, unauthorized opening of locks, or through an opening not designed for human access.

(b) Defiant trespasser

(3) A person commits an offense if, knowing that he is not licensed or privileged to do so, he enters or remains in any place as to which notice against trespass is given by:

- (3) actual communication to the actor; or
- (ii) posting in a manner prescribed by law or reasonably likely to come to the attention of intruders; or
- (iii) fencing or other enclosure manifestly designed to exclude intruders.

(2) An offense under this subsection constitutes a misdemeanor of the third degree if the offender defies an order to leave personally communicated to him by the owner of the premises or other authorized person. Otherwise it is a summary offense.

© **Defenses.**--It is a defense to prosecution under this section that:

- (3) a building or occupied structure involved in an offense under subsection (a) of this section was abandoned;
- (2) the premises were at the time open to members of the public and the actor complied with all lawful conditions imposed on access to or remaining in the premises; or
- (3) the actor reasonably believed that the owner of the premises, or other person empowered to license access thereto, would have licensed him to enter or remain.

Attachment F

GUN-FREE SCHOOLS ACT OF 1994

PART F - GUN POSSESSION *

SEC. 14601. GUN-FREE REQUIREMENTS. (a) SHORT TITLE. - This section may be cited as the "Gun-Free Schools Act of 1994". (b) REQUIREMENTS.

(1) IN GENERAL. - Except as provided in paragraph (3), each State receiving Federal funds under this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of such local educational agency to modify such expulsion requirement for a student on a case by-case basis.

(2) CONSTRUCTION. - Nothing in this title shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

(3) SPECIAL RULE. - (A) Any State that has a law in effect prior to the date of enactment of the Improving America's Schools Act of 1994 which is in conflict with the not less than one year expulsion requirement described in paragraph (1) shall have the period of time described in subparagraph (B) to comply with such requirement. (B) The period of time shall be the period beginning on the date of enactment of the Improving America's Schools Act and ending one year after such date.

(4) DEFINITION. - For the purpose of this section, the term "weapon" means a firearm as such term is defined in section 921 of title 18, United States Code.

(c) SPECIAL RULE. - The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) REPORT TO STATE. - Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in the application requesting such assistance

(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and
(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including

- (A) the name of the school concerned;
- (B) the number of students expelled from such school; and
- (C) the type of weapons concerned.

(e) REPORTING. - Each State shall report the information described in subsection (c) to the Secretary on an annual basis.

(f) REPORT TO CONGRESS. - Two years after the date of enactment of the Improving America's Schools Act of 1994, the Secretary shall report to Congress if any State is not in compliance with the requirements of this title.

SEC. 14602. POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL.

(a) IN GENERAL. - No funds shall be made available under this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

(b) DEFINITIONS. - For the purpose of this section, the terms "firearm" and "school" have the same meaning given to such terms by section 921(a) of title 18, United States Code.

SEC. 14603. DATA AND POLICY DISSEMINATION UNDER IDEA.

The Secretary shall (1) widely disseminate the policy of the Department in effect on the date of enactment of the Improving America's Schools Act of 1994 with respect to disciplining children with disabilities; (2) collect data on the incidence of children with disabilities (as such term is defined in section 602(a)(1) of the Individuals With Disabilities Education Act) engaging in life-threatening behavior or bringing weapons to school; and (3) submit a report to Congress not later than January 31, 1995, analyzing the strengths and problems with the current approaches regarding disciplining children with disabilities.

*** Excerpted from the Improving America's Schools Act of 1994, Public Law 103-382, October 20, 1994. Attachment J**

Attachment G

GUIDANCE CONCERNING STATE AND LOCAL RESPONSIBILITIES UNDER THE GUN-FREE SCHOOLS ACT OF 1994

This guidance is to provide information concerning State and local responsibilities under the Gun-Free Schools Act (GFSA), which was enacted on October 20, 1994 as part of the Improving America's Schools Act of 1994 [the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA)], Public Law 103-382. Preliminary information, including a copy of this new legislation, was mailed to Governors and Chief State School Officers in a letter dated November 28, 1994.

The GFSA states that each State receiving Federal funds under ESEA must have in effect, by October 20, 1995, a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school. Each State's law also must allow the chief administering officer of the local educational agency (LEA) to modify the expulsion requirement on a case-by-case basis.

The legislation explicitly states that the GFSA must be construed to be consistent with the Individuals with Disabilities Education Act (IDEA). Therefore, by using the case-by-case exception, LEAs will be able to discipline students with disabilities in accordance with the requirements of Part B of the IDEA and Section 504 of the Rehabilitation Act (Section 504), and thereby maintain eligibility for Federal financial assistance. The Department intends to issue separate, more detailed guidance on discipline of students with disabilities, which will include clarification of the implementation of the GFSA consistent with IDEA and Section 504.

The following questions and answers have been prepared to assist States, State educational agencies (SEAs), and LEAs in implementing these new requirements.

Q1. What entities are affected by the provisions of the Gun-Free Schools Act?

A. Each State, as well as its State educational agency and local educational agencies, has responsibilities under the GFSA.

Q2. Are private schools subject to the requirements of the Gun-Free Schools Act?

A. Private schools are not subject to the provisions of the GFSA, but private school students who participate in LEA programs or activities are subject to the one-year expulsion requirement to the extent that such students are

under the supervision and control of the LEA as part of their participation in the LEA's programs. For example, a private school student who is enrolled in a Federal program, such as Title I, is subject to a one-year expulsion, but only from Federal program participation, not a one-year expulsion from the private school. Of course, nothing prohibits a private school from imposing a similar expulsion from the private school on a student who brings a weapon to school.

Q3. Will SEAs and LEAs have a period of time to comply with the requirements of the Gun-Free Schools Act?

- A. States must take prompt action to implement the requirements of the GFSA, including prompt action to initiate the legislative process. States have until October 20, 1995 to enact and make effective the one-year expulsion legislation required by Section 14601. States that have not enacted and made effective legislation by this date risk losing ESEA funds.

In order to be eligible to receive ESEA funds, LEAs must have an expulsion policy consistent with the required State law.

LEAs must take immediate action to implement the referral policy required by Section 14602, because the GFSA directs that no ESEA funds shall be made available to an LEA unless that LEA has the required referral policy.

Q4. Is compliance with the requirements of the Gun-Free Schools Act a condition for the receipt of Federal financial assistance under the ESEA?

- A. Yes, compliance with the requirements of the GFSA is a condition for the receipt of funds made available to the State under the ESEA.

Q5. Will failure to comply with the requirements of the Gun-Free Schools Act result in the termination or withholding of funds made available to the State under the ESEA?

- A. Failure to comply with the requirements of the GFSA could result in the withholding, under the provisions of the General Education Provisions Act, of funds made available to the State under the ESEA; however, it is anticipated that technical assistance provided to States will result in timely compliance and make withholding of funds unnecessary.

Q6. May a State request a waiver of the requirements of the Gun-Free Schools Act?

A. Yes. The ESEA authorizes the Secretary to waive the requirements of the GFSA if that action will increase the quality of instruction for students or will improve the academic performance of students. However, it is not anticipated that the requirements of the GFSA will be waived except in unusual circumstances.

Q7. Does the Gun-Free Schools Act's one-year expulsion requirement preclude any due process proceedings?

A. No. Students facing expulsion from school are entitled under the U.S. Constitution and most State constitutions to the due process protection of notice and an opportunity to be heard. If, after due process has been accorded, a student is found to have brought a weapon to school, the GFSA requires an expulsion for a period of not less than one year (subject to the case-by-case exception discussed below).

Q8. What does the Gun-Free Schools Act require of States?

A. The GFSA requires that each State receiving Federal funds under the ESEA must, by October 20, 1995: (1) have in effect a State law requiring LEAs to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school; (2) have in effect a State law allowing the LEA's chief administering officer to modify the expulsion requirement on a case-by-case basis; and (3) report to the Secretary on an annual basis concerning information submitted by LEAs to SEAs. SEAs must also ensure that no ESEA funds are made available to an LEA that does not have a referral policy consistent with Section 14602.

One-Year Expulsion Requirement

Each State's law must require LEAs to comply with a one-year expulsion requirement; that is, subject to the exception discussed below, any student who brings a weapon to school must be expelled for not less than one year.

Case-by-Case Exception

Each State's law must allow the chief administering officer of an LEA to modify the one-year expulsion requirement on a case-by-case basis.

Annual Reporting

Each State must report annually on LEA compliance with the one-year expulsion requirement, and on expulsions imposed under the State law,

including the number of students expelled in each LEA and the types of weapons involved.

Q9. What does the Gun Free Schools Act require of LEAs?

- A. The GFSA requires that LEAs (1) comply with the State law requiring the one-year expulsion; (2) provide an assurance of compliance to the SEA; (3) provide descriptive information to the SEA concerning the LEA's expulsions; and (4) adopt a referral policy for students who bring weapons to school.

One-Year Expulsion Requirement

LEAs must comply with the State law requiring a one-year expulsion; that is, subject to the case-by-case exception, any student who brings a weapon to school must be expelled for not less than one year.

LEA Assurance

An LEA must include in its application to the State educational agency for ESEA assistance an assurance that the LEA is in compliance with the State law requiring the one year expulsion.

Descriptive Report to SEA

An LEA must include in its application for ESEA assistance a description of the circumstances surrounding expulsions imposed under the one-year expulsion requirement, including:

- (A) the name of the school concerned;
- (B) the number of students expelled from the school; and
- (C) the type of weapons concerned.

Referral Policy

LEAs must also implement a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school.

Q10. When must an LEA implement its referral policy?

- A. LEAs must take immediate action to implement a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings

a weapon to school. The GFSA directs that no ESEA funds shall be made available to an LEA unless that LEA has the required referral policy.

Q11. When must an LEA submit the required assurance?

- A. In its first application to the State educational agency for ESEA funds after the date that the State enacts and makes effective the required one-year expulsion legislation, the LEA must include an assurance that the LEA is in compliance with the State law.

Q12. What is the role of the SEA in determining whether an LEA is in compliance with the Gun-Free Schools Act?

- A. The GFSA requires States to report to the Secretary on an annual basis concerning LEA compliance. Therefore, before awarding any ESEA funds to an LEA, the SEA must ensure that the LEA has: (1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school; and (2) included in its application for ESEA funds the assurance and other information required by the GFSA. SEAs must ensure that the LEA application contains:

- (1) an assurance that the LEA is in compliance with the State law requiring the one-year expulsion; and
- (2) a description of the circumstances surrounding expulsions imposed under the one-year expulsion requirement, including:
 - (A) the name of the school concerned;
 - (B) the number of students expelled from the school; and
 - (C) the type of weapons concerned.

Q13. Who is an LEA's "Chief Administering Officer"?

- A. The term "chief administering officer" is not defined by the GFSA. Each LEA should determine, using its own legal framework, which chief operating officer or authority (e.g., Superintendent, Board, etc.) has the power to modify the expulsion requirement on a case-by-case basis.

Q14. Can any individual or entity other than the LEA's "chief administering officer modify the one-year expulsion requirement on a case-by-case basis?

A. No. However, the chief administering officer may allow another individual or entity to carry out preliminary information gathering functions, and prepare a recommendation for the chief administering officer.

Q15. Is it permissible for an LEA to use the case-by-case exception to avoid compliance with the one-year expulsion requirement?

A. No, this exception may not be used to avoid overall compliance with the one-year expulsion requirement.

Q16. How is the term "weapon" defined?

A. For the purposes of the GFSA, a "weapon" means a firearm as defined in Section 921 of Title 18 of the United States Code.

According to Section 921, the following are included within the definition:

-- any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive

-- the frame or receiver of any weapon described above

-- any firearm muffler or firearm silencer

-- any explosive, incendiary, or poison gas

(A) bomb,

(B) grenade,

(C) rocket having a propellant charge of more than four ounces,

(D) missile having an explosive or incendiary charge of more than 1/4 oz.

(E) mine, or

(F) similar device

-- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter

-- any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled

According to Section 921, the following are not included in the definition:

- an antique firearm
- a rifle which the owner intends to use solely for sporting, recreational, or cultural purposes
- any device which is neither designed nor redesigned for use as a weapon
- any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device
- surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10

In addition, we have been advised by the Bureau of Alcohol, Tobacco, and Firearms that Class-C common fireworks are not included in the definition of weapon.

Q17. Does the Gun-Free Schools Act preclude classes such as hunting or military education, or activities such as hunting clubs or rifle clubs, which may involve the handling or use of weapons?

A. No, the GFSA does not prohibit the presence at school of rifles that the owners intend to use solely for sporting, recreational, or cultural purposes.

Q18. Are knives considered weapons under the Gun-Free Schools Act?

A. No, for the purposes of the GFSA, the definition of weapon does not include knives. State legislation or an SEA or LEA may, however, decide to broaden its own definition of weapon to include knives.

Q19. What is meant by the term "expulsion"?

A. The term "expulsion" is not defined by the GFSA; however, at a minimum, expulsion means removal from the student's regular school program at the location where the violation occurred.

Q20. Is a State, SEA, or LEA required to provide alternative educational services to students who have been expelled for bringing a weapon to school?

A. The GFSA neither requires nor prohibits the provision of alternative educational services to students who have been expelled. Other Federal,

State, or local laws may, however, require that students receive alternative educational services in certain circumstances.

Q21. What is an "alternative setting" for the provision of educational services to an expelled student?

A. An alternative setting is one that is clearly distinguishable from the student's regular school placement.

Q22. Is Federal funding available to provide alternative educational services?

A. Yes, formula grants awarded under the Safe and Drug-Free Schools and Communities Act may be used for alternative educational services. In addition, other Federal funds may be available for alternative educational services, consistent with each program's statutory and regulatory requirements.

Q23. Do the requirements of the Gun-Free Schools Act conflict with requirements that apply to students with disabilities?

A. No. Compliance with the GFSA may be achieved consistently with the requirements that apply to students with disabilities, as long as discipline of such students is determined on a case-by-case basis in accordance with the IDEA and Section 504. The Department intends to issue separate, more detailed guidance on discipline of students with disabilities, which will include clarification of the implementation of the GFSA consistent with IDEA and Section 504.

Q24. Is it permissible to expel a student for a "school year" rather than a year?

A. No. The statute explicitly states that expulsion shall be for a period of not less than one year.

Q25. Does the expulsion requirement apply only to violations occurring in the school building?

A. No. The one-year expulsion requirement applies to students who bring weapons to any setting that is under the control and supervision of the LEA.

ATTACHMENT H

General Guidelines

1. When requesting police assistance, be very specific as to the problem at the school or surrounding property. No codes, no fancy words; answer "who, what, when, where, why, and how".
2. Tell the police which entrance to use. It is a good idea to place a small 3" or 4" number on both sides of each door. Number the school exit doors in a clockwise manner around the building. In the event of a problem, you can state the door number to enter or where the problem exists. Have a building blueprint, with doors indicated on the chart, ready in the office or designated command center.
3. The school office may not be the best place for a command center; suppose the crisis is in the office? Designate alternate command sites and have the needed info "portable".
4. If the problem involves a student, have his/her personnel information ready for police command. If the crisis involves an outsider, have a good physical description ready.
5. If the crisis involves communication security, make sure the problem cannot listen in on conversations on extension phones or intercom phones.
6. To be proactive, report harassing phone calls and correspondence to the police before it becomes an on-site school problem. We may already have a file on the problem.
7. Know where to contact parents or guardians. Update your contact files. The police have found that some information is outdated and this is a critical point when it's needed in such a situation.
8. Do not touch weapons or suspected improvised explosive devices; call the police and fire department. Keep the area clear.
9. With the help of professionals, develop a "problem student" profile. This could head off future problems.
10. In many situations, do not hang up with the police communication center; keep the line open and alive. If needed, tell the communication personnel at the police department "Please do not hang up, keep the line open".

TALK WITH YOUR CENTRAL OFFICE ADMINISTRATION TO GET GUIDELINES INVOLVING PHYSICAL CONTACT WITH STUDENTS. SOME DEPARTMENTS WANT YOU TO DO THINGS THAT COULD LEAD TO LAWSUITS. WE STRESS THE LEGAL AND SAFE WAY; LEAVE IT TO THE POLICE BUT CALL EARLY ENOUGH.

ATTACHMENT I

Sample Model Procedure

PSYCHOLOGIST/COUNSELOR PROCEDURE FOR STUDENTS WHO THREATEN HARM

The following courses of action will be taken in the event a psychologist or counselor is called in by the local administrator/designee to evaluate a student who threatens harm. Additionally, the psychologist or counselor is to be in contact with appropriate supervisors to keep them informed of the situation and recommendations.

The psychologist or counselor meets with the student and does an assessment, which may result in any one of the following courses of action.

- 1.** The student is not judged to be at immediate risk for harming others. If it is thought that counseling may be beneficial, the parents/guardians will be notified of this recommendation and resources for counseling will be provided. Other school interventions including discipline and IST (Instructional Support Team) may also be considered.
- 2.** The student is judged not to be at immediate risk for causing harm, but counseling is deemed necessary because of the current incident. It is recommended that the student be seen by a therapist and that the appointment be confirmed by the school within a week. The parent or guardian is called in to pick up the student and a letter of agreement to seek services is signed along with the appropriate releases of information. Counseling resources are given to the parent/guardian and assistance is given in making an initial appointment if appropriate. The student must bring a letter from the therapist with the therapist's recommendations for treatment (e.g. once a week therapy) as a condition of continued enrollment. This letter is to be given to the local administrator or designee the next time the student is in school following the appointment. Continued enrollment will be contingent upon participation in the recommended treatment.
- 3.** The student is judged not to be at immediate risk for causing harm, but counseling is deemed necessary because of the current incident. It is recommended that the student be seen by a therapist before returning to school. The parent/guardian is called in to pick up the student and a letter of agreement to seek services is signed along with the appropriate

releases of information. Counseling resources are given to the parent/guardian and assistance is given in making an initial appointment if appropriate. The student must bring a letter from the therapist with the therapist's recommendations for treatment (e.g. once a week therapy) as a prerequisite to returning to school. Continued enrollment will be contingent on participation in the recommended treatment. Other school interventions including discipline, Real Justice Family Group Conference, and IST may be considered.

4. The student is judged to be at immediate risk of harming others. Crisis Intervention and/or the police are called. The local administrator is to notify the parents/guardians of the intended victim(s). The student may be suspended or expelled as a result of the incident. If the student is to return to the school a psychiatric evaluation (done by a psychiatrist) may be a prerequisite to this return with an agreement that continued enrollment is contingent on following the psychiatrist's recommendation for treatment. Other school interventions including discipline, Real Justice Family Group Conference, and IST may be considered.

ATTACHMENT J

INFORMATION FOR PARENTS/GUARDIANS OF STUDENTS WHO HAVE BEEN EVALUATED AT SCHOOL DUE TO CONCERN ABOUT THREATS TO HARM OTHERS

School personnel to circle the appropriate instructions.

1. Counseling is recommended for your child. Referral information will be provided at your request.
2. Your child must have a therapy appointment, confirmed by the school within a week. Releases of information must be signed so that information may be shared between the school and the therapist. Continued enrollment is contingent upon following through with the recommended treatment.
3. Your child must see a therapist before returning to school. Your child will not be allowed back to school until this appointment has taken place. You will need to bring a note from the therapist stating the therapist's recommendations for treatment. Continued enrollment of your child is contingent upon following the recommended treatment schedule.
4. Your child must receive a psychiatric evaluation prior to returning to school due to concerns that your child may be in imminent danger of harming someone. If this evaluation results in hospitalization, the following applies:
 - A Release of information must be signed so that a school representative can talk to the treatment team.
 - Arrangements will be made with your child's teacher(s) to provide assignments for the time your child is in the hospital.
 - Upon return to school a meeting will be held. Continued enrollment will be contingent upon following the discharge instructions from the hospital. Release forms for information will be signed so that such information may be exchanged between your child's therapists and the school.

If this evaluation does not result in hospitalization, your child will need, in order to return to school, a note from the psychiatrist stating that it is safe for the child to return to school, as well as his/her recommendations for treatment.

ATTACHMENT K
(School Letterhead)

**PARENT OR GUARDIAN AGREEMENT AND RELEASE OF
INFORMATION FORM**

I, _____ will obtain professional help for my son/daughter, _____, from _____, an appropriate mental health agency/facility/professional.

I understand that I must obtain this professional help (*school to check one*)

_____ within 24 hours

_____ as soon as possible, with appointment confirmed by school within a week.

I authorize permission for the exchange of information between the above-named agency/facility/professional and School.

School indicates appropriate choice below:

_____ I understand that I must have the appointment confirmed by the school within a week in order for my child's continued enrollment.

_____ I understand that my child will not be allowed to return to school until this appointment has taken place.

Parent or Guardian Signature

Date

Student Signature

Date

**ATTACHMENT L
SAMPLE CRISIS LOG**

Name of Student _____

School _____

Name of Evaluator _____

Nature of Crisis _____

Recommendation:

School Administrator Signature: _____

Accepted _____

Declined _____

Steps Taken _____

Follow-up monitoring to be done by _____

Date _____ Evaluator Signature _____

ATTACHMENT M

Procedure for Evacuating a School Building

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

14. A remote-site evacuation plan needs to be developed as well as a phone chain and lists with home and work phone numbers.

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

ATTACHMENT N

GANG MEMBERSHIP - FREQUENTLY ASKED QUESTIONS

1. What is a gang?

- A group of persons working toward unlawful or antisocial ends.
- The group normally takes on a common name.
- Normally commit crimes which increase the profit or reputation of the gang.
- Gangs also commit crimes out of revenge or retaliation.

2. What criteria establishes gang membership?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ATTACHMENT O

GANG PREVENTION TIPS

General Tips

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

School Tips

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

Parent Tips

- Spend time with each child.
- Talk with your child about outside influences.
- Be aware of changes in your child's personality and selection of friends.
- Be consistent in the treatment of your child.
- Notice who your children's friends are.
- Know their names--first and last. Find out where they live. When possible, talk to their parents/guardians. Share what your family rules are.

- Plan some fun family activities.

- If gangs are active in your community, discuss them as a family. Find out how your child feels about gangs. DON'T LECTURE---LISTEN!
- Watch for gang insignias on any of your child's books, papers, or clothing. If your child wears the same color combinations or changes something as simple as the manner in which shoelaces are tied, check it out.
- If your child is bordering on being recruited into a gang, or is already a member, GET HELP! Contact your local school liaison, Crime Prevention Officer, or Juvenile Detective for resources.
- The important thing is DO IT NOW---before your child becomes involved with the law or becomes a statistic.

Your Safety

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