

Catholic Academy

Crisis Management Plan



2011-2012

Adapted From Office of Catholic Schools
Emergency Procedures Manual
Diocese of Peoria
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This guide is intended as a reference for staff and students, and should not replace sound judgment and common sense.

Introduction

Crisis Management is the part of a school's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.

The Crisis Management Plan is designed to provide the framework for protecting students, staff, and school facilities, as well as describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. This plan is in compliance and cooperation with the Office of Catholic Education of the Diocese of Peoria.

The school Crisis Management Plan is a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the school facilities.

Crisis Management Team

Membership:

The Crisis Team shall consist of an immediately accessible core group of staff members who have the knowledge and skills to act in any emergency and shall include the principal, building secretary, the maintenance personnel, and one or more selected teachers. The principal shall record events/minutes of any Crisis Management Team meetings that may take place. Additionally, the pastors, East Moline Police Department, community mental health services, and East Moline Fire Department may be asked to consult with the school team.

Purposes:

The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of the team members and consultants will be established in the Our Lady of Grace Catholic Academy Crisis Management Plan and/or assigned by the administration in each situation.

Crisis Team:

	<u>Home</u>	<u>School</u>	<u>Cell</u>
Linda Vander Vennet (Coordinator)	309-794-0228	309-755-9771	309-269-1801
Julia Neece (Alt. Coordinator)	309-797-3316	309-755-9771	563-650-1031
Joe Vyncke	309-792-2775	309-755-9771	309-236-6457
Heather Beck		309-755-9771	309-737-1248
Raegan Hanne		309-755-9771	309-738-4855
Sr. Stefanie (Team Leader)		309-755-9771	309-283-2219
Connie Ertel	309-755-1393	309-755-9771	309-737-2179
Father Greg	309-755-5071	309-755-5071	309-781-9106

Community Emergency Resources:

- Mid-American Power Company 319-322-2822
- City of East Moline Water Department 309-752-1573
- Non-Emergency:
 - City of East Moline Police 309-797-0401
 - City of East Moline Fire Dept. 309-752-1505
- Catholic Charities (Counseling Services) 309-788-9581

Pastor's Board:

- Fr. Greg Josefiak, Pastor, St. Anne's Church/Our Lady of Guadalupe 309-755-9771
- Fr. Duane Jack, Pastor, St. Patrick's Church, Colona 309-792-3854
- Fr. Glenn Harris, Pastor, St. John's, Rapid City/St. Mary's, Hampton 309-496-2414

Office of Catholic Education:

Brother William Dygert, Superintendent 1-309-671-1550

Media Spokesperson (Diocesan Communications Office: 1-309-671-1550)

School Spokesperson: Linda Vander Vennet; alternate: Julia Neece

Building Chain of Command

When in “Emergency Mode,” leadership and communication are vital. Within the school or facility, the first link in the “Chain of Command” is always the principal. In the event this person is unavailable, each building shall develop and post a list of at least three alternate staff members who shall be deemed as the next in line of authority for implementing Emergency Management Protocols, or other matters requiring administrative attention.

- **During a crisis, the following chain of command shall be followed:**
- **The principal is in charge.**
- **If the principal is not on campus, or cannot be reached, the secretary in consultation with the maintenance supervisor will assume the leadership role.**
- **If the principal and secretary are not on campus and cannot be reached, the crisis team leader will consult with the maintenance supervisor and assume the leadership role.**

Spokesperson to the Media

During or following a crisis, only the individual in charge, following the “Chain of Command” listed above shall be responsible for communicating with the media. In the rare instance that the Principal and secretary are not in charge, the team leader or the pastor is responsible for communicating with the media. If no administrator or pastor is available, all communication with the media should be cleared with the Office of Catholic Education/Superintendent.

The following suggestions will promote clear communications with the media:

- Deal up-front with reporters. Be honest, forthright and establish good communications with the media before problems or a crisis occurs.
- Do not try to stonewall the media or keep them from doing their job.
- The school should decide what to say, define the ground rules, issue a statement and answer questions within the limits of confidentiality.
- Advise school staff that only the principal or designated person is to talk to the press.
- Advise students that they do not have to talk to the media if asked.

If the crisis is a death, consult with the deceased student/staff member’s family before making any statement. Explain the school’s policy that only the principal or designee is to speak to the media and assure them that confidential information is being protected.

Procedures for Dealing with the Media

All staff must refer media to the Diocesan Office of Communications. The Diocesan Office of Communications will assist the school with its responsibility for issuing public statements during an emergency. The Principal serves as the spokesperson unless he/she designates another spokesperson. *If the spokesperson is unavailable, an alternate assumes responsibilities.*

The Diocesan Communications Office assists the school spokesperson with coordinating media communications. If the Diocesan Communications Office is unavailable, contact the Office of Catholic Schools.

Diocesan Communications Office:

Phone: 1-309-671-1550

During an emergency, adhere to the following procedures:

- No teacher or staff member should talk with the media. Direct them to the Principal or designated spokesperson.

Principal:

- Relays all factual information as soon as reasonably possible to Pastor and Superintendent (if warranted).
- Superintendent may notify other schools in the diocese and may ask Diocesan Communications Office to prepare a written statement to media or coordinate a response with the school spokesperson.
- Establish a media information center away from school.
- Update media regularly. Do not say "No Comment." Stick to the facts. Do not speculate.
- Do not argue with media. Be professional. Remain calm.
- Maintain log of all telephone inquiries. Use scripted response to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

When the Emergency Is Under Control:

- Notify the Office of Catholic Schools and the Office of Communications of all news media activity.

Staff Functions/RolesPrincipal:

The principal or designee shall assume overall direction of crisis procedures. The principal shall:

- Direct evacuation of buildings, using signals and procedures as required for fire, tornado, threatened explosion, earthquakes/tremors, etc.
- Arrange for transfer of students when their safety is threatened.
- Direct teachers if students are to assemble in safer areas within the school.
- Schedule required fire and tornado drills and keep appropriate records.
- Use discretionary judgment in emergencies that do not allow use of written plans.
- Inform the pastor of all emergency actions taken as soon as possible.
- Post directions for fire and tornado drills in classrooms and multipurpose rooms.

Teachers:

Teachers shall be responsible for supervision of students in their charge. Teachers shall:

- Direct evacuation of students in their charge to inside or other assembly areas in accordance with signals, warnings, written notification, or intercom orders.
- Follow procedures for each crisis situation as defined in this plan.
- Take roll when the class is relocated in an area outside or inside assembly area or at another location.
- Report missing students to the principal or designee immediately.
- Send students in need of first aid to the school nurse or person trained in first aid.

Maintenance Personnel:

Maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Maintenance personnel will:

- Survey and report damage to the principal
- Keep tools at each utility shut-off for gas, water, and electricity and ascertain that no hazard results from broken gas, water mains, or fallen electrical lines.
- Provide damage control if possible.
- Keep principal informed of the condition of the school.
- Assist as directed by the principal.

School Secretary:

The school secretary shall:

- Report a fire or disaster to the appropriate authorities.
- Assist the principal as needed.
- Provide for the safety of essential school records and documents.
- Operate telephones.
- Monitor radio emergency broadcasts.
- Assist the school nurse as needed or administer first aid.
- Act as messengers and carriers when so directed.

Emergency Prevention Plan

All doors to each building are kept locked during the school day. All visitors are required to report to the main office as they enter the building. Visitors are asked to sign in and wear an official visitor identification tag while in the building.

Elevators should not be used during a crisis action. Students and/or staff members with disabilities may need special consideration during a crisis. Know the procedures necessary to safely and quickly assist the movement of any disabled student or staff member during a crisis.

Proper identification is required of vendors, repairpersons, and contractors. Unfamiliar outside contractors are escorted by maintenance personnel while on school property.

Background checks are done on all volunteers who work with students and/or on school and church property.

Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.

Students are required to have written permission to leave school during school hours.

Drill procedures are located in all substitute teacher folders in every classroom. Class lists for role call are displayed in plain site near the exit door in every classroom.

School staff is familiar with the crisis management plan and know their individual responsibilities.

Teachers are responsible at all times for the safety of the students in their charge and will never leave them unattended.

Accident reports are filed when a student is injured on school property or during school-related activities.

Administrative staff maintains a highly visible profile.

Drills are conducted regularly so that students know how to respond to natural disasters. Lockdown, lockout and shelter-in procedures are explained to all students and rehearsed at age-appropriate levels.

Each teacher has been provided information about any student that is under their care at any time having special medical or physical needs and the procedures that the teacher may follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

Universal precautions are used for all blood and vomit spills.

Each classroom/homeroom teacher assumes the role of advocate for their students. Students are monitored closely not only educationally, but physically and emotionally as well. Any changes in behavior or emotional health are brought to the attention of the administration and parents. Conferences are held and professional consultation and in-put are sought when deemed appropriate by the administration, teacher and parents. Community-based counseling referrals are made when needed.

Faculty and staff are in-serviced on student mental health and stress-management issues. All teachers are trained and have the resources to conduct developmental activities with their students. Developmental education is integrated into the curriculum by all the homeroom teachers to meet the needs of each particular class.

Modifications and adaptations are made for students with special needs to ensure successful learning and maintain a positive self-concept.

The faculty and staff are in-serviced on bullying issues and seek to maintain a high level of supervision to ensure the physical and emotional safety of all students.

Notify Faculty and Staff of an Event or Crisis

Principal keeps faculty and staff informed with accurate and current information and plans. Use any or all of the following:

- Parent Alert – Telephone broadcast system which uses a recorded message when staff is not in school.
- Telephone Tree – used when staff is not in school. Depending on the crisis, a very carefully crafted statement, specifying what is and is not yet known, should be drafted before the telephone tree is activated.
- Morning Faculty Meeting – Use an early, brief meeting to give accurate information, review procedures and inform staff of any support services being provided.
- End-of-Day Faculty Meeting – Use this time to update staff and dispel rumors before they go out into the community where they are likely to be asked about the situation.

Lock-Down Procedures

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

Principal will issue lock-down procedures by announcing warning over PA system, by sending a messenger to each classroom, or by sounding bells.

PA announcement: **Father Cleary is in the building.**

Teachers:

- Direct all students, staff and visitors into classrooms.
- Turn on your cell phone if you have one.
- Lock classroom doors.
- Pull the shades or close blinds, if applicable.
- Turn off the lights.
- Move all persons away from windows and doors.
- Direct students to get down on the floor and remain quiet.
- Using class roster, take roll and account for all students.
- Allow no one outside of classroom until Principal gives all-clear signal.
- Remain on the floor until an official All Clear has been issued.
- Ignore a fire alarm during lockdown.

Teachers should initiate this action any time they hear or see extremely violent behavior, i.e. loud threatening behavior or shots fired in the hallway. Teachers should use their cell phone to call the Principal's cell phone to warn of the danger.

Sheltering Procedures

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Students should know exactly where to go and how to proceed in the event of a tornado, severe storm, or other disaster that requires seeking inside shelter. Note: In extreme cases the safe areas may change depending on emergency.

Principal:

- Identify safe area(s) in each school building. Maps can be found in the appendix of this document.
- Principal warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Turn off any ventilation leading outdoors.

Teachers:

- Take class rosters and lead students to safe area.
- Close all exterior doors and windows.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Principal or emergency responders.

“*Duck, Cover, and Hold On*” is a procedure directed by the individual teacher who realizes that a disaster such as a tornado, earthquake, or explosion is occurring and students will not have time to reach their designated sheltering spot. *If students are inside* the building they should drop to the floor, get next to a desk if possible or up against a wall away from windows and doors. *If students are outside* they should move away from buildings and other large objects and drop to the ground and cover their heads with their hands.

Lockout Procedures

This is a procedure which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building. This is most commonly used when an incident is occurring outside the school building, on or off school property. All students and staff are brought inside the building immediately using reverse evacuation procedures. The Principal or maintenance staff will lock and secure all exterior doors. No students or staff will be allowed to leave the building. Main entrances will be monitored by support staff and only authorized personnel will be allowed in the building. The Principal will make special arrangements for dismissal if needed.

PA announcement: **Father Alleman will visit the classrooms.**

Evacuation Procedures

An evacuation procedure would be necessary in the event of a fire, explosion, hazardous material or chemical spill inside, bomb threat, or other disaster that requires evacuation of the building to get students and staff to safety.

Teachers will be directed to evacuate the building by a fire alarm, an announcement over the intercom asking them to do so, or by the announcement: **Father Cleary, please come to the office.**

Principal:

- Call 911 (if necessary).
- Issues evacuation procedures and consults with Pastor if warranted.

- Determines if students and staff should be evacuated outside of building or to relocation centers.
- Coordinates transportation if students are evacuated to relocation center.
- Notifies relocation center.
- Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
- Turn off lights*, electrical equipment such as bell system, gas, water faucets, air conditioning and heating system (**except in the case of a bomb scare – leave lights on*).

Teachers:

- Close all windows.
- Direct students to follow normal fire drill procedures unless Principal alters route.
- Take class roster.
- Close classroom doors and turn out lights.
- Move your class in an orderly manner from inside the building to outside the building using the fire drill route and designated locations.
- When outside building, account for all students. Inform Principal immediately if student(s) is/are missing.
- Teachers and students remain outside until the **All Clear** has been given by an administrator to return to the building or instructions given to move to another shelter
- If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.

Relocation Centers

The primary site is located close to school. The secondary site is located further away from school (in case of communitywide emergency).

Primary Relocation Center

St. Anne Church, 555 18th Avenue, East Moline, 309-755-9771

Secondary Relocation Center

Van Hoe Funeral Home, 1500 6th Street, East Moline, 309-755-1414

Reverse Evacuation Procedures

Communication:

The first adult aware of a serious problem outside, whether it is a teacher or other staff member, directs the students and staff to enter the building. If an advance warning has been received, bells may be rung manually signaling students to line up.

This action is used to bring all students and staff safely into the building. It would be used in the event of violent activity or dangerous weather conditions outside.

- Students immediately begin to enter the building as they would at the end of recess or class and return to their classrooms unless directed to an alternate area.
- Teachers immediately.....????

All Clear

Communication:

An intercom announcement will be made by the Principal or a message will be delivered in person. In the case of lockdown, do not unlock your door until an administrator/designee or law enforcement personnel with identification deliver the **All Clear** in person.

An “All Clear” signifies the end of a crisis action. Teachers and students should return to their classrooms/homerooms and wait for further instructions.

What to Do in a Specific Crisis:

Tornado

Tornado Watch: Conditions are favorable for a tornado or severe weather. Make staff aware of the watch and when it will expire, but take no further action.

Tornado Warning: Tornado has been sighted: take shelter immediately.

Steps of Action:

- When severe weather is forecast the secretary will monitor the situation on the weather radio, if available, or the radio.
- When a **tornado warning** is issued, students should proceed to designated locations against the wall and assume a kneeling position, with their head down, and their hands covering their head.
- Students in mobile classrooms or unsafe locations at the time of the drill will go to a pre-designated location when directed by the teacher.
- Students should not be permitted to leave the school for field trips or other events during a watch or a warning. If students are on a field trip at the time severe weather occurs, bus drivers will be alerted to get students back on the bus and return to school, if appropriate.
- Teachers are to close classroom windows and doors.
- Teachers should keep their class rosters with them during the drill and assume that the students are following the drill procedures. Teachers should verify student classroom count.

Roles:

Administrator:

- Maintain contact with student body and staff.
- Sound the alarm or give the order for a drill.
- Give the all clear announcement.

Secretary:

- Staff phones and monitor weather radio.

Custodians:

- Serve as a weather spotter during the watch and assure that outside exits are closed.

Teachers:

- Have Flashlight and roster available.
- Move students and staff to safe areas.
- Ensure that students are in a “tuck” position.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all clear signal.

Earthquakes

When an earthquake strikes, the ground may pitch and roll for one or two minutes. Other signs of an earthquake include a low rumbling noise, objects sliding or crashing together, and difficulty in standing. Since earthquakes occur without warning, students must be taught methods of protecting themselves. When signs of an earthquake are felt or heard, teachers should direct students to drop to their knees, crawl next to a table or desk, cover their head with both arms, and face away from the windows.

At the first signs of an earthquake:

Teachers:

- Stay calm and review evacuation procedures with students.
- Direct students to implement safety procedures (drop and cover).
- Stay next to table or desk until tremors stop.
- Report injuries to school office and account for all students.
- Do not strike a match (possible gas leaks).
- Be prepared to evacuate immediately if there is a fire, but do not evacuate building until instructed.
- When instructed to evacuate, lead the students along evacuation route in a calm manner.
- Bring class roster.
- Record any parent who comes to pick up a student on the class roster.
- Take roll after evacuation is completed.
- Remain with any critically injured students unable to evacuate with classmates.

Principal:

- Direct students to implement safety procedures (drop and cover).
- Do not strike a match (possible gas leaks).
- Supervise the care of any injured person(s).
- After tremors stop, assess need for evacuation.
- Contact 911 for rescue personnel (if necessary).
- Signal building evacuation if needed.
- Alert staff to any hazards along evacuation route.
- Assemble Crisis Management Team to respond to injuries, trauma, etc.
- If you think the building has been damaged shut off gas and electricity, if possible.
- Turn off electronic bell system.
- Be alert for aftershocks.

Secretary:

- Assist with emergency services, communication and crisis management team contacts

Fire

In the event a fire, smoke from a fire, or a gas odor has been detected:

Signals-Sound Fire Alarm:

- Evacuate the building. Students must be at least 500 feet away from the building. Follow evacuation routes posted in each classroom and included in this appendix.

Steps of Action:

- Report fire to office, pull alarm, and use intercom, if available.
- Close all windows and doors to confine the fire.
- Evacuate occupants of the building to assigned places at least 500 feet from the building.
- Move the St. Anne Church in the case of inclement weather.

Roles:

Principal:

- Supervise evacuation and check for injuries.
- Assign roles to auxiliary persons, as needed.
- Keep fire lanes open.
- Administer first aid.
- Notify Pastor and Superintendent/Office of Catholic Schools if warranted.
- Report the incident to the local Fire Marshal.
- Keep everyone out of the buildings until it is declared safe by fire or police personnel.
- Give the all clear order and resume normal operation.

Secretary:

- Alert the fire department by calling 911.
- Take student emergency forms outside with you.

Teachers:

- Close all doors and windows.
- Turn out the lights.
- Evacuate the building in an orderly manner.
- Take class roster list.
- Report to designated area and call roll.
- Inform the principal immediately if any student is missing.

Support Staff:

- Check restrooms and other areas for students and faculty.
- Report to the principal when the area is clear

Hazardous Materials

Incident occurred in school:

Teacher:

- Notify Principal.
- Call 911, if necessary.
- Keep the students away from the hazardous material and report any exposure a student may have encountered.

Principal:

- Call 911
- Notify Pastor and Superintendent/Office of Catholic Schools (if warranted).
- Seal off area of the leak/spill.
- Take charge of area until fire personnel contain incident.
- Fire official in charge will recommend shelter or evacuation actions.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- Fire Marshal or Police will notify Principal or Pastor.
- Fire official in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Principal will notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

Radiological Incident

School Receives Sheltering Notification:

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation:

- State and/or local officials will notify all affected schools of a nuclear power plant emergency.
- State officials will announce all precautionary actions.

Radiological Incident / Accident

An accident or incident involving radiological materials at or near a school is possible.

Consequently, certain precautionary actions should be taken. The *three basic actions* are:

- Time: *minimize* the amount of time near and exposed to the source.
- Distance: *maximize* the distance away from the source.

- Shielding: *maximize* the amount of material (i.e. wood, concrete, earth, etc.) between the individual and radioactive source.

Student Disruptions/Civil Disturbances

Level 1- Disruption is confined to one area, but not threat to students or staff.

Level 2- Disruptive forces are mobile or pose a direct threat to students and/or staff.

Level 3- Disruption is widespread with large-scale participation and is a serious threat to students and staff.

Signals:

Use intercom to signal level and location of disruption (i.e. Level 3-Intermediate Hall). Specific instructions should follow. If a staff person is reporting the disruption to the main office, send a messenger to the office indicating the disruption and location of the disruption.

Steps of Action:

- Isolate the disruption. Keep students in the classrooms. Initiate code for building Lock Down, if necessary.
- Clear the immediate area, including restrooms and hallways.
- Use intercom to signal level, location, and specific instructions.
- If the disruption is a Level 2 or 3, Call 911.
- Available staff members and those trained in CPR and first aid should go to the area unless otherwise instructed and if they are not supervising students.
- Teachers should not leave their students unsupervised.
- Use the intercom to signal that the disruption is over.

Roles:

Principal:

- Assess the level of disruption.
- Supervise the response to the disruption.
- Move students involved in disturbance to an isolated area.
- Ensure the safety of students and staff.
- Give intercom signals and directions over the intercom.
- Warn staff and issue a lockdown if necessary
- Prepare a fact sheet for staff and/or parents.
- Contain unrest. Seal off area of disturbance.
- Notify police, if necessary.
- Notify Pastor and Superintendent/Office of Catholic Schools (if warranted).
- Meet with student representative to address concerns.
- Document incidents with cassette recorder or take detailed notes.

Teachers:

- Notify Principal.
- Stay with students and keep them calm.
- Lock classroom doors.
- Do not allow students outside of classroom until you receive an all-clear signal from Principal.
- Make a list of students absent from classroom.
- Document all incidents.

Secretary:

- Contact Crisis Management Team and police, if necessary.
- Keep visitors and outsiders from entering the building.

Fighting

Violence between two or more students (physical fighting, verbal assaults and/or threats)

Prevention:

- Be alert to patterns of stress and agitation in students
- Inform the administration of any concerns and/or observations

Intervention:

Intervening and managing physical altercations and/or fights require making a judgment call. Individual circumstances will determine the priorities of your intervention. In any case, controlled emotions by the intervening staff member(s) will help to minimize the disturbance.

Interventions may include:

- Disperse the crowd and ensure the safety of the students
- Call for administrative help and assistance in managing the incident
- Focus on diffusing the fight
- Attend to medical needs
- Administration will call police if students refuse to stop fighting
- Refer the incident to the administration for follow-up

Follow-Up Procedures:

- Police may be called after the incident by the principal if deemed appropriate
- Administration will assist police if they are brought into the situation either during or after the incident
- An incident report will be completed by the staff member who witnessed the incident
- The principal will take the appropriate disciplinary action

Threats:

- Verbal or written threats to hurt, harm, or harass are considered serious and will be handled seriously and professionally. Verbal or written threats concerning weapons, use of weapons, or any type of criminal threatening should be reported immediately to the principal. Any form of harassment or threatening actions or verbal threatening must be reported to the administration.

Bomb Threat

Upon receiving a message that a bomb has been planted in school:

Signals:

Code Blue- Silent evacuation. Students should be moved to at least 1000 feet away from the building. Consequently, the students would evacuate to the secondary location- Van Hoe Funeral Home.

Steps of Action:

- If the threat is received by telephone, obtain as many details as possible to give to the administration and to the police (see *Bomb Threat Checklist*). Listen closely to caller's voice and speech patterns and to noises in background.
- if received by mail or discovered, do not handle or move unnecessarily.
- Do not use radios, walkie talkies, cell phones, or on/off switches. These transmissions can set off a bomb.
- Notify the police by calling 911.
- Evacuate the building and move to a designated area.

Roles:

Teacher:

- Evacuate the students.
- Take class attendance list.
- Report to designated area and call roll.

Principal:

- Order evacuation of all persons inside school building(s).
- Notify police (call 911), Pastor, and Superintendent/ Office of Catholic Schools (if warranted).
- Report incident to local Fire Marshal.
- Assign qualified staff to first aid assistance at evacuation site.
- Gather information from staff on anything suspicious.

Secretary:

- Call emergency numbers and crisis management team.
- Take emergency information forms.

Support Staff/Custodian:

- Check restrooms and other areas for students and faculty.
- Report to the principal when the area is clear.

Intruder/Hostage

PA announcement: **Father Cleary is in the building.** Immediately follow the Lock Down procedures.

If you see an Intruder (an unauthorized person who enters school property):

- Notify Principal.
- Ask another staff person to accompany you before approaching intruder.
- Politely greet intruder and identify yourself.
- Inform intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequence for staying on school property. Inform him/her that you will call police.
- Notify Principal if intruder still refuses to leave. Give police full description of intruder.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Principal notifies security or police if intruder still refuses to leave.
- Principal notifies Pastor and Superintendent/Office of Catholic Schools (if warranted).
- Principal may issue lock-down procedures.

Hostage situation:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately, give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify Principal
- Keep detailed notes of events.
- Principal gives control of scene to police and hostage negotiation team.
- Principal provide police with floor plan of school.
- Principal notifies Pastor and Superintendent/Office of Catholic Schools (if warranted).
- Principal or designee turns off electronic bell system.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Student Runaway-Student Abduction

Steps of Action:

- Notify the principal immediately.
- Call 911, if necessary.
- Contact a parent/guardian.
- If student is running away, follow, if possible.
- Notify the classroom teacher of student's absence.
- If possible, have a description of the student ready to give to the police.

Roles:**Teachers:**

- Notify the Principal.
- Keep other students in the classrooms. If possible, provide a description of the missing student (including the clothing he/she was wearing, when last seen, distinguishing features, etc)
- If the student was abducted, provide a description of the abductor and vehicle, if possible.
- If the incident occurs during the school day, classroom routine should be maintained.

Principal:

- Call 911.
- Contact the parents of the child involved and establish a communication plan with them.
- Identify a team to work on the crisis; designate personnel to manage phone communications, etc., and other administrative staff to assist as appropriate.
- In cases of abduction, obtain from witnesses a description of the suspect.
- Provide a school picture and obtain a full description of the child (including clothing) to assist the police.
- Conduct immediate search of school building and grounds.
- When a child is found, contact the appropriate parties as needed.
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions knowledgeably.
- Prepare an appropriate notice for parents.
- If appropriate, arrange for counseling assistance for students.
- Call emergency staff meeting if necessary.
- Do not release any information to the press.

Accident, Serious Injury/Illness, Death**If incident occurred in school:****Teacher:**

- Notify Principal and/or police, if necessary.
- Direct witness(es) to the Principal.
- Stay with the sick or injured student/staff member.
- Complete an Accident Report Form.

Principal:

- Call 911, if necessary.
- Notify CPR/first aid certified persons in school building of medical emergencies
- If possible, isolate affected student/staff member.
- Notify Pastor and Superintendent/Office of Catholic Schools (if warranted).
- Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- Notify parent(s) or guardian(s) of affected student.
- Determine method of notifying students, staff, and parents.
- Refer media to Diocesan Communications Office.

If incident occurred outside of school:

Teacher:

- Notify Principal.

Principal:

- Confirm the accuracy of the report with law enforcement or family.
- Activate school crisis team, if appropriate.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents.
- Announce availability of counseling services for those who need assistance.
- Refer media to Diocesan Communications Office

Post-crisis intervention

Principal:

- Meet with local mental health workers such as Catholic Charities to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Contact parents if students are sent to psychologist/counselor.
- Escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- Assess stress level of staff and recommend counseling to overly stressed staff
- Follow-up with students and staff who received counseling
- In the case of a death, designate staff person(s) to attend funeral.

Teacher:

- Allow for changes in normal routines or test schedules to address injury or death.

Other suggested preventive/supportive actions completed by Principal:

- Provide all staff with a list of emergency procedures in case of an accident or injury on the playground or in the building. Examples:
 - School's first aid manual.
 - Blood-borne Pathogen Procedures
- Provide in-service training for staff utilizing a trained health professional.
- Provide a standard location for placement of classroom emergency procedures.
- Provide each teacher with information about students in his/her classroom having special medical or physical needs. Such conditions might include:
 - Allergies
 - Fainting
 - Seizures
 - Diabetes
- Each classroom has a first aid kit that contains gloves, gauze and band-aides.
- Tissues are readily available in each classroom for students and staff.
- Include procedures that the teacher may follow in these specific emergencies.

Poison Control: 1-800-222-1222

Suicide / Attempted Suicide

Attempted Suicide

Teacher:

- Verify Information
- Notify Principal
- Calm suicidal person
- Try to isolate suicidal person from other students.
- Stay with person until counselor/suicide intervention arrives. DO NOT LEAVE SUICIDAL PERSON ALONE
- Protect privacy of family

Principal:

- Verify Information.
- Call 911 if person requires medical attention, has a weapon, or needs to be restrained.
- Notify suicide intervention services, if necessary.
- Call Pastor, Superintendent/Office of Catholic Schools (if warranted), and parent(s) or guardians(s) if suicidal person is student.
- Schedule meeting with parents and psychologist/counselor to determine course of action.
- Calm suicidal person.
- Stay with person until counselor/suicide intervention arrives. DO NOT LEAVE SUICIDAL PERSON ALONE.
- Notify staff in advance of next school day following attempted suicide.

Suicide/Serious Injury

Teacher:

- Verify information
- Do not hold memorials or make death appear heroic
- Protect privacy of family

Principal:

- Verify information.
- Activate school crisis team.
- Notify Pastor and Superintendent/Office of Catholic Schools (if warranted).
- Notify staff in advance of next school day following suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification.
- Do not hold memorials or make death appear heroic.
- Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

Teacher:

- Do not let media question students or staff
- Resume normal routines as soon as possible

Principal:

- Meet with mental health workers such as Catholic Charities
- Designate rooms as private counseling areas.
- Escort siblings, close friends and other “highly stressed” students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Diocesan Communications Office
- Do not let media question students or staff.
- Follow-up with students and staff who received counseling.
- Resume normal routines as soon as possible.

Suicide Follow-up:

A school’s general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention. School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one’s own life. The following “DO’s” and “DON’Ts” will help school staff limit glamorization of suicide:

- Do acknowledge the suicide as a tragic loss of life.
- Do pray for the deceased student and the family.
- Do allow students to attend funeral services.
- Do provide support for students profoundly affected by the death.
- Don’t organize school assemblies to honor the deceased student.
- Don’t dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
- Don’t pay tribute to a suicidal act by planting trees, hanging engraved plaques or holding other memorial activities.

A suicide in the school community may heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school wide, response.

Weapons

Staff or student who is aware of a weapon brought to school:

- DO NOT approach the student and DO NOT attempt to confiscate the weapon.
- Notify principal or teacher immediately.

- Tell Principal or teacher:
 - The name of suspected person who brought the weapon.
 - Where the weapon is located.
 - If the suspect has threatened anyone.
 - Any other details that may prevent the suspect from hurting someone or himself/herself.
- If teacher suspects that weapon is in classroom, he/she should confidentially notify a neighboring teacher. Teacher *should not* leave classroom.

Principal:

- Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.
- Ask another administrator or staff member to join you in questioning suspected student or staff member.
- If feasible, accompany suspect to private office to wait for police.
- If situation warrants, isolate suspect / area until police arrive.
- Assign person to keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- Avoid confrontation; do not try to disarm him/her.
- Back away with your arms up.
- Remain calm.

If shots are fired on school grounds:

Teacher:

- Take cover and direct others to do the same
- Immediately call 911 and notify police. If safe to do so, remain on the line to relay intelligence to the police.
- Report to police as much information as possible, including:
 - Location of shooting
 - Description or identity of shooter
 - Present location of shooter
 - How many people have been shot and extent of injuries
- Use class rosters to account for all students
- Do not allow phone lines to be tied up by incoming and outgoing calls. Keep a phone line free for emergency calls

Principal:

- Immediately call 911 and notify police. If safe to do so, remain on the line to relay intelligence to the police.
- Report to police as much information as possible, including:
 - Location of shooting
 - Description or identity of shooter
 - Present location of shooter
 - How many people have been shot and extent of injuries
- Turn off electronic bell system.

- Direct teachers, students, and staff to stay under cover in their classrooms until otherwise directed by police or school administration.
- Assess the situation. Continue to inform teachers and staff of the situation until an “all clear” notice can be given. Encourage everyone to remain calm.
- Do not allow phone lines to be tied up by incoming and outgoing calls. Keep a phone line free for emergency calls.
- If needed, direct appropriate personnel to offer medical assistance until paramedics arrive.
- When police give permission, issue an “all clear” notice to everyone in building.

Vandalism

Teacher:

- Reports all acts of vandalism both inside and outside the school to the principal
- Provide the administration with any information you have regarding the vandalism

Principal:

- Report all significant acts of vandalism to the police
- Photograph any willful and malicious destruction of school property i.e. serious graffiti, broken window, etc
- For minor damage, simply note the time, date, and type of damage for the school records
- Instruct the maintenance staff to clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism
- Collect restitution by having the offender pay for the damage they caused

Bus Accidents

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders. One copy of the student roster should be placed in the trip folder and a second copy should accompany the teacher on the trip. The teacher should also bring emergency medical cards for each student on the trip.

Public school bus drivers have designated procedures for handling emergency situations. The following protocol is intended to outline general steps to be taken by school personnel should an accident occur. *Check with bus drivers for local public school procedures.*

In the event of a Bus Accident:

- Principal or designee will attempt to ascertain the names of any injured students and the nearest location of any medical treatment facility.
- Parents/guardians of all students on the bus will be notified as soon as accurate information is available.
- School staff at the scene of a school bus accident will move all uninjured students to a safe place.

- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school using the bus radio or any other available equipment. As soon as the injured are cared for, a complete roster of students will be taken to ensure that no students are missing.
- Designated school staff will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate.
- As soon as reasonably possible, the Principal shall notify the Pastor and the Superintendent/Office of Catholic Schools (if warranted).

Car Accidents on Trips Away From School

Precautionary Measures Before Leaving on a Field Trip:

- Take along in all cars a first aid kit on all field trips. (Public school buses are required to have first aid kits on their buses at all times).
- Take along a list of all students in attendance
- Take along copies of emergency sheets for all students in attendance.
- Take along any medications that students keep in the school office for emergency situations, i.e. epi pin, inhalers
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative and medical and health information on each
- Follow all diocesan and school policies regarding field trips

In the Event of an Accident:

Teacher on site, riding in car/bus, or nearest to the accident is responsible to:

- Remain calm
- If threat of fire exists, move students to a safe place
- Call 911 and begin administering first aid if needed
- Notify the principal of the accident
- DO NOT issue any statements to the press. Defer to the principal.
- Fill out an Accident Report Form after returning to school.

Principal:

- Arrange for alternate transportation for teacher and students if needed
- Visit site of accident if necessary
- Call parents of students involved to inform them of the situation
- Handle all press inquires
- Contact the pastors and/or Catholic Office of Education if deemed necessary.

Allergic Reaction

Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue.
- Restlessness, sweating, fright, shock.

- Shortness of breath, vomiting, cough, hoarseness.

Teacher:

- Assess situation – help student/employee to be comfortable.
- Notify Principal.
- Move only for safety reasons.
- Send for help and medication kit (cases of known allergies).
- Assist in getting “Epi pen” (Epinephrine) for individuals who carry them, and medications (kept in office).
- If an insect sting, remove stinger immediately.
- Observe for respiratory difficulty

Principal:

- Notify 911, depending on circumstances.
- Notify parent or guardian.
- Observe for respiratory difficulty.
- Record the time and site of insect sting or food ingested, and name of medicine, dosage and time administered, if appropriate.

Preventive/Supportive Actions:

- An emergency health card should be completed by parents for each child, and should be easily accessible by school personnel.
- Bus drivers should have emergency sheets for all known students with allergic reactions.
- Encourage employees with special health considerations to alert principal and work associates of any difficulties and possible remedial actions.

Pandemic Flu

During all stages of a pandemic flu outbreak, it will be essential to collaborate with public health officials. The school will need to monitor and document the number of students and staff who are absent due to influenza. This data will help health officials determine when and whether to close schools, whether to declare an epidemic, and to know whether the epidemic is increasing in scope.

The following is a list of actions that schools should take before and during a pandemic flu outbreak. Pandemic flu can have several cycles or waves, so the actions may need to be repeated.

Teacher:

Use simple non-medical ways to reduce the spread of flu by “cough and sneeze etiquette,” clean hands, and clean work areas.

- Frequent hand washing with soap and water will help protect students and staff from viruses.
- Keep a supply of alcohol-based hand sanitizer readily available in their classrooms.
- Make sure that tissues are available in all classrooms and common areas, such as libraries and lunchrooms.
- Instruct students and staff that if hands become contaminated with respiratory secretions while coughing or sneezing, they are to sanitize their hands right away.

Principal:

- Use simple non-medical ways to reduce the spread of flu by “cough and sneeze etiquette,” clean hands, and clean work areas
 - Post signs that promote “cough and sneeze etiquette.”
 - Instruct janitorial staff to keep restrooms stocked with soap and paper towels
 - Determine what areas in the school need to be cleaned differently and/or more often.
- Work with local public health officials to disseminate information to families.
- Ask local public health officials to train staff in flu-symptom recognition. Remember that a person who is infected may not show symptoms immediately. However, children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Improve the hygiene of students and staff.
- Post visual alerts (signs) near the entrance of the school restricting entrance by persons who have been exposed to or have developed symptoms of pandemic influenza.
- Students and staff with influenza-like symptoms should be sent home.
- Encourage students and staff to stay home until they have been without a fever for 24 hours.
- Identify students who are the most vulnerable to serious illness (chronic illness, compromised immune system, etc.).
- In the event of pandemic flu, encourage parents of students at greater risk of infection to be more cautious in keeping their children out of school.
- In a pandemic flu event, it may become necessary to close school, particularly if the number of absences exceeds 30 percent of the student body.
- Any decisions about closing the school should be made in consultation with local public health officials and the Superintendent/Office of Catholic Schools.
- Develop alternative procedures to assure continuity of instruction in the event of a school closing (e.g. web-based instruction, mailed lessons and assignments, etc.).
- Work with public health officials to address provision of psychosocial support services for students and staff during and after a pandemic.

Terrorism

Terrorism involves groups or individuals whose harmful activities are directed at elements of the government or general population. The weapons most likely to be used by terrorists fall into four categories: 1) conventional, 2) chemical, 3) biological, and 4) nuclear. Two key variables in responding to a terrorist attack are the nature of the terrorist threat and how much warning time is available. In all cases of terrorist threat, school officials must establish and maintain close communication with local public safety officials.

Conventional Weapons:

Conventional weapons include bombs and other explosive devices. The goal is to place students and staff in a protected area and/or increase the distance from a blast site.

Possibilities include:

- Move students and staff to basement rooms, if possible.
- Move students and staff to interior hallways, away from windows, closing doors to exterior rooms.
- Direct students and staff to assume a “duck and cover” position.

- Shut off gas utilities.
- If the school has been specifically targeted, evacuate to either the primary or secondary relocation center as directed by local law enforcement officials.
- Release students to their parents/guardians in accordance with emergency release procedures

Chemical Weapons:

Chemical weapons are poisonous gases, liquids or solids that have toxic effects on people, animals, or plants. Most chemical agents can cause serious injuries or death. The goal is to limit exposure to contaminated air.

- Get all students into building(s), close all windows and doors, and shut off heat, ventilation, and air conditioning (HVAC) systems.
- Ground level spaces are preferable to basement areas because vapors may settle and become trapped in basement areas.
- If students are released to parents, procedures to minimize the penetration of airborne substances must be employed:
 - Parents should not be allowed to pick up their children during a chemical assault because the opening and closing of doors would allow for the penetration of airborne substances, thereby endangering the students and employees inside.
 - Evacuation of buildings after a chemical attack is a possibility. Such a decision requires reliable information about the point of release and a high degree of confidence that further attacks are not imminent.
 - The decision to evacuate should be based upon information from local public safety officials about the location of the chemical release and the direction and speed of the wind carrying the agent to or from school. For example, if it is known that a chemical agent was released five miles from the school and the winds were moving in the direction of the school at five miles per hour, an evacuation would need to be able to be completed within one hour in order to be successfully accomplished.
 - When evacuating a building following a chemical attack, students and staff must move rapidly on foot in a direction away from the source of the release.

Biological Weapons:

- Biological agents are organisms or toxins that have illness-producing effects on people, livestock, and crops. They can be dispersed as aerosols or airborne particles. Biological weapons present a particular challenge because symptoms may not be present for days or weeks following exposure.
- If an attack is identified while it is occurring, the school should get students into building(s), close all doors and windows, and shut down HVAC systems. Just as with chemical weapons, the goal is to prevent or reduce exposure to the substance.
- Release students to their parents/guardians in accordance with emergency release procedures
- Because many biological weapons are contagious, the school will likely remain closed following the attack pending clearance from medical authorities.

Nuclear Weapons:

Just as with conventional weapons, the goal is to place students and staff in a protected space and/or to increase the distance from the blast site. Such weapons present a threat of not only the initial blast, but also exposure to toxic levels of radiation.

- Move to interior hallways, away from windows. Close doors to exterior rooms.
- Students and staff should be directed to assume a “duck and cover” position.
- Shut off gas utilities and turn off electronic bell system.
- Release students to their parents/guardians in accordance with emergency release procedures

School Communication: Dealing With Rumors

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon always present in emergencies: rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts, people begin to speculate and the speculations soon come to be thought of as facts.

Rumors create a negative perception of the school’s ability to manage an emergency and provide for the safety and well-being of the children. The most effective strategy for combating rumors is to provide facts as soon as possible. The Diocesan Office of Communications should be consulted in the event of an emergency to assist the school in communicating accurate and reliable information.

The following guidelines will assist the school in minimizing rumors during and after a crisis:

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or are speculating about) will be passed on.
- A faculty/staff meeting should be held before staff members go home so that what is (and is not) known can be clearly communicated.
- Clerical staff who answer the telephone at the school and at the Diocesan Office of Catholic Schools must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information which is circulating so they can help correct misinformation.
- Designating a few persons to answer calls helps control the circulating of misinformation.
- Use of key communicators in the community will also combat rumors. An email contact list or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After the immediate emergency has passed, public meetings may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may also be helpful in restoring the community’s confidence in the school’s ability to manage emergencies and to provide a safe environment.

Communicating with Parents

Dealing with parent reactions is a very important aspect of managing a crisis. In the event of an emergency, parents have very specific informational needs. First, parents want to know their child is safe; then, parents want to know the details of the emergency situation, how it was handled, and that the students will be safe in the future. A parent's first reaction is likely to involve fear. Upon learning of an incident at school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is important. Anger is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of a crisis:

- Tell parents exactly what is known to have happened. Do not embellish or speculate.
- The school secretary will manage phone calls and the administrator or the designee will help manage parents who arrive at school.
- The principal may choose to schedule an informational meeting for parents after the crisis if deemed necessary.

Angry Parent, Employee, or Patron

In communicating with an angry parent, employee, or patron:

- Be courteous and confident.
- Remain calm.
- Do not touch.
- Keep at a reasonable distance.
- Listen.
- Allow the opportunity for the person to express feelings/concerns.
- Meet in a neutral location.
- Leave door open or have another staff member join you.
- Avoid blame – focus on what can be done.
- Ask questions such as:
 - “How can I help you get the services you/your child needs?”
 - “How can we work together?”
 - “What kinds of support can we provide to help your child succeed?”
- Following the meeting, report any concerns you may have to the Principal.
- Alert the counselor or others who may need to know of your concern.
- As soon as possible, prepare a written summary of the facts regarding the encounter. The written summary should be retained by the Principal.

Perceived Emergency

Perceived emergencies are conditions or situations, often community-based, that are perceived as potentially dangerous and affecting a large number of people. Examples may include civil unrest, school rivalry, rumors of harm, etc. It is the task of those in charge to defuse any irrational response.

Prevention:

- Identify situations in advance that may be perceived as emergencies.
- Establish open lines of communication with students and staff.

Intervention:

- For any health condition, contact the appropriate health authorities.
- Project a sense of calm and control.
- Gather detailed and accurate information about the perceived emergency.
- If necessary, convene the Emergency Management Team to assess the situation and make decisions on what actions to take.
- Provide specific information to faculty, staff and individuals affected by the situation.
- Designate someone to act as a single point of contact for controlling rumors.
- Keep lines of communication open – a feeling that secrets are being kept can increase the sense of crisis.
- Designate calm individuals to be available to speak with small groups of students/staff.
- Take all actions that you have determined necessary to prevent a more serious situation from developing.

Postvention:

- Conduct stabilizing activities as soon as possible to project an atmosphere of normal conditions.
- Conduct follow-up and assessment activities with team members/staff.
- Develop plans to address future situations that may arise.

General Strategies for Follow-up to Emergencies

The following information may be useful in the days and weeks following an emergency. Long-term follow-up procedures are also listed.

The Day After – Workday Two of Emergency Management:***Principal:***

- Gather Emergency Management Team and faculty/staff members to up-date them on any additional information/procedures.
- In case of death, provide funeral/visitation information.
- Identify students in need of follow-up support and assign staff members to monitor vulnerable students:
 - Coordinate counseling opportunities for students.
 - Announce ongoing support for students with place, time, and staff facilitator.
 - Provide parents with a list of community resources available to students and their families.
- Convene Crisis Response Team to assist with debriefing.
- Discuss successes and problems.
- Discuss things to do differently next time.
- Allow staff opportunity to discuss feelings and reactions.

Long-Term Follow-up and Evaluation:

- Amend Emergency Management Protocols, if needed.
- Write thank-you notes to people who provided support during the emergency.
- Be alert to anniversaries and holidays. Often students will experience an “anniversary” grief reaction the following month or year on the date of the emergency, or when similar crises occur.

Disasters and Their Effects

A disaster is a devastating, catastrophic event that can be life-threatening and/or injury producing. Administrators and teachers need to be aware of the following distressful emotions and/or experiences that students may encounter following a disaster or crisis:

- Sense of fear, worry.
- Disruption of home, routine, etc.
- Feeling that one’s life was threatened.
- Witnessing injuries, death, pain.
- Feeling trapped and isolated.
- Being out of control of something threatening to life’s basics: food, shelter, clothing, people, comfort...even life itself.
- Having flashbacks to other catastrophes.
- Feeling cut-off from services.
- Being separated from loved ones.
- Having a sense of mortality.
- Feeling “survivor guilt.”
- Children who are forced to become “parents” to adults who are scared or worried.

Teachers Helping Children after a Disaster

This section is designed to help teachers assist children and is useful for general disasters as well as mini-disasters that occur in the lives of individual children. Disasters hit children hard. It’s difficult for them to understand and accept that there are events in their lives that can’t be controlled or predicted. Worst of all, adults can’t “fix” a disaster, can’t solve it, can’t keep it from happening again.

Ways Teachers Can Assist Students:

- Cope with your own natural feelings of helplessness, fear, anger; until you do this, you won’t be able to effectively help the children.
- Learn to recognize the signs and symptoms of distress and post traumatic stress reactions.
- Put the disaster in context; provide a perspective; communicate a positive “I’m not helpless” attitude.
- Identify children who may need the intervention of mental health professionals or other helpers.

Symptoms of Distress in Children

As a result of traumatic experiences, some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Any unusual complaints of illness.
- Keeping isolated from the rest of the group.
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy."
- Changed behavior/appearance.
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier).
- No eye contact (note: in some cultures, making eye contact with adults is "defiant behavior"). Difficulty concentrating, can't focus.
- "Feisty" or hyperactive/silly, giddy.
- Any emotional display; crying; "regressed" behavior (less than age-appropriate).
- Lack of emotional expression.
- Poor performance.
- Can't tolerate change; can't move to next task.
- Lethargic, apathetic.
- Easily startled, jumpy.

The following lists some of the common reactions that may be displayed following a traumatic event.

Physical

Nausea
Upset stomach
Tremors (lips/hands)
Dizziness
Uncoordinated
Sweating
Chills
Diarrhea
Chest pains (should be checked at hospital)
Rapid heartbeat
Rapid breathing
Increased blood pressure
Headaches
Muscle aches
Sleep disturbances

Cognitive

Slowed thinking
Difficulty making decisions
Difficulty in problem solving
Confusion
Disoriented to place and time
Difficulty calculating
Difficulty concentrating
Seeing the event over and over
Distressing dreams
Poor attention span

Emotional

Anxiety
Fear
Guilt
Depression
Sadness
Feeling hurt
Feeling abandoned
Worry about others
Wanting to hide
Wanting to limit contact with others
Anger
Irritability
Feeling numb
Easily startled
Shock

Caring for the Caretaker

Symptoms of Reaction to Emergency or Disaster in Adults:

First Reactions:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring.
- Physical and mental reactions may be very slow or confused.
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls.

Ongoing Reactions:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities.
- Desire to get away from everyone – even family/friends.
- Emotional liability; becoming irritable or upset more quickly than usual.
- Feelings of fatigue, hopelessness, helplessness.
- Digestive problems; headaches or backaches.
- Difficulty accepting that the emergency has had an impact, or difficulty accepting support from friends and the community.

Some Things That Can Be Helpful:

- Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful.
- Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change.
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax.
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects.
- Tap sources of assistance with your workload.
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help.

Memorials

When a member of the school community dies, often people will want to find ways to memorialize the student or staff member. A word of caution: carefully think through the type of tribute you pay to a person who has died. ***Allow plenty of time to pass before any decision is made.***

Consider these points and examples:

- Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide
- Yearbook memorials should be a regular sized picture with a simple statement such as “We’ll miss you.”
- If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person.

- A school community that planted a tree for a student who died realized this was needed also for a second death and then a third. The resulting group of trees came to be referred to as “the graveyard” by students. Another school had a “memorial tree” die during one dry summer and had to address the hard feelings of the family who thought the tree had not been properly cared for.
- There are many wonderful ways to support the need of students and loved ones to remember. Examples include Masses, prayer, cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.
- Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.

Student Release Procedure

Teacher:

- As soon as a crisis is recognized, account for all students, staff and visitors. Emergency responders treat a situation very differently when people are missing.
- Keep in mind that the earliest possible safe release of students is a desired goal.
- Designate student release areas and communicate these to families
- Procedures should require proof of identity. Do not release students to a non-custodial guardian. In a typical student release procedure:
 - Parents report to assigned release area, give their names to person(s) in charge of parent check-in table, and present proper identification.
 - A designated “runner” gets the child from the student assembly area and accompanies the child back to the pick-up area.
 - Parents sign a form indicating that they have picked up their child.
 - Person in charge of release area notes date and time of pick-up on the release form.

Principal:

- Create a student release form to be used in time of crisis and store them with the Emergency Team Toolbox.
- Designate student release areas and communicate these to families.
- Create student release procedures for reuniting students with their parents or guardians during an emergency in an efficient and orderly manner.
- Release procedures should be flexible yet simple. Families will want immediate access to their children. Emotions will be running high. Train staff to expect this.
- Have a plan to transport students home who have not been picked up by authorized family. Also have a plan for shelter and provisions, if necessary.

Responsibilities of staff in charge of student release area:

Teacher:

- Distribute student release forms to parents/guardians as they arrive to pick up students.
- Verify ID and review student emergency card to determine if adult is authorized to pick up student. Note verification on student release form.

- Send designated “runner” with student release form to the student assembly area to retrieve student.
- Check that parent has signed student release form and indicated their destination and phone number.
- Release student to parent/guardian along with student’s medication, if applicable. Note time on student release form.
- Alphabetize signed student release forms and turn them into the office when all are collected.

Principal:

- Check student attendance records. Pull emergency cards of absent students, note status on cards and file alphabetically in back of file box. Check on student status as reported by teachers. Pull emergency cards of missing and injured students, note status on cards, and store separately.
- Distribute student release forms to parents/guardians as they arrive to pick up students.
- Respond to requests for release/destination information only to parents and guardians (names indicated on student emergency card) and/or law enforcement officials.

APPENDIX

Blood-borne Pathogens Universal Precautions Checklist

This checklist is intended to eliminate or minimize the risk of exposure to blood-borne pathogens such as Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV). The following is a list of tasks and procedures in which school personnel may reasonably anticipate exposure to blood and other potentially infectious materials:

- Responding to injury or administering first aid.
- Responding to illness.
- Cleaning up blood or other potentially infectious materials.

The Principal shall ensure that in-service training on the methods of Universal Precautions is provided for all employees within two weeks of initial employment, with training updates provided annually. In the event of an accident or illness, the caretaker must create and maintain a barrier between themselves and the student's blood/bodily fluids. The Universal Precautions listed below are to be observed when administering first aid and/or cleaning up blood and other bodily fluids which potentially contain infectious materials.

Did the caretaker follow these procedures?

YES NO

___ ___ Wear protective gloves (latex or vinyl). Gloves must be worn when the caretaker has the potential to have direct skin contact with blood or potentially infectious bodily fluids or materials, mucous membranes, non-intact skin, and/or when handling items or surfaces soiled with blood or other potentially infectious bodily fluids or materials.

___ ___ Use bandages or gauze to control bleeding.

___ ___ Clean area if blood or bodily fluid spill occurred. Cleaning is performed in such a manner as to minimize splashing and/or spraying of droplets of potentially infectious materials.

___ ___ If there is a risk of splashing/spraying of contaminated fluids, goggles or other protective eyewear is used.

___ ___ Disinfect contaminated surfaces with Isopropyl alcohol or a 1:10 bleach solution (1 part bleach to 10 parts water).

___ ___ Use proper disposal procedures. All used and/or contaminated supplies (e.g. bandages, etc.) with the exception of sharp items are placed in a biohazard liner and sealed.

___ ___ Needles and other sharp objects are placed in a metal or other puncture-proof container that is leak-proof on the bottom and sides. The school's biohazard "sharps" container is kept in the following location: _____.

___ ___ After use, protective gloves are removed without touching the outside of the gloves and disposed of in a trash receptacle lined with a biohazard can liner.

___ ___ Wash hands with warm water and liquid soap for 30 seconds. Hands must be washed immediately after gloves are removed.

Emergency Alert System (EAS)

The State of Illinois is broken down into 11 operational areas for its Emergency Alert System (EAS). The areas covering the Rock Island County are shown below:

AREA 4 - Quad Cities

WKBF-AM 1270 KUUL-FM 101.3 WHTS-FM 98.9

COUNTIES SERVED:

HENRY, HENDERSON, KNOX, MERCER, ROCK ISLAND, STARK and WARREN

National Weather Service

The National Weather Service operates the following NOAA Weather Radio transmitter for Rock Island County:

COUNTY/CITY/AREA TRANSMITTER, LOCATION FREQ. CALL SIGN

Henry Quad Cities 162.550 WXJ73, Mercer Quad Cities 162.550 WXJ73, Rock Island Quad Cities 162.550 WXJ73

Fire Drill

Main Building

- First Grade, Library and Pre 2 exit at the South End and proceed to the blacktop parking lot.
- Pre 1 exits out their basement door and onto the blacktop parking lot.
- Kindergarten, 2nd and 3rd exit at the North End and proceed to the blacktop parking lot.

Intermediate Building

- 4th through 8th grade exit through the East End and proceed to the blacktop parking lot.

Old Building

- Computer/Health exit at the north doors closest to 17th Avenue, cross the street and proceed south in front of the church on the lower sidewalk.
- Music exit the south door closest to the parking lot, cross the street and proceed south in front of the church on the lower sidewalk.
- PE exit the East End of Cleary Hall and proceed south in front of the church on the lower sidewalk.

Tornado Drill

Main Building

- 3rd Grade goes into the Pre 1 storage room. Pre 1 and 2nd Grade go to/stay in the Pre 1 room.
- Pre 2 and 1st Grade go to/stay in the Pre 2 room.
- Kindergarten and Library proceed to the women's bathroom.

Intermediate Building

- 4th and 5th grade line the halls between the 8th grade door and the 4th grade door.
- 6-8th graders go into their gender's bathroom.

Old Building

- Stay in your rooms but get away from the windows.

Bomb Threat Checklist

Questions To Ask:

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

Exact Wording Of The Threat:

Sex of caller: _____

Race: _____

Age: _____

Length of call: _____

Number at which call was received: _____

Time: _____

Date: _____

Callers Voice:

_____ Calm	_____ Nasal	_____ Laughter	_____ Deep Breathing
_____ Crying	_____ Loud	_____ Rapid	_____ Deep
_____ Angry	_____ Stutter	_____ Soft	_____ Ragged
_____ Excited	_____ Lisp	_____ Slow	_____ Raspy
_____ Cracked Voice	_____ Clearing Throat		

If voice is familiar, who did it sound like? _____

Background sounds:

_____ Music	_____ Factory Machines	_____ Long Distance
_____ Crockery	_____ Animal Noises	_____ Office
_____ PA System	_____ Street Noises	_____ Motor
_____ Booth	_____ House Noises	_____ Static
_____ Clear	_____ Cellular	_____ Local

_____ Other Caller ID: _____

Threat Language:

_____ Foul	_____ Well spoken
_____ Taped	_____ Incoherent
_____ Message read by threat maker	

REMARKS: _____

Call reported immediately to: _____

Phone number: _____

Date: ____/____/____

Emergency Team "Toolbox"

Each school's Emergency Management Team should develop a "toolbox" to have available for use during an emergency situation. The toolbox should be kept updated, and should be readily accessible to use in an emergency.

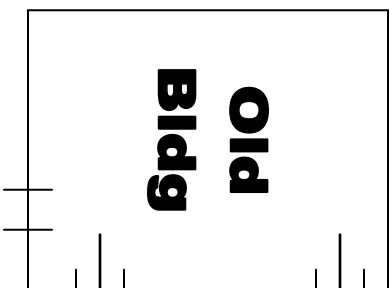
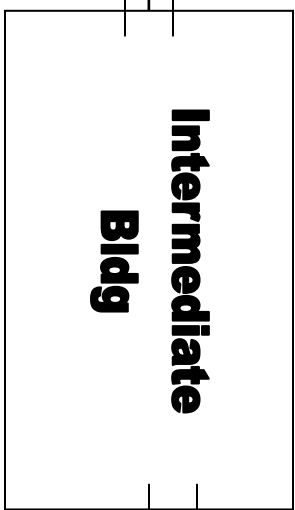
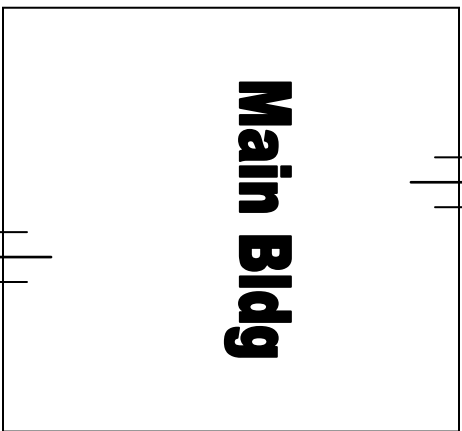
- Map of buildings – with location of exits, phones, first aid kits, emergency shut-offs
- Map of local streets with evacuation route
- First aid kit
- Whistle
- Faculty/staff roster
- Faculty/Staff Phone Tree
- Student roster, including phone numbers of parents
- Master schedule
- Two-way radios and/or cellular phones
- Handheld radio
- Flashlight
- Batteries
- Several legal pads and ball point pens
- Student emergency cards
- Student release forms
- White peel-off stickers and markers (for name tags)
- Telephone directory
- List of other emergency phone numbers
- Rubber gloves
- Masking tape and duct tape
- Bullhorn
- Copy of Emergency Procedures Manual

18th Ave

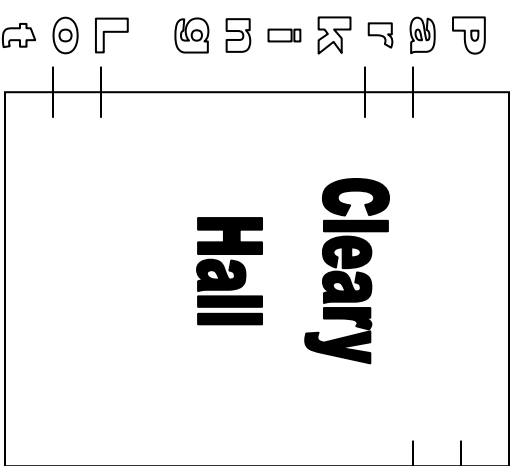
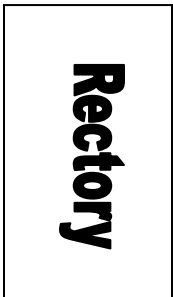
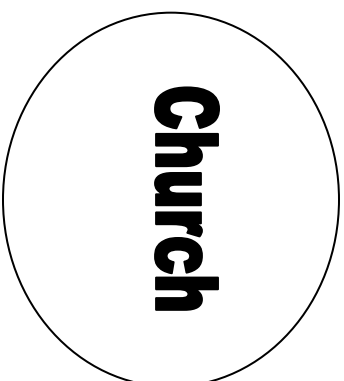
Playground

- F Library
- Pre2
- 1st
- 3rd
- K
- Pre1
- 2nd
- 4th
- 67th
- 5th
- 8th

Map for Evacuations and Fire Drills



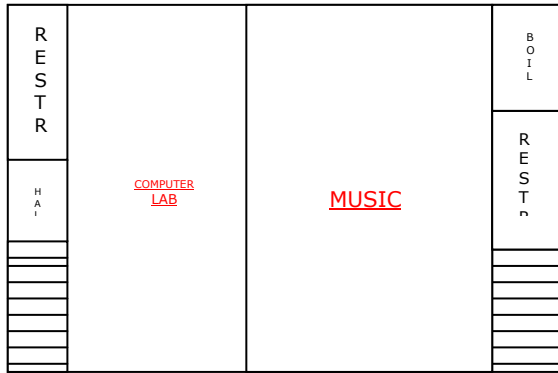
- Computer
- Music
- PE



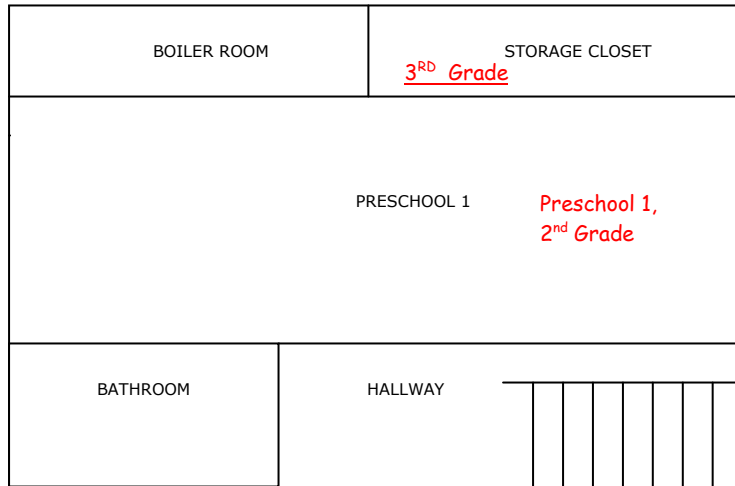
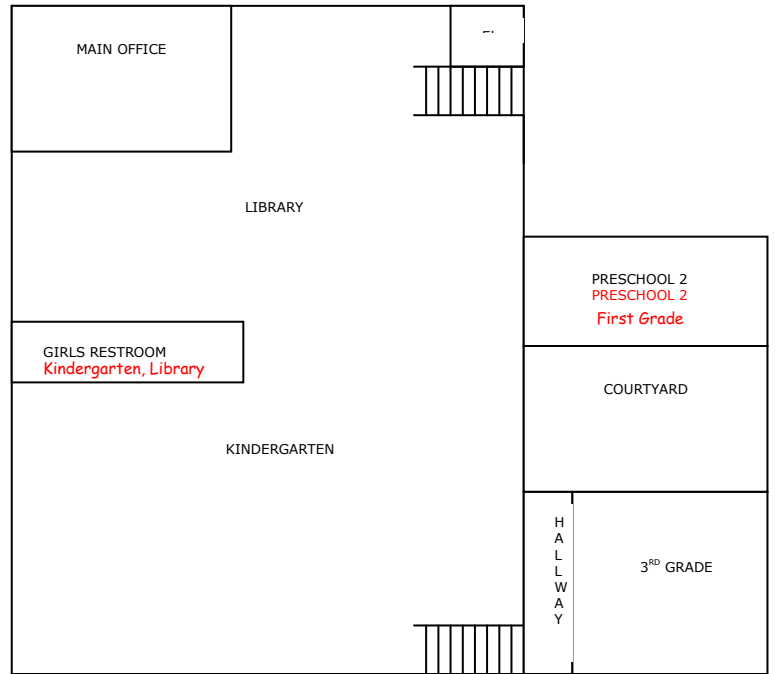
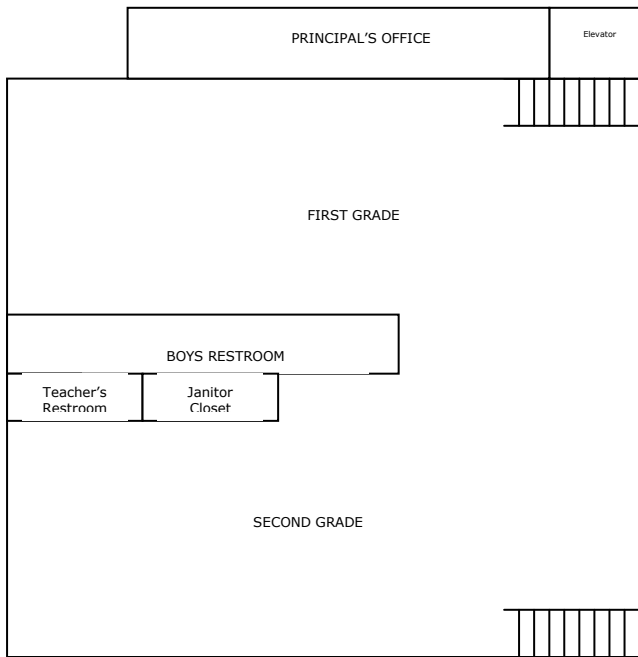
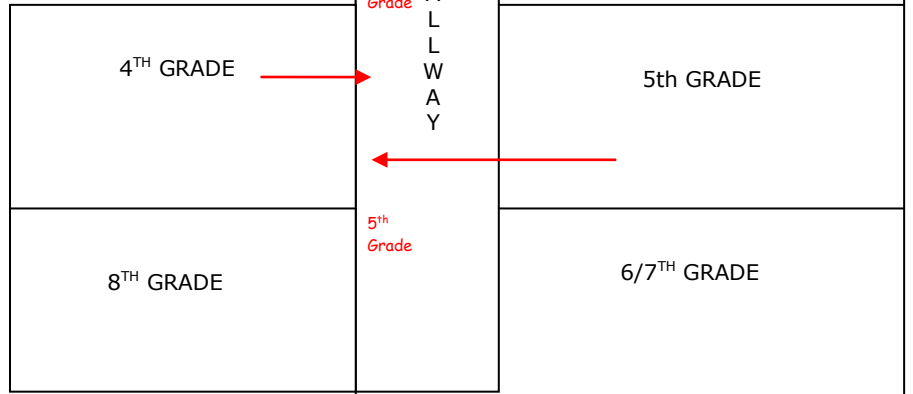
17th Ave

Map for Tornado Drills

Old Building



Intermediate Building



LOWER LEVEL