



CRISIS MANAGEMENT PLAN

Introduction:

In order to provide adequate protection for our students and to create as a safe school environment, it is essential that our school have crisis response procedures in place. We must be prepared to deal with any type of emergency which may affect any member of our school population.

Intent and Definition of Crisis Management:

INTENT: Crisis management is a central component of comprehensive school safety. The most important consideration in both Crisis Management and Safe Schools efforts is health, safety, and welfare of the students and staff. Our comprehensive Crisis Management Plan places a strong emphasis on prevention using strategies which range from the design and use of our buildings to discipline policies and programs which improve school climate.

DEFINITION: Crisis management is that part of our 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.

“Crisis” is any incident that includes but not limited to situations involving the death of a student, staff member, or a member of a student's immediate family by suicide, illness, substance abuse, or accident. The Director shall have the authority to determine what a crisis incident is and to convene the Crisis Management Team.

“Critical incidents” shall include situations involving threats of harm to students, personnel, or facilities. Critical incidents include, but are not limited to, natural disasters, fire, use of weapons/explosive, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency service agencies.

Christ's Chapel Academy has a comprehensive 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 property.

ANNUAL START-UP PROCEDURES

1. Confirm membership of the Crisis Management Team.
2. Send a list of team members to the Senior Pastor (Rev. Terry Crigger).
3. Decide on a coordinator and substitute for synchronizing suicide intervention, critical incident, and post-intervention procedures.
4. Plan at least two crisis team meetings. It is mandatory that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and check equipment such as crisis box.
5. Inform faculty of crisis members.
6. Review critical incident communication codes with faculty and staff.
7. Update faculty phone tree.
8. Meet with new staff members annually to inform them of intervention, crisis response critical incident procedures, emphasizing the referral process for crisis intervention.
9. Hold a general faculty/staff meeting on intervention, crisis response and critical incident procedures no less than once every 2 years.

Individual Job Descriptions

Incident Manager (Administration)

- Responsible for all activities related to the incident, including developing and implementing strategic decisions; approving order and release of resources.
- Responsible for developing on-scene organizational framework.
- Coordinate/Supervise all emergency management activities.
- Determine what is a crisis and when the Crisis Team is to be activated.

Depending on the nature of the incident or crisis, the Director will confer the title of incident manager to the senior official on the scene from the relevant responding agency (i.e. fire, law enforcement). In the event of a multi-jurisdictional situation, the incident commander will be the ranking official with the most experience in dealing with the specific type of emergency.

Specifics:

- Maintain continuity of administration.

- Develop a comprehensive school emergency management program.
- Designate and train the Crisis Management Team.
- Designate an Emergency Operation Center or Command post (may be changed by Boone County public safety officials.)
- Monitor developing situations as they relate to the crisis.
- Direct emergency operation until public safety officials arrive on the scene.
- Serve as liaison to public safety personnel once they arrive at the scene.
- Keep county officials, school staff and students, and parents/guardians informed of developing situations and initiated emergency notifications and warnings.
- Authorize the release of information to the public.
- Coordinate disaster assistance and recovery.

The Crisis Team

The mission of the Crisis Team is to implement intervention and aftermath procedures when a situation is determined to be a crisis.

Team Responsibilities:

- Develop and implement procedures for prevention, intervention and aftermath at all grade levels.
- Establish a systematic approach to identifying, referring and assisting students at risk of endangering themselves or others.
- Disseminate information to staff and students on referral procedures.
- Conduct regular drills to properly train staff and students.
- Assist the Director in controlling emergency situations.

Team Coordinator:

Primary responsibility is to maintain communication with the Director to be available for any task necessary for coordinating logistics (personnel and supplies).

Specific Duties:

- Serve as incident commander in the absence of the administrator.
- Under the supervision of the Director, pre-determine skills of staff and any volunteers appointed to server during a crisis situation.
- Maintain a current directory of the Crisis Management Team with a “quick reference guide” to all phone numbers.
- Register and assign adult and student volunteers.
- Coordinate the distribution of needed supplies.
- Be thoroughly informed of the content and location of the Crisis Management Plan and all other pertinent notebooks that disseminate information about specific emergency procedures.
- Remain at site of the emergency and in constant communication with the Director until he/she determines the crisis has ended.

Office Administrator (Secretary):

The administrative secretarial staff has primary responsibility to coordinate all emergency communications from the Director including exchange of information with the administration, staff, students, parents/guardians, and especially community emergency responders (fire, police, EMS). They will also assume responsibility for internal communications within the school building.

Specific Duties:

- Establish procedures for emergency communications with school administration, staff, student, parents/guardians and community in compliance with school plans.
- Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the playground or other sites.
- In an emergency, establish and maintain communications with administration.
- Establish and maintain communications with county emergency service coordinator, as needed in major emergencies.
- Initiate and maintain incident log.
- Give periodic reports of status of school and students to the administration.
- Develop and maintain a notebook with a current listing of each home room.
- Serve as a liaison between classroom teachers, the Team coordinator and the Director ensuring that the location of each student and staff is known throughout the emergency.
- Maintain an incident log and notify the Director of any movement of students and/or staff during the incident.
- Remain on the scene throughout the duration of the emergency unless otherwise directed by the Director.

Teacher:

The primary responsibility of the Teachers is to work under the direct supervision of the Team Coordinator in whatever capacity he/she deems necessary.

Specific Duties:

- Remain in your classroom with the students that you are with at the inception of the emergency or critical incident. (Their security is your primary concern.)
- When you are relieved from your classroom assignment by the Director or his designated appointee, report immediately to the Team Coordinator.
- Be flexible and willing to do any task assigned by the Team Coordinator.
- Remain in constant communication with and under the supervision of the Team Coordinator throughout the duration of the incident.

Counselor:

The primary responsibility of the Counselor is to provide assurance and assistance to students, staff, and parents/guardians during and immediately following an emergency or a critical incident. Counselors work under the direct supervision of the Director and will respond only by their assignments.

Specific Duties:

- At the inception of any emergency or critical incident remain with your class until released by the Director.
- Immediately upon release from your class report to the Director for instruction.
- Provide on-site comfort and security to those assigned to you who have been directly affected by the incident.
- Understand that your role as a counselor is aimed specifically for on-site encouragement, comfort and panic-control. You are not expected to function in the capacity of a professional counselor. Extended needs will be addressed and handled by a qualified psychologist.
- Maintain clear communication with the Director keeping him/her informed of student and staff emotional and physical condition.
- Develop and maintain a written assessment of students you assist for future reference and referral. Be as detailed as possible and use your own opinion in regards to those that you feel need continued professional help.
- Remain on site until released by the Director.

Facilities Manager:

The primary responsibility of the Facilities Manager is the stabilization of the building and to provide direction for the Crisis Management Team and/or all public safety personnel in the event of an emergency or critical event. It is the responsibility of the Facilities Manager to control access and to secure the school facilities. He/She should be thoroughly informed and able to communicate, to all personnel involved, the operations and infrastructure of the school.

Specific Duties:

- Maintain and regularly check the inventory of all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
- Establish procedures for isolating hazardous areas.
- In an emergency and/or critical incident survey damage and structural stability of buildings and utilities and report to the Director.
- First response in any event is to assist the Director in searching the affected sections of the school for students or staff that may be confined or injured. However, do not put yourself or others at risk. This task may need to be accomplished by trained public safety professionals.
- Implement building access control measures.
- Identify areas safe for students and staff to assemble, if needed.
- Distribute supplies as needed.
- Assist county officials in damage assessment.
- Assist administrators in recovery procedures.
- Develop and maintain a written report of damage for current and future reference.
- Remain on site until released by the Director.

Selected Student Volunteer:

Students are not generally utilized in emergencies or critical incidents for Crisis Management. However, when the Director deems it necessary to use student volunteers to maintain control and to assist in crisis management, only those students appointed by the Director may participate. In such cases, the Director will personally notify the teacher who has been assigned to care for these students. These students will work under the direct supervision of the Team Coordinator and must be accompanied by an adult staff member at all times.

Other Staff/Faculty

Depending on the nature of a crisis, other staff/faculty may be selected to assume one or more of the assignments listed above. This person will be properly trained to assume the appropriate responsibility.

Teachers:

Primary responsibility is to implement appropriate procedures to protect students.

Specific responsibilities include:

- Evacuation: Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas.
- Maintain order by fully cooperating with the Crisis Management Team.
- Verify the location and status of every student.
- Remain with assigned students throughout the duration of the emergency.

Public Information Officer (Administrator):

In any crisis event, information will be released to the parents/guardians and general public only through a designated PIO. Normally, this will be the Director or his/her appointed representative.

Specific duties include:

- Identify a potential “news center” site away from emergency operations.
- Prepare public information kit including identification, maps, supplies, signs, forms, sample news release, battery-powered radio, school information, etc.
- Collect, verify, and disseminate information to the media.
- Communicate and cooperate with all public safety officials to ensure accuracy and coordination of information being distributed.
- Establish regular time schedules for news briefings and periodic updates.
- Provide information in appropriate format for general public.

INCIDENT COMMAND

Effectiveness in responding to a crisis situation requires that all actions taken by organization and personnel are coordinated and commanded by the one person who has the ultimate responsibility. This is the idea behind “Incident Command.”

The Incident Command system ensures there is:

- An effective framework for outlining the activities and responsibilities of each organizational and individual responder
- A procedure for the orderly transfer of authority to subsequent arriving senior officers
- A unified command structure when a multi-agency response is required and collective decisions are needed by numerous responding organizations.

While the procedures incorporated in the Incident Command system are intended as guidelines, they are not designed to replace the judgement and experience of those commanding the response effort. As a result, Incident Command procedures and structures may vary according to the circumstances, the event's magnitude, and the available response.

DEFINITIONS

Incident Commander: This individual is responsible for all activities related to the incident including development and implementing strategic decisions, and for approving the ordering and releasing of resources.

Unified Command: This is where personnel from different agencies are brought together in a common incident management organization to determine objectives, select strategies, and perform joint action planning and operations.

Staging Areas: Separate physical locations where response equipment and personnel, media, and parents/guardians are assembled. These areas should be in close proximity to the operational areas, yet remote enough to provide for safety and to allow for rapid replacement of men and equipment when necessary.

Command Post: The on-site location where the Incident Commander and other key decision-makers can be found (Main School Office).

Emergency Operations Center: The protected site from which the responders coordinate, monitor, and direct response activities during a crisis.

INCIDENT DEBRIEFING

Purpose: The purpose of debriefing is to elicit all pertinent information relating to the event; to include descriptions of all actions taken to accomplish assignments, all specific difficulties and hazards encountered, and any recommendations for further action.

Debriefing during and after an emergency event allows the emergency team to process experiences. The purpose is not so much to gather information or to interrogate, but to be able to vent feelings, bolster morale, prevent burnout, and foster teamwork. Give each participant an opportunity to describe the activities of the day. What was the role of each in containing and resolving the emergency?

Location: Debriefing should take place in a safe area outside of the event scene. In small incidents, participants can be debriefed as they return to the command post. A meeting

may be called at midday on the first day. Having lunch together is a good way to relax a little and do some sharing.

Participants: All personnel involved in the incident should be debriefed in order to gain a complete and accurate understanding of the event, as well as to identify those resources needed both prior to and after the emergency. Debriefing should be done individually not in a group. In large, complex operations only the team leaders need be debriefed, but only after they have completely debriefed their team members. Allow stories to be told of personal tragedy and grief. Repeating the stories helps emergency workers deal with the trauma.

Time: It is recommended that a short debriefing session at the end of each day and again when the emergency seems to be resolved. A crisis situation is most intense soon after the event or when people first learn about it.

Documentation: Debriefing should be done in writing to reduce the amount of misinformation, misinterpretation, and confusion. These written documents should become part of the incident record.

Corrective Actions: These will be based on the debriefing of responders and should include all measures necessary to correct problems identified during the incident. Explore what team members need from each other to make the job go more smoothly. Decide where the problem areas were and how they can be corrected now or avoided in the future. Review what went particularly well and do not forget praise. Emergency work is a strain on team members and people will be tired. Acknowledge their efforts, and thank them. Team members' responsibilities may be changed or the emergency manual itself revised based on information obtained from debriefing.

Critical Incident (Stress) Debriefing: This requires specialized training in dealing with psychological and stress related reactions suffered by both victims and responders. Remember the crisis team members will also be impacted by what is seen, heard, and felt. Provide for follow-up counseling for those affecting the most traumatic experiences can result in post-traumatic stress or have a continuing influence on a person's vulnerability to psychological problems.

INCIDENT DEBRIEFING FORM

INCIDENT NAME:	
Date of Assignment:	Task/Team:
Time of Assignment:	Time End Assignment:
Date Prepared:	Time Prepared:
Team Members Attending Debriefing:	
Debriefer:	
Explain what you actually did:	
Describe the location(s) of any clues you found. What is the current status of these clues?	
Describe any search difficulties or gaps in coverage.	
Describe any hazards observed in your assigned area.	
Describe any problems encountered with communications.	
Any suggestions, ideas, or recommendations for future plans or actions?	

CRISIS MANAGEMENT TEAM

Christ's Chapel Academy will have a designed Crisis Management Team. In the event of an emergency, the Administrator (Director) is responsible for alerting each team member to report to a specified location. The Crisis Management Team should consist of faculty members located on the school grounds. The Administrator (Director) is responsible for maintaining a list identifying each team member, where they can be reached, and their role during an emergency.

All members of the school Crisis Management Team will:

- Report immediately to the designated location upon notification of an incident.
- Deliver written notices to staff as necessary.
- Divide up areas of the school for responsibility as directed.
- Monitor designated areas of the campus to facilitate communication among classroom teachers, staff, and emergency responders.
- Refer all information and questions to the communications center.
- Refer all news media to the Administrator.
- Release no information to the public until the facts are verified and the school's position on the emergency is clear. All media releases will be done from prepared statements.
- Under no circumstances will the names of individuals be released to the media.
- Designate an individual to keep a record of all incoming/outgoing telephone calls and personal contacts.

Crisis Management Team Meeting Agenda

(This agenda may need to adapt to accommodate a particular emergency. Make copies of the announcement and faculty responsibilities for the staff.)

1. Gather the facts (school staff, law enforcement, fire, utility companies, etc.).
2. Decide who should be told (teachers, secretarial staff, assistants, interns, parent volunteers, church staff, church session members, etc.).
3. Announce the event to staff and students.
 - a. Who should make the announcement?
 - b. Time of the announcement?
 - c. Place?
 - d. How? (Written memo, assembly, telephone call, etc.)

4. What do you want the faculty to do?
 - a. Announce the event in the class.
 - b. Identify students in need of counseling.
 - c. Notify counselor of the number of students who want counseling.
 - d. Remove distraught students from class (escort to office or appropriate designated location).
 - e. Discuss the event.
 - f. Assist with caring for the injured and/or the ill.
 - g. Involve class in constructive activities relating to the event.
 - h. Eliminate, shorten, and structure assignment for next few days.
 - i. Discuss with and prepare students for any services.

5. Identify individual (staff, volunteers, parents/guardians) qualified to work with the students (Names and Phone #'s).

6. Identify different individuals and alternates (names, positions) to handle parents/guardians.
 - a. Designate people to handle telephone (names).
 - b. Identify staging areas for both the media and parents/guardians (at different locations). See checklists for managing the media and parents/guardians.

7. Prepare a news release/fact sheet for use in responding to questions from the media and parents/guardians.

EMERGENCY NUMBERS REFERENCE GUIDE

Communications Capabilities

A good communications and warning system is one of the school's most valuable crisis management assets, having great potential for saving lives and preventing injuries. Various communications systems are available for emergency use by Christ's Chapel Academy emergency responders. The following list is provided as a reminder that each of these systems should be routinely checked to insure operability.

On-Site Primary Systems

- Conventional Telephone Systems
- Fire Alarm Systems
- NOAA Tone Alert Weather Radio
- On-Campus Walkie-Talkie Radios

On-Site Alternate Systems

- Office Fax Machine
- Staff or other Cellular Telephones
- Megaphones
- E-Mail (Computer Correspondence)

EMERGENCY RESPONDERS TELEPHONE NUMBERS

<u>EMERGENCY RESPONSE ASSISTANCE</u>	<u>NUMBERS</u>
Police	911
<u>LAW ENFORCEMENT</u>	<u>NUMBER</u>
Boone Co. Sheriff's Office	
Police Department	
<u>FIRE SERVICE</u>	
Fire Marshal	
Fire Department	
<u>HEALTH & WELFARE</u>	
Cabinet for Health and Family Services	
<u>PRIVATE UTILITIES</u>	
KU	

Gas Co.
Water
Snow Removal
Fire Alarm Systems Info.

Church Mutual Insurance

City of Erlanger
HUMANE SOCIETY
Environmental Health
Engineering Department
Underground Utilities
Locator/KY 811

STATE OFFICES

Department of Transportation
Division of Fish & Wildlife

NUMBER

(800) 424-9071
(800) 344-9453

NATIONAL OFFICES

Weather Services
Nuclear Regulatory Commission
National Response Center
FEMA Regional Center
FBI
Federal Emergency Management Flood
National Response CTR. To Report Acts of terrorism,
chemical
National Center for Missing & Exploited Children

(800) 631-9212
(800) 368-5642
(800) 424-8802
(800)480-2520
(859) 254-4038
(800)427-2354
(800)424-8802
(800)843-5678

PRIVIAE ORGANIZATIONS

American Red Cross
Salvation Army

(859)253-1331
(859)243-0206

SCHOOL EMERGENCY TELEPHONE NUMBERS

Tyler Crowder (Director)	(270) 724-1932
Terry Crigger (Senior Pastor)	(859) 620-2018
Danielle Barth (Church Administrator)	(859) 350-0795
Randy Chestnut (Facilities Manager)	(859) 640-1898

MEDIA MANAGEMENT CHECKLIST

1. The Administrator and/or the Incident Manager will designate a media staging area located away from the scene but as near to the command post and the front of the building as possible.
2. The Administrator will be the only school spokesperson allowed to release information to the media. This information should be limited to the following:
 - a. The nature of the incident and the school's response.
 - b. The number of injuries and/or amount of building damage.
 - c. Information on the nature of personal injuries should be left up to medical personnel at the scene or the hospital to ensure an accurate assessment.
3. In the event of fatalities, the Incident Manager/Administrator will make the announcement to the media. No names will be released to the media until the Incident Manager has verified that the victim's next of kin has been notified by a public official or by the county medical examiner.
4. The Administrator will handle all requests for interviews with students, staff, or other school personnel involved in the emergency.

A. No interviews with students will be allowed without a media consent form signed by the student's parent or guardian.

B. No interviews will be allowed at the family staging area.

5. The Administrator will check with parents/guardians to see if family members are willing to speak to the media. If so, they will be taken to a location away from the family staging area.
6. In the event of a large-scale incident, the Administrator will determine the location of the media briefing area.

SCHOOL OFFICIALS: DO NOT DISCLAIM RESPONSIBILITY FOR THE INCIDENT UNTIL ALL THE FACTS ARE KNOWN.

This makes the school appear unnecessarily defensive, heartless, or uniformed if it turns out the school did bear some responsibility for the event.

Photo/Videos

1. The Administrator must give consent before photographs or videotapes can be taken on the school grounds, and an escort from the Media Team must accompany the media representatives.
2. The parents/guardians must sign a consent form before the media can visually identify students on the school grounds.
3. Faculty and staff should not disclose personal information about a staff member or student.
4. Faculty and staff should emphasize what is being done by the school district to contain and resolve the emergency.

HELPFUL HINTS FOR WORKING WITH THE MEDIA

- Develop a good working relationship with the media before an emergency occurs. Invite them to cover positive school events throughout the year.
- Direct all media to the Administrator/spokesperson.
- After the initial media report, update the media every half-hour for the first two hours and then hourly thereafter—even if it means telling them there is nothing to report.
- Do not permit interviews with students or staff on the premises during the emergency.
- Set up a room close to the building entrance and away from the scene for use as a media staging area. The room should have a telephone for media use.
- Respond to the media in a timely and professional manner, have a written statement prepared and talking points for quick reference.
- Do not use jargon or “education speak” when talking to the media. Say what you mean in simple terms.
- Prepare a fact sheet for the school, including the number of students, teachers, and any other information for use as background by the media.
- Maintain a map of the building for use by the media, law enforcement, etc.

PARENT/GUARDIAN MANAGEMENT CHECKLIST

1. The Administrator/designee will appoint a member of the Crisis Management Team (Counselor) to deal with the parents/guardians.
2. The Administrator/designee will ensure that a staff member remains with the parents/guardians at all times.
3. The Administrator will designate a parent/guardian staging area located away from the scene but as near to the front of the building as possible.
4. The Administrator/counselor will be the only persons authorized to release information to parents/guardians. This information should be limited to the following:
 - a. The nature of the incident and the school's response.
 - b. Whether or not their child was injured, and if so, where they are receiving treatment. Information on the nature of any injuries should be left up to medical personnel at the scene or at the hospital to ensure an accurate assessment.
5. In the event of fatalities, the Incident Manager will direct the Administrator, physician, or medical examiner to notify the next of kin. Only after the family has been notified will the names be released to the media.

HELPFUL HINTS FOR WORKING WITH PARENTS/GUARDIANS

- Develop a good working relationship with parents/guardians before an emergency occurs. Invite them to positive school events throughout the year.
- Direct all parents/guardians to the Administrator/designee.
- Do not permit the media to interview students or parents/guardians on the premises during the emergency.
- Set up a room close to the building entrance and away from the scene for use as parent/guardian staging area. The room should have a telephone for their use.
- Respond to parents/guardians requests for information in a timely and professional manner, have the facts (fact sheet) of the event written down for quick reference.
- Do not use jargon or “education speak” when talking to parents/guardians. Say what you mean in simple terms.

FACT SHEET

(Director/Designee to make copies as needed)

For use by school personnel in answering telephone calls or other inquires from parents/guardians and the media about the emergency. Director/Designee completes this information for use.

1. What happened?
2. When did the event occur?
3. Where did the event occur?
4. Who was involved? **Do not give out names of injured or deceased. The family must be notified first and consulted.**
5. What is being done by the school and emergency personnel?
6. If students are to be released or excused to attend a funeral, what is the correct procedure?
7. Will the school be closed? Will classes be held in another facility? Where?
8. Are any meetings planned for parents/guardians or the community? When? Where?
9. What is being planned to help the families affected by the event?

GENERAL EMERGENCY PROCEDURES CHECKLIST

The first ten steps of this checklist should be accomplished or put into action within the first 10 minutes of the incident.

The Administrator/Designee should:

1. Conduct and immediate assessment (Facilities Manager involved).
 - a. Confirm and ascertain the type of incident.
 - b. Obtain essential information (what happened, who was involved, what was seen, how did the incident start).
2. Summon authorities and notify school officials.
 - c. Call 911 and have someone stay on the line with the 911 Operator.
 - d. Notify the Church office.
3. Sound warning to campus; implement school emergency response plan.
4. Summon the Crisis Response Team.
 - a. Meet with the school Crisis Response Team.
 - b. Secure students in the assigned area and/or evacuate the building.
 - c. Direct non-essential staff to safe area.
 - d. Employ immediate sheltering actions for those exposed to danger.
5. Establish security perimeter around campus and monitor. (The Facilities Manager will call for immediate lockdown with facilities staff, if necessary.)
 - a. Make sure exterior doors are locked. (See Lockdown Procedures)
 - b. Lock interior doors where possible.
 - c. Assign staff to secure pre-arranged specified areas and monitor conditions.
 - d. Be ready for contingencies.
6. Assign a representative to meet with Emergency Responders (fire, law enforcement, etc.).
 - a. Designate staging areas for the media and parents/guardians; identify areas for the command post, medical services, etc. Mark these areas on a map and make available to all.
 - b. Keep the emergency response units updated on the situation through 911.
7. Stabilize the situation.
 - a. Establish runners to deliver any additional instructions from the control center to the classroom and to collect status information.
 - b. Care for the injured and ensure emergency medical care is provided.
 - c. Instruct support staff on proper actions.
 - d. Direct parents/guardians and media to the designed staging area with crisis team members assisting.
8. Work with authorities to resolve the situation.

- a. Assemble witnesses.
 - b. Gather key information for law enforcement and support follow-up actions.
 - c. Protect the crime scene and evidence.
 - d. Stay at the command post to support the Incident Manager and work with specialists (EMS, District Crisis Intervention Team, Public Information Officer, Facilities clean up and repair teams, etc).
 - e. Provide information to the Incident Manager on the incident, site background, resources, and special staff abilities and training.
9. Account for students and staff.
- a. Account for all students and staff on site and at hospitals, or other locations.
 - b. Notify parents, guardians, and spouses.
 - c. Coordinate school response both on and off site (staging areas, hospitals, etc).
10. Provide documentation
- a. Begin a log of all phone calls made/received.
 - b. Maintain an event/status log and a time sequence for events.
 - c. Debrief staff and witness (Debriefing Form on page 12).
11. Initiate recovery/return to operations.
- a. Arrange for physical plant clean up and repair.
 - b. Plan for resumption of school operations.
 - c. Provide students and staff with access to support services.
 - d. Review Emergency Response Plan and make changes as appropriate.

After Hours Incidents

- The school official in charge will assess the situation.
- Law enforcement will be brought into the area immediately by the person in charge, if necessary.
- The persons responsible for the disturbance will be reported to the proper authorities for disciplinary action, as appropriate.

SPECIFIC DUTIES

Administrator

- Remain highly visible.
- Contact appropriate personnel for support (names and phone #'s).
- Identify faculty and staff in need of counseling.
- Emphasize facts and squelch rumors.
- Arrange for staff debriefing (Where, When, Who will conduct).

- Release information to the public only after the facts are verified and the school's position the emergency is clear.
- All media releases will be done from prepared statements.
- Under no circumstances will the names of individuals be released to the media.
- Keep a record of all incoming/outgoing telephone calls and personal contacts.

Faculty

- Read the emergency announcement to the students at the designated time.
- Manage the classroom.
- Identify situation in need of individual or group counseling.
- Generate activities to reduce the impact of the incident.
- Refer all information and questions to the communications center.
- All news media will be referred to the Administrator's office.
- Information will be released to the public only after the facts are verified and the school's position in the emergency is clear.
- All media releases will be done from prepared statement.
- Under no circumstances will the names of individuals be released to the media.
- Keep a record off all in coming/outgoing telephone calls and personal contacts.

CRITICAL INCIDENT/EMERGENCY MANAGEMENT

Intent

Critical incidents and emergencies involve threats of harm to students, personnel, and/or facilities and require immediate and effective responses.

Interagency Agreements

Christ's Chapel Academy has entered into agreements with various county governmental agencies, including mental health, police and fire departments. The agreements specify the type of communications and services provided by one agency to another. The agreements also make school division personnel available beyond the school setting in the event of a disaster or traumatic event taking place in the community.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response. No single warning sign can predict that a dangerous act will occur. Rather imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member – as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rages for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place method) to harm or kill others—particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents/guardians should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health.

SCHOOL THREAT ASSESSMENT RESPONSE PROTOCOL

Mission Statement

The purpose of this protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur. The protocol is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is executed. NOTE: *This protocol is applicable during any school-sponsored event or function, whether the event or function be on school or property or not.*

Procedures

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals.

1. Any student upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious
 - Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:

Assume threat is serious

Immediately report the threat to a school administrator/designee

Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
 - Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
 - Required the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.
5. The designated law enforcement officer, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator. NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.
6. Once the assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
 - A. If it is agreed the threat is credible:
 1. The law enforcement officer shall immediately consult with the Boone County Attorney.
 2. The principal shall take appropriate administrative action.
 3. The student's parents or guardian shall be notified.
 - B. If it is agreed that the threat is not credible, the school administrator shall assume responsibility to institute any further action deemed necessary.
7. Once the situation has been assessed and action taken, the Director assumes the responsibility for reporting to the Senior Pastor.

Follow-up Considerations

The Threat Assessment Response Protocol shall be periodically reviewed to assess its effectiveness. Changes should be made, as needed, based on actual experiences.

SUGGESTED PROCEDURES FOR HANDLING FIGHTS IN SCHOOL

- Walk briskly—do not run.
- Get help along the way.

- Assess and evaluate:
 - The size of students involved
 - Any weapons that are involved
 - Proximity of individuals who can assist
 - Recognize that there may be several subtle things going on simultaneously that are being tangibly expressed in the conflict. Is there gang involvement? What other alliances might exist?
- Disperse onlookers.
- Identify yourself to the fighters.
- Call the student(s) by name.
- Stay away from the middle of the conflict.
- Remove glasses.
- Give specific commands in a firm, authoritative voice.
- Defer to rules, not personal authority.
- Separate the aggressor and the victim.
- Avoid physical force, if possible.
- Remove participants to neutral location(s).
- Obtain identification.
- Get medical attention, if necessary.
- Describe the incident in writing.
- Debrief the relevant teacher(s).
- Provide protection and support for victim(s).
- Provide counseling, not simply the day after the event, but as long as necessary.
- Report incident to law enforcement and other child servicing agencies who may be serving the student(s).

SEXUAL HARASSMENT POLICY

This school is committed to maintaining an environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment. The school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates the policy will be subject to discipline, up to and including termination.

Any employee or student subjected to or observing harassment of any kind is to report it immediately to administration. All reports will be handled confidentially. All reports will be investigated thoroughly without discrimination or retaliation against any employee involved in any manner.

Responding To Harassment Complaints:

1. Receipt of Reports: Individuals designated within the policy who receive reports of harassment shall, in every case, immediately inform the administrator of any report of harassment, which the individual receives.
2. Investigation of the Complaint: Every complaint of harassment shall be promptly investigated. The administrator shall be responsible for directing the investigation of each complaint. The investigation may be conducted by others under the direction of the

administrator. Wherever possible, a person of the same gender as the complainant should participate in the investigation, and, in particular, in the interview with the complainant. The nature and scope of the investigation will depend upon the seriousness of the allegations. Every investigation, however, should include, at a minimum, an interview with the complainant and an interview with the accused. All interviews shall be conducted in confidence. All information gathered in the course of the investigation shall remain confidential. Disclosure of information obtained through interviews and the investigation shall be on a “need-to-know” basis and shall only be disclosed as is necessary to facilitate the investigation and the resolution of the complaint.

- a. **Interviewing the Complainant:** When interviewing the complainant it is important to assure the complainant that the complaint will be taken seriously and investigated thoroughly. Discuss with the complainant the confidential nature of the investigation. The interview should be conducted in a manner designed to obtain as much objective information as possible. Encourage the complainant to provide as much objective information as possible. Encourage the complainant to give specific details of the incidents. Ask the complainant for dates and locations. Ask the complainant to identify any witnesses. Determine if the incident was an isolated one or part of a series. If other incidents had occurred in the past, obtain information with regard to those incidents. Ask the complainant if he/she has received any written materials from the accused. If so, obtain copies of them if they exist. Ask the complainant if he/she has prepared any written materials, notes, diaries or other writings that deal with the incidents. If so, ask for copies of them. Determine if the complainant has discussed the incidents with anyone else. In describing the incident(s), ask the complainant to describe, not only what occurred, but also how he/she responded.
- b. **Interviewing Other Witnesses:** In most cases the complainant should be interviewed first. Depending upon the nature of the complaint, either the alleged harasser or additional witnesses should be interviewed next. When interviewing witnesses, seek to obtain objective information wherever possible. Specifics with regard to observation, dates, times places, etc., are most important. Witnesses’ impressions are also important. Things which a witness heard from someone else are helpful, but of less value. If the witness is aware of other witnesses, obtain those names as well. In discussing the alleged harassment with witnesses, seek to determine whether similar incidents of harassment have involved other individuals. Discuss with each witness the confidential nature of the investigation and encourage the witness not to discuss the investigation with anyone else.
- c. **Interviewing the Alleged Harasser:** The alleged harasser should be advised of the nature of the investigation and the fact that an allegation has been made against him/her. The alleged harasser should be assured that the purpose of the investigation is to objectively determine what happened. The confidential nature of the investigation should be discussed with the alleged harasser. The alleged harasser should be advised the school will take appropriate action at the conclusion of the investigation, based upon its results. Whenever possible, the interview with the alleged harasser should be conducted by two interviewers. As with others who are interviewed in the investigation, every effort should be made to obtain objective data from the alleged harasser. Specifics with regard to dates, times and places, the names of witnesses, and specific observations are most important. At some point in the interview the alleged harasser should be advised of the nature of the allegations and be given an opportunity to respond directly to them. The alleged harasser should be asked about any writings which may be relevant to the investigation. Copies

should be obtained if they are available. Finally, the alleged harasser should be advised that he/she cannot retaliate against the complainant.

- d. **Additional Investigation:** In some cases it may be necessary to review the personnel file, or academic file of the accused. The purpose of the review will be primarily to determine whether or not the individual has been accused of similar conduct in the past. In some cases, it may also be necessary to review the personnel files or the academic records of the complainant and other individuals who are in similar relationship to the accused. This type of a review is particularly necessary where the accused is a supervisor or teacher. The purpose of the review will be to determine whether or not the complainant has been treated differently from other individuals with similar job functions under the supervision or teaching of the accused. If there is disparity in treatment it may be evidence that the accused has based his/her employment or academic decisions upon the complainant's response to the alleged harassing conduct.
- e. **Conclusion of the Investigation:** Those conducting the investigation should put the results of their investigation into a short memorandum outlining the results of the investigation and their conclusions. Based upon the conclusions of the investigation, if those conclusions determine that the accusation was valid, or determine that other inappropriate conduct had occurred, appropriate action shall be taken by the administrator. The purpose of the action is two-fold. First, appropriate action shall be taken to ensure that similar inappropriate conduct does not occur in the future. Second, disciplinary action against those responsible for the inappropriate conduct may also be necessary.

Actions taken to prevent future harm may include the following:

- Warnings to the person responsible for the harm.
- The termination of employment of the person responsible for the harm.
- The expulsion of a student responsible for the harm.
- Separating the victim from the person responsible for the harm (the person responsible for the harm should be removed, not the victim) and
- Other steps as well may be necessary.

Written Record of the Complaint

The school shall maintain a complete written record of the complaint, including the records of the investigation and the final report of the investigators. The administrator shall maintain the record in a confidential file separate from the employee personnel files and student academic files.

**INTERVIEW QUESTIONS FOR COMPLAINING EMPLOYEE
REGARDING HARASSMENT ISSUES**

Interviewer's Name: _____ Date: _____

Name of Complainant: _____

Describe the incident: _____

Individual(s) responsible for the behavior: _____

Time and location of the incident(s): _____

Why do you think this behavior occurred? _____

How did you respond? _____

Who are the witnesses that can confirm the incident? _____

Have you observed this behavior being directed at others? If so, please identify person(s), behavior, time and location: _____

What action have you taken to stop the behavior? _____

To your knowledge, have any employment benefits been provided or denied you or others relating to this behavior? If so, please specify. _____

Are there any documents, materials, or other forms of evidence that may support the existence of this behavior (emails, cards, voicemails, etc.)? _____

What would you recommend as a solution? _____

What would you prefer we not do at this time? _____

Do you have any questions? _____

Has a written statement been obtained from the complainant? Yes No

Comment section for interviewer: _____

**INTERVIEW QUESTIONS FOR COMPLAINING STUDENT
REGARDING HARASSMENT ISSUES**

Interviewer's Name: _____ Date: _____

Name of Complainant: _____

Describe the incident: _____

Identify the individual(s) responsible for the behavior: _____

Identify the time and location of the incident(s): _____

Why do you think this behavior occurred? _____

How did you respond? _____

Who are the witnesses that can support or confirm the incident? _____

Have you observed this behavior being directed at others? If so, please identify person(s), behavior, time and location: _____

What action have you taken to stop the behavior? _____

To your knowledge, have any employment benefits been provided or denied you or others relating to this behavior? If so, please specify: _____

Are there any documents, materials, or other forms of evidence that may support the existence of this behavior (emails, cards, voicemails, etc.)? _____

What would you recommend as a solution? _____

What would you prefer we not do at this time? _____

Do you have any questions? _____

Was a written statement obtained from the complainant? Yes No

Comment section for interviewer: _____

**INTERVIEW QUESTIONS FOR RESPONDING
EMPLOYEE/ALLEGED HARASSER**

Interviewer's Name: _____ Date: _____

Name of Complainant: _____

Describe the incident: _____

_____ has complained about some of your behaviors. Do you know what I am talking about? Can you tell me what you know about it? _____

Identify the time and location of the incident(s): _____

How did you respond? _____

Who are the witnesses that can support or confirm the incident? _____

Has the complainant spoken with you? What was said? _____

Are there any documents, materials, or other forms of evidence that may support what you are saying (emails, cards, voicemails, etc.)? _____

What would you recommend as a solution? _____

Is there anything you can tell me to explain your side of things? _____

Do you have any questions? _____

Was a written statement obtained? Yes No

Comment section for interviewer: _____

**INTERVIEW QUESTIONS FOR RESPONDING
STUDENT/ALLEGED HARASSER**

Interviewer's Name: _____ Date: _____

Name of Complainant: _____

Describe the incident: _____

_____ has complained about some of your behaviors. Do you know what I am talking about? Can you tell me what you know about it? _____

Identify the time and location of the incident(s): _____

How did you respond? _____

Who are the witnesses that can support or confirm the incident? _____

Has the complainant spoken with you? What was said? _____

Are there any documents, materials, or other forms of evidence that may support what you are saying (emails, cards, voicemails, etc.)? _____

What would you recommend as a solution? _____

Is there anything you can tell me to explain your side of things? _____

Do you have any questions? _____

Was a written statement obtained? Yes No

Comment section for interviewer: _____

LOCKDOWN PROCEDURE

In case of an emergency requiring lockdown, the following procedure will be followed by staff and students.

- The Director or his/her designee will announce that a lockdown is in effect.
- A staff member will be directed to call 911 and notify the police of our need for immediate assistance.
- The following announcement will be made:

Class in Session (no lunches in progress): “Students and Staff, it is necessary at this time to begin a school wide lockdown. All students are to remain in class. Students in the hall, report immediately back to your classroom. Teachers, make sure your door is locked. No one is to leave the classroom until an administrator makes an all clear announcement. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.”

Class Change in Progress: “Students and Staff, it is necessary at this time to begin a school wide lockdown. All students and teachers, report immediately to your next class. Teachers, be at your classroom door, and lock it as soon as the students have arrived. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.”

During Lunch Bells: “Students and Staff, it is necessary at this time to begin a school wide lockdown. Students are to remain inside the classrooms with the doors locked. Teachers, lock your classroom doors. Students outside of their classroom at this time are to report to your classroom immediately. No one is to leave his or her classroom or designated area until an all clear announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.”

During the lockdown announcement, the Director and the Facilities Manager will lock the exit doors.

Teachers are to do the following:

- Lock your door.
- Tell the students that we have an emergency and you do not know what it is.
- Get the students to go to an area of the room that is away from the door and away from the windows.
- Have students stay there until an announcement is made. Members of the crisis team will come to your room and update you.
- Create a list of names of students not in class.
- Create a list of names of students in your class but are not on your official roll. (Given the nature of the crisis, students will be instructed to report to the nearest classroom.)

Procedures Checklist

- All runners report to the designated central location.
- Outsiders will be reported to the administration and law enforcement.

- Communications among administrators will be by walkie-talkie or runners to assess situation and plan next course of action.
- The Crisis Team will report to the nearest classroom or safe area and maintain radio contact with administrators.
- The Administrator/designee upon receipt of the classroom lists will compile a list of missing/unaccounted for students.
- When the emergency is under control, the Administrator/designee will make an “all clear” announcement. Based on the event, the Administrator/designee may want to speak to the incident.
- The Administrator/designee should convene an impromptu faculty/staff meeting to debrief.

HOSTAGE SITUATION/BARRICADED CAPTOR

Overview

A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. Weapons are usually in the possession of the hostage taker(s) and hostages are threatened with some degree of bodily harm should they not comply with the directives of the hostage taker(s). Certain demands are usually made of outside officials in return for the release of the hostages. All hostage situations are dangerous events. A hostage taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee’s spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, and on occasion, a parent, student or citizen who is usually angry about some situation and decides to resolve it by taking hostages and making demands to achieve some resolution. Likewise, the dynamics of a hostage situation vary greatly and no two incidents will be the same.

Plan of Action: Buildings

Upon notification of a hostage situation within any activity, event, school, or building under the control of Christ’s Chapel Academy, the following procedures should be implemented.

- Director: The Director/designated individual will assume command of the situation until local police arrive on the scene. Security officers should work closely with the Director/designee to ensure that this plan of action is safely achieved. School radios should be utilized when it is established that the hostage taker does not have one. If he/she does, radios should not be used.
- Containment: Appropriate actions should be taken to isolate the hostage taker and the victims under his/her control. It is important that no additional individuals be exposed to the hostage taker.
- Evacuation: Using a prearranged signal, immediately evacuate the building and ensure that egress of students and personnel is done in a manner that they do not go near the areas controlled by the hostage taker. All individuals should proceed to a prearranged location out of sight of the building so that possibility of injury from gunfire is minimized. Students are to remain under supervision of Christ’s Chapel Academy officials.

The Director will announce over the intercom that a hostage situation is occurring in _____ (location). Avoid that area. Go outside if it is safe and check attendance. Then, go to the Ministry Center.

- Re-entry: Ensure that no individuals enter or re-enter the building.
- Contact 911: Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the local police department. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene. This will ensure that accurate, detailed information is relayed to responding officers and school officials can respond to request of the police department.
- Contact the Church Office: Immediately have another staff member contact the Office (859) 371-3787 and give all available information to them. Ensure that the caller remains on the line with the Office until such time as directed to terminate the call by the office.
- Police Department: Upon the arrival of the local police, control of the scene will be assumed by that department.
- The Director or Facilities Manager should maintain in contact with the police department and report to the command post when it is operational. *It is important that the necessary items, such as building keys and detailed building plans, be made available to the police department.* Important information such as camera and monitoring location, hearing and broadcast devices, motion sensors, location of radios, availability of phones, *et cetera*, must be conveyed to the police department. Anecdotal information regarding the cause of the incident, identity of the hostages and hostage takers, and their location in the building is of great importance. The Director, staff, and personnel who are knowledgeable of the building design need to describe the premises using the detailed building plans.
- Media: The Director and the police department will handle all press matters as well as the dissemination of information to students and parents/guardians at the scene.
- The Facilities Manager: The Facilities Manager will interface with appropriate officials of the police department to ensure that all their needs are met with regards to the facility under siege.
- Negotiations: It is important to remember that it is the philosophy of the police department to end a hostage situation through negotiating tactics. Often it is a lengthy process. An assault is only used when all indications are that the hostage taker will harm the hostages and lives will in fact be saved through such an assault.
- Closure: Upon the arrest of the hostage taker and the release of the hostages, the control of the school or building will be returned to Christ's Chapel Academy administrators.

Employee Victim – Hostage

- A situation may arise in which you become a hostage.
- Other individuals, such as students, employees and citizens may become hostages at the same time.
- Remember that each incident involving hostages is different. Variables such as hostage taker, hostages, motivation for the act, and location of the incident make each occurrence unique. Sound judgment, good decision making, knowledge of school and police procedures in handling such incidents, and training are the items that will be of greatest assistance to you should you become a victim.

Responsibility: The major responsibility of individuals who have become hostages is to remain calm and act in a manner that will preserve their life, as well as the lives of other hostages. If in fact the other hostages are students, Christ's Chapel Academy personnel have additional duties of ensuring that these children are aware of the behavior that will be required of them so they will be safe and do not inflame an already volatile situation. Initially, you may be the person who is thrust into the role of negotiating with the hostage taker(s). Always remain calm and request that the situation end by the release of the hostages or the escape of the hostage takers from the area. At all times, remain neutral regarding the reasons given by the hostage taker(s) for taking this action. Your concern is safety and the release of the hostages. Further, responses of the hostage taker may be irrational or illogical, depending upon his/her mental condition and/or the stress of the situation.

Police Department:

- Be prepared to wait, as the resolution of hostage situation traditionally takes time. Be assured that Christ's Chapel Academy and the local police department are acting on your behalf, and are acting as quickly as possible.
- The police department's Crisis Negotiator will contact the hostage taker and begin the process of negotiating and end to the situation. If requested to talk to the negotiator, the Christ's Chapel Academy employee should do so. Answer all questions as fully as possible. At this point, the negotiator has the major responsibility to successfully end the situation.
- At the conclusion of the situation, the police department will request that you talk at some length with a police officer so that all pertinent information can be recorded.

TORNADO/SEVERE WEATHER

Each school should conduct a tornado drill according to state regulations. Procedures for both Tornado WATCH and Tornado WARNING will be practiced.

Each school should develop a map to determine *areas of shelter* to be used during a tornado emergency. Areas of large roof expanses (gyms and cafeterias), and areas with considerable glass should not be used as shelters. The safest shelter areas are interior windowless rooms and hallways that have load-bearing walls and are on the lowest possible level.

Tornado Watch – No funnel clouds have been sighted but weather conditions exist that are conducive to their formation.

Director:

- Advise teachers and staff that a tornado watch is in effect.
- Advise teachers to review the “drop and tuck” command and designated *areas of shelter* with students.
- Designation staff to monitor NOAA and television broadcast for additional information.
- Bring students located outside of the building into the main building.
- Advise the Facilities Manager to be prepared to shut off the main gas supply valve in the event of a tornado *warning*.
- Ensure that a plan is in place to assist special needs students and staff.
- Have an alternate plan of communication ready should there be a loss of power (e.g., bullhorn, phone tree, runners, etc.).

Teachers:

- Review the “drop and tuck” command and designated *areas of shelter* with students.
- Close windows and blinds.
- Be prepared to “drop and tuck” under desks if the immediate command is given, or if there is an immediate need to do so.

Tornado Warning – A funnel cloud has been sighted or indicated on radar. The approximate location and direction is usually broadcast during the warning.

Director:

- Advise teacher and staff of the tornado *warning*.
- Advise all teachers to escort classes to their pre-designated *areas of shelter*.
- Notify pre-designated staff to keep a look out in order to “spot” tornado activity. Depending on their position, these staff may need a means to make immediate contact with the Director if a funnel cloud is sighted.
- Be prepared to give the “drop and tuck” command if danger is imminent. Occupants may need to “drop and tuck” under desks if they have not yet been moved to areas of shelter in the school.
- Delay any departures.
- Parent/Guardian(s) picking up student(s) should be advised of the tornado *warning* and persuaded to stay with their child(ren).
- Have immediate access to the contents of the “Emergency Management Kit” and distribute flashlights as necessary.

Teachers:

- Escort students to the pre-designated *areas of shelter*.
- Take a class roster and account for all students.
- Ensure that students sit quietly against a wall on the floor and that they understand the “drop and tuck” command.
- Close all fire doors along the corridor to minimize injury from flying debris.

Facilities Manager:

- Shut off main gas supply valve.
- Be prepared to shut off all other utilities if necessary.

If the Building is Struck by a Tornado

Director:

- Ensure utilities are shut off.
- Call 911 and give a situation report.
- Determine who was injured and administer first aid.
- Carefully evacuate damaged areas.
- Notify the Crisis Management Team.
- Take roll and conduct a search for missing students and staff, if safe to do so.
- Account for and release students to parents/guardians only after a complete roll call has been reported.
- Maintain a list of all injured students and staff. Keep an accurate record of the hospitals to which any were sent.
- Establish a means to disseminate information to parents/guardians and media.

Tornado Danger Signs:

- *Severe Thunderstorms* – thunder, lightning, heavy rains, and strong winds
- *Hail* – pellets of ice from dark-clouded skies

- *Roaring Noise* – like a hundred railroad locomotive; crashing, thunderous sound
- *Funnel* – dark, spinning “rope” or column from the sky

Drop and Tuck:

- Protect yourself.
- Lie face down.
- Draw your knees up under you.
- Cover the back of your head with your hands.

Fujita Tornado Scale:

- F-0: 40-75 mph; chimney damage; tree branches broken
- F-1: 73-112 mph; mobile homes pushed off foundation or overturned
- F-2: 113-157 mph; considerable damage; mobile homes demolished; trees uprooted
- F-3: 158-206 mph; roofs and walls torn down; trains overturned; cars thrown
- F-4: 207-260 mph; well-constructed walls leveled
- F-5: 261-318 mph; homes lifted off foundation and carried considerable distances; autos thrown as far as 100 meters

ICE/SNOW

During School:

- The administrator will decide whether or not to close school early.
- The administrator/designee will notify all teachers and employees.
- The administrator/designee will dispatch employees to notify teachers with classes outside the building.
- The administrator will inform the students of the possible weather conditions at their own discretion.
- The administrator/designee will ensure that designated radio and television stations are notified of the school closings and that children will be sent home early.
- The administrator/designee will refer to the student’s emergency information file if there is a question as to whose supervision a child should be under.
- The administrator will make the decision whether or not to dismiss the faculty and staff. The administrator is responsible for maintaining enough staff to handle emergencies until each student has been safely returned home.

Before School:

- The administrator will monitor one of the local approved radio stations when ice and snow conditions are expected.
- The administrator will decide by 6:00 AM if school is canceled.
- The administrator/designee will notify designated radio and television stations to announce that the school will be closed.

- The administrator may decide throughout the evening if there will be school the following day.
- The administrator/designee will notify the designated radio and television stations of the decision and to announce it on the air by 10:30 PM or chose to wait until 6:00 AM the following morning.

FIRE PROCEDURES

In the event a fire is detected within a school building, proceed according to the following plan:

- Sound the fire alarm by pulling the alarm system located in the halls or in a specific room.
- Close all doors and windows, including any doors separating sections of the building and at stairwells to confine the fire.
- Evacuate the building immediately to at least 300 feet from the structure and out of the fire department's operational area.
- Make special provisions for handicapped students. Specific persons, plus alternates, should be assigned to assist specific handicapped individuals. Evacuate plans for the handicapped should be reviewed and practiced and periodically updated.
- Initiate roll. Each teacher should leave the room with the roll book to check student names. In order to avoid confusion, all student absences should be recorded.
- Render first aid, as needed.
- Notify utility companies of a break or suspected break in lines which might present an additional hazard.
- Keep access roads open for emergency vehicles.
- Have fire department officials declare the area safe before allowing students/staff to return to school.
- If the school needs to be closed and students transported to another location or home, contact the Pastor.

NOTE: The custodial staff, administrators, and other appropriate personnel should be trained to use fire extinguishers to fight small fires. However, they should not endanger their lives in doing so.

BLOOD BORNE PATHOGENS

This involves incidents in which there is exposure to eye, mouth, mucous membrane non-intact skin, or contact with blood or other potentially infectious fluids resulting from a student's action or the performance of staff duties.

School staff should report the incident immediately to the office. The Administrator/designee will ensure that the victim receives medical care/first aid as appropriate.

The Administrator/designee will ensure that the spill is properly cleaned up/blocked off, as appropriate. School staff will immediately remove and properly dispose all contaminated personal protective equipment.

First Responders will wash exposed areas of victims with soap and water flush mucous membranes as appropriate.

School Staff should seek medical care/first aid as appropriate. The Administrator/designee should contact the Blood Borne Pathogen Coordinator.

All those involved in responding to the crisis will complete an Incident Debriefing Form and return it to the Incident Manager.

INTERVENTION WITH STUDENTS WHO MAY BE SUICIDAL OR REPRESENT A POTENTIAL THREAT TO OTHERS

Students Who May Be Suicidal:

Immediate Action

In the event that a staff member has reason to believe that a student may be suicidal or represents a potential threat to others, the following action is to be taken:

- Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
- Immediately report concerns to an administrator.
- Under no circumstances should an untrained person attempt to assess the severity of suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

Response to a Suicide Attempt Not Occurring at School:

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's privacy. Should a parent/guardian or other family member notify the school of a student's suicide attempt, the family should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. As opposed to convening a Crisis Response Team meeting and alerting the student body, any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.
- A group of the attempted survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

- Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
- If school office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.
- Have one of the Crisis Management Team members talk to the most profoundly affected friends and determine the type of support they need.
- Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

School Reentry for a Student Who Has Attempted Suicide:

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school comfortable. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, non-threatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for a suicide in the months following the crisis, it is extremely important to closely monitor his/her reentry into school and to maintain close contact with parents/guardians and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, our school will follow these steps:

- Obtain a written release of information form signed by the parents/guardians. This makes it possible for confidential information to be shared between school personnel and treatment providers.
- Inform the student's teachers regarding the number of probable days of absence.
- Instruct teachers to provide the students with assignments to be completed, if appropriate.
- Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
- Seek recommendations for aftercare from the student's therapist. If the student has been hospitalized, a Crisis Management Team member should attend the discharge meeting at the hospital.
- The Crisis Management Team member should convey relevant non-confidential information to appropriate school staff regarding the aftercare plan.
- Once the student returns to school, a Crisis Management Team member should maintain regular contact with him/her.
- The school should maintain contact with the parents/guardians, provide progress reports and other appropriate information, and be kept informed of any changes in the aftercare plan.

Myths and Facts About Suicide

Myth: People who talk about suicide do not commit suicide.

Fact: Most people who commit suicide have given clues of some type to one or more people. It is not safe to assume that someone talking about suicide will not attempt it; the majority of those who attempt suicide have stated their intent to someone.

Myth: Suicide happens without warning.

Fact: While explicit verbal warnings are not always given, there are clues ahead of time. The difficulty is that not everyone recognizes the signs and symptoms that would alert him/her to the possibility of suicide.

Myth: Suicidal people are fully intent on dying.

Fact: Rather than specifically wanting to die, students who attempt/commit suicide often do so simply because they have exhausted their coping skills and see no other options for relief from pain.

Myth: Once suicidal, a person is suicidal forever.

Fact: Preoccupation with suicidal thoughts is usually time-limited. Most young people who work through a suicidal crisis can go on to lead healthy lives.

Myth: Once a person attempts suicide, the humiliation and pain will prevent future attempts.

Fact: Eighty percent of persons who commit suicide have made at least one prior attempt (Hafen & Frandesen, 1986). It is critical that concerned adults and peers monitor a student who has attempted suicide for several months following the attempt. Those students who receive help for their suicidal risk before they made an attempt have a better prognosis than those in intervention following an attempted suicide.

Myth: Suicidal behavior is inherited.

Facts: As with other patterns of behavior, suicide sometimes seems to run in families. However, suicide is not a genetic trait, so it is not inherited. What can appear to be a family trait of suicide may be because family members share a common emotional environment and often adopt similar methods of coping. In a family where someone has committed suicide, suicide may be viewed as acceptable in times of distress.

Myth: Suicide occurs more often among the wealthy.

Fact: Suicide knows no socioeconomic boundaries.

Myth: People who attempt or commit suicide are mentally ill/psychotic.

Fact: Many suicidal persons historically have had difficulty in working through problems. Other people who attempt or commit suicide choose it as an option when their previously successful means of coping are not effective, and they are unable to otherwise stop the pain they are experiencing. A history of mental illness does not increase the risk of suicide.

Myth: Talking about suicide can encourage a person to attempt it.

Fact: On the contrary, initiating a discussion of suicidal feelings may give a suicidal adolescent permission to talk about the pain she/he is experiencing and, by so doing, provide significant relief. It is highly unlikely that discussing suicide would influence a non-suicidal person to become preoccupied with the idea.

Myth: People who attempt suicide just want attention.

Fact: Suicide should be considered a “cry for help.” Persons overwhelmed by pain may be unable to let other know they need help, and suicide may seem the best way to relieve the pain. Suicidal behavior may be a desperate move to reach out for much needed help.

Myth: Suicide is most likely to occur at night as well as over the holiday season.

Fact: Suicides can occur at any time, regardless of season, time of day or night, weather or holidays. Childhood and adolescent suicides, however are most likely to occur in the spring, and second most likely to occur in the fall. Most childhood and adolescent suicides occur at home on weekends or between the hours of 3:00 PM and midnight (Eyeman, 1987, Indiana State Board of Health, 1985).

Myth: When depression lifts, there is no longer danger of suicide.

Fact: This is a dangerous misconception. The lifting of depression often accompanies the development of a suicide plan and the final decision to commit suicide. If the improvement in mood is sudden and circumstances have not changed, the risk of suicide remains high.

STUDENTS WHO MAY REPRESENT A POTENTIAL THREAT TO OTHERS

Immediate Steps

In the event that a staff member has reason to believe that a student may represent a potential threat to others, the actions listed below are to be taken. These steps apply only to situations in which the student is presenting no immediate threat.

- Take all comments about doing harm to others seriously, especially if details about how the acts are to be carried out are shared.
- Immediately report concern to the principal.
- Under no circumstances should an untrained person attempt to assess the severity of the risk; all assessments of threats, attempts, or other risk factors must be left to the appropriate professionals.

NOTE: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It is okay to be worried about a child, but it is not okay to jump to conclusions.

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents/guardians-and sometimes students-can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult-whether it is at home, in school, or in the community-the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate-and potentially harmful-to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help.

BOMB THREAT

The person receiving the bomb threat (usually by telephone) should complete the Bomb Threat Report – these should be kept alongside each secretary’s telephone – and attempt to get as much information as possible. It is essential that the time and phone number be noted.

The person receiving the bomb threat will immediately notify the Administrator/designee – but no one else. The Administrator/designee upon being notified of the threat will immediately call 911 for assistance. The 911 operator will notify law enforcement, the fire department, canine explosives search units, Emergency Medical Services, Explosive Ordnance Disposal, and the telephone company.

The Administrator/designee will immediately announce that the school has received a Bomb Threat. To notify classes outside the main building of the situation physical education areas and cafeterias – the megaphone will be used along with runners.

Teachers will immediately conduct the evacuation of students and staff from the building following the evacuation plan posted in each room. Teachers will designate a student to lead the class to the assembly area, and will be the last to exit the room. Prior to departing, teachers should conduct a quick check of their area, being alert for suspicious items, articles or packages. Any suspicious item should be reported to authorities. Do not touch suspicious items.

The Administrator/designee will identify a location for faculty and staff to report suspicious items or missing students. Clerical staff should make a quick check of common areas – hallways, bathrooms, etc. – for suspicious items. The Administrator/designee should ensure that everyone is evaluated at least 1000 feet – or as far away as is practical – from the affected building. The Administrator/designee, in the event of inclement weather, may allow personnel to occupy the mission house at the front of the church property.

Teachers should take the roll and notify the Director if anyone is unaccounted for. The Incident Manager should immediately organize a search if someone is missing. The Administrator should designate someone to meet the responding law enforcement, fire, and EMS personnel and escort them or brief them on the circumstances of the bomb threat.

The incident commander will organize search teams using school personnel to clear the area. Students will not be allowed reentry to the building until it has been cleared by the authorities. Fire, law enforcement, and Explosive Ordnance Disposal teams will search for the bomb both inside and outside the building. A canine trained to detect explosives will be dispatched.

The Administrator/designees, in concert with law enforcement, will make the decision to sound the “all clear”. The person who initially received the bomb threat will ensure that a completed Bomb Threat Report is turned over to law enforcement. All those involved in responding to the bomb threat will complete an Incident Debriefing Form and return it to the Incident Manager.

Searches

- 50-60% effective when done by supervisors. Best for covert searches.
- 80-90% effective done by occupants. Best for speed and thoroughness.
- 90-100% effective with done by trained teams. Best for safety and thoroughness.

Search Principles

- Work area occupants should do the search.
- Be alert for anything out of place or unidentified.
- Be quick, thorough, and methodical.
- Advise Incident Command when search is completed.
- Search should be completed in 7 minutes.
- Search areas should be overlapped.
- Stay in constant contact with Incident Command.
- Reevaluate the threat after all searches are complete.

BOMB THREAT REPORT

Remain calm.

Stay on the Phone.

Avoid Walkie-Talkies.

SCHOOL: _____ Date: _____

TIME RECEIVED THREAT: _____

How was the threat reported?

By Mail: _____

By E-Mail: _____

By Written Message (mail or messenger): _____

By Telephone (what was the number called): _____

Use Caller ID if available: _____

EXACT WORDS OF CALLER: _____

Get as much information as possible.

When will the bomb explode? _____

Where is the bomb? _____

What kind of bomb is it? _____

What does the bomb look like? _____

What will cause the bomb to explode? _____

Did you place the bomb? _____ Why? _____

Where are you calling from? _____

What is your address? _____

What is your name? _____

CALLER'S VOICE (Circle all that apply)

MALE

FEMALE

Young

Middle Aged

Old

Disguised

Nasal

Broken

Loud

Stutter

Slow

Lisp

Rapid Deep Squeaky Accent Slur

CALLER'S Demeanor (Circle all that apply)

Calm Rational Deliberate Self-Righteous Normal
Angry Irrational Incoherent Emotional Laughing
Excited Intoxicated Giggling Crying Stressed

Sincere

CALLER'S LANGUAGE (Circle all that apply)

Excellent, fluent, good vocabulary Average, or normal vocabulary
Poor-bad grammar, poor vocabulary Foul

Did the voice sound familiar? If so, whom did it sound like? _____

BACKGROUND NOISES

What were they? _____

Total Quiet Faint Noise Party Noises Music
Voices/Conversation Office Machines Factory Machines Street Traffic
Highway Traffic Trains Planes Animal Noise

PERSON RECEIVING THREAT: _____

Address and Phone #: _____

REMARKS: _____

Provide this form with a copy of the absentee list to law enforcement.

BOMB THREAT SEARCH REPORT

SCHOOL: _____ DATE: _____

Time Search Began: _____ Time Search Ended: _____

Metal Detectors Used: YES NO

Students in School: _____

Areas/Rooms/Locations Searched: _____

WEAPONS FOUND: _____

Name of Student(s) Involved: _____

Grade(s): _____

Age(s): _____

Status: _____

PERSONS CONDUCTING SEARCH (Name & Contact Information):

Provide this form to law enforcement.

QUICK GUIDE TO MANAGING CRISES

Accidents at School

Minor Accident: On the playground, in the building/classroom, in P.E., etc. Have students taken to the office for assistance and assessment.

Related information:

- Check the “First Aid” notebook for “emergency procedures” of what to do in case of an accident or injury on the playground, or in the building or classroom.
- Consult the list of names of staff members who completed paramedic training, Red Cross First Aid Training, or other lifesaving/life-sustaining training (CPR). That list can be found in the main office.
- As part of routine medical protocols established by School Health Services, each teacher has been provided information about any student in his/her classroom 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.

Allergic Reaction: Symptoms may include...

- Hives
- Itching (any part of the body)
- Swelling (any part of the body)
- Red/watery eyes
- Runny nose
- Vomiting
- Diarrhea
- Stomach Cramps
- Change of Voice
- Coughing
- Sneezing
- Wheezing (including acute asthma)
- Throat tightening or closing
- Difficulty swallowing
- Sense of doom
- Dizziness
- Fainting and loss of consciousness
- Change of color

Procedures for Allergic Reaction:

- Children should be identified as at-risk, and staff should be alerted.
- An individual health plan (IHP) should be placed in student’s file. Modifications and or restrictions should be outlined.
- Standing medical orders for use of epinephrine and EMS activities will be identified for students.

- Appropriate personnel will be notified and procedures will be reviewed routinely.
- In the event of a reaction the appropriate personnel will administer epinephrine if indicated by student's health plan.
- EMS will be notified by calling 911.
- Contact parents/guardians.
- Complete incident report after treatment is administered.

Angry Parent/Guardian*

- Be courteous and confident.
- Remain calm.
- Avoid physical contact.
- Keep a reasonable distance.
- Listen intently.
- Allow the opportunity to vent.
- Meet in a neutral, protected (public) location, if at all possible.
- Leave door open or have another staff member join you.
- Avoid blame—focus on what can be done.

Questions to Ask:

- How can I help you get the services you/your child needs?
- How can we work together?
- What kinds of support can we put in place to help your child succeed?

*Strategies may be adapted to use with angry employees and/or patrons.

Auto Accident on Trips Away from School

Before Leaving School (Precautionary Measures)

- In all automobiles, take along a first aid kit on all field trips.
- Take along a list of students in attendance. For each student, include a home telephone number, names of parent(s)/guardian(s), parent/guardian work telephone(s), home address(es), and any relevant health or medical information.
- Take along a list of emergency phone numbers (listed below).
- Take along list of chaperones and teachers who are on the trip; their home addresses and home phone numbers; name(s) and work telephone number of spouse or nearest relative and medical and health information on each.
- Familiarize yourself with Christ's Chapel Academy policy and administrative regulation for field trips.

In the Event of an Accident:

- Remain calm.
- If threat of fire exists, move children to a safe distance.

- Call emergency vehicles/services: police, fire, ambulance, highway patrol for locality and begin administration of first aid.
- Notify Christ's Chapel Academy Office: (859) 653-0112

Do not issue statements to the press. Refer press to the civil authorities in charge or to the Director.

CHEMICAL SPILL

Inside the Building

- Evacuate the affected area immediately.
- Check the Material Safety Data Sheet (located in school office) to determine the urgency of the situation.
- Notify the Director as soon as possible. The Director should immediately notify the Facilities Manager.

Outside the Building

- Ensure that all students are in the building and that they remain there.
- Shut off all outside air ventilators.
- Keep telephone lines clear for emergency calls only.
- Release students to parent/guardian or designee only.

Both Cases

- Call 911 to report incident, if necessary.
- Convene the School Crisis Management Team and prepare to assist fire, law enforcement, and other agencies. The senior official on-scene will be the Incident Manager.
- The Director will then inform the staff of the procedures to follow.
- All persons involved in responding to the incident will complete an Incident Debrief Form and return it to the Incident Command.

KIDNAPPING

- Identify the child missing.
- Quickly question teachers and students concerning the last known location of child.
- Do a school-wide inquiry about the missing child.
- Call 911 for police and emergency assistance.
- Notify parents/guardians using emergency form information.
- Pull a school picture of the child and obtain a full description of the child, including clothing, to assist the police.
- Convene the Crisis Management Team and prepare to assist emergency agencies. The senior official will be the Incident Manager.
- Keep telephone lines free for emergency calls.
- Complete an incident debrief form and return it to the Incident Manager.

Preventative Measures

- The school secretary should have a list of students who are not to be released to any one except a particular parent/guardian. Relevant emergency forms of such students should be tagged.
- Before releasing a child to any one except a parent/guardian on the list, the school secretary should check with the custodial parent/guardian for approval; a record of the time and date of the phone approval should be made and kept.
- When a parent/guardian telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent/guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.

DEATH

Death of a Student or Staff Member

- Notify the Director's office.
- Prepare a fact sheet giving accurate, up-to-date information.
- Hold a faculty meeting as soon as possible. Review the procedures for the day, availability of support services, and referral process for at-risk students.
- Contact family of the deceased. An administrator and Crisis Team member should visit the family at their home and offer assistance.
- Hold a faculty meeting at the end of the day to review the day's events.

DISASTER: BUILDING DAMAGE OR DESTRUCTION

(Tornado, Plane Crash, Bomb)

- Call 911.
- Survey the extent of the damage.
- Evacuate using fire alarm, or move students to safe areas of building.
- Assign one adult to supervise others in attending to the injured.
- Assign one staff member to assist rescue personnel.
- Call the Director:
 - Meet with Rescue Personnel; direct rescue personnel to problem area and assist in providing access, as needed.
 - Make Facilities Manager available to assist rescue personnel.
 - Notify the Senior Pastor of the action plan being implemented.
- Arrange for safe dismissal of students.
- Handle all distribution of information to public through the Director. Inform staff.
 - If time permits, prepare a written memo to parents/guardians detailing the situation and how it was handled, including plan for follow-up, to be sent home with students or distributed the following day.
 - Call an emergency staff meeting after students leave to explain the situation and any plans for follow-up.

DISASTER: EXTERNAL DANGER PREVENTING DISMISSAL/EVACUATION

(Tornado, Sniper, Plane Crash)

- Gather information via phone, radio, television, and/or visual reference.
- Identify safe areas in building.
- Direct staff to escort students to identified safe areas.
- Call Senior Pastor and Facility Manager.
 - Notify them of the action plan being implemented.
 - Call the police and maintain contact.
- When the situation is “all clear”, return students to class.
- Prepare written memoranda/letters to inform staff and parents/guardians.
 - Consider briefly summarizing the danger and its resolution for all students prior to dismissal, or (preferably) by informing teachers and having them explain to students.
 - Consider preparing a written memo to parent/guardian to be sent home with students or distributing it the following day detailing the situation and how it was handled.
 - Prepare written memo to staff summarizing the situation and how it was handled.
- Distribute information to public via Director’s office.
- Hold emergency staff meeting to debrief.

FIGHTING/PHYSICAL VIOLENCE

Violence Between Two or More Students

Goals: Safety, effective communication, mobilization, containment, assessment and follow-up

Prevention: Have a clear operation plan, and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with information provided regarding how to manage potentially dangerous persons.

Intervention: Managing physical altercations requires making a judgment call. There may be several goals at one time, and individual circumstances will determine priorities as you intervene.

- Disperse the crowd, and ensure the safety of students.
- Call for assistance, if necessary.
- Focus on defusing the situation.
- Attend to medical needs, as needed.
- Be knowledgeable about intervening with individuals who are dangerous.

Post-intervention: Assess the response and provide follow-up of situation (Crisis Team).

FIRE/ARSON/EXPLOSIVES

- Sound the fire alarm and evacuate the building.
- Call 911.
- Determine if there are any serious injuries. If there are any injuries, notify necessary rescue personnel. Provide first aid through school personnel.
- Call the Director.
- In all probability, school will have to be dismissed, and arrangements for transportation will have to be made. Students and staff will have to be informed. A portable bullhorn should be available to make announcements to students and staff who have evacuated the building.
- Determine building status for return to classes.
 - If the building is damaged, several different steps may have to be taken. Severe damage may necessitate another location for classes, which will have to be scheduled through the Director's office.
 - Prepare a written memo for staff to advise of follow-up procedures. Send a letter to parents/guardians home with students.
- Hold an emergency staff meeting.

HOSTAGE SITUATIONS (Armed/Dangerous Intruder)

- Contact the police—call 911.
- Instigate lockdown procedures; after police arrive, if the danger is confined, an orderly evacuation may take place.
- Notify the Senior Pastor.
 - The Director will handle all media and community inquiries.
 - After the crisis is over, the Director may arrange a press conference to give the media the same information that has been shared with the parents/guardians.
- When police arrive, in accordance with pre-planning, they assume control of the incident and negotiations.
- No school personnel should circulate throughout the building; after evacuation, no individuals should enter or re-enter the building.
- Instruct persons answering the phone to direct all requests to the Director.
 - Prepare a statement to be read by individuals who answer the telephones. Instruct them that any further inquiries should be made to the Director's office. Give them the telephone number for the caller to call.
- Keep telephone lines open for police use.
- Provide information to police about the building layout and what is known about the background of the hostage-taker.

INTRUDER

- Determine the location of the intruder.
- Isolate the individual.
- Determine the extent of the crisis.

- Trespass with no safety hazard may be dealt with by informing the intruder of the offense being committed. If trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned (placed on notice), trespass charges may be filed without the arrest of the offender.
- **Trespass with threat to others' safety will require assistance from the police. Trespass charges should be filed.**
- Contact police—call 911.
- Move other students and staff from area.
- Notify the Senior Pastor.
 - The Director's Office should be contacted as soon as possible.
 - The Director's Office will handle media and community inquiries.
 - Keep staff informed of actions. A Crisis Management Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/actions.
 - The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts" through rumor.
 - The parents/guardians of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
 - After the crisis is over, the Director may arrange a special press conference to give the media the same information that has been shared with parents/guardians.
- Instruct persons answering the telephone to direct all requests to the Director.
 - Prepare statement for the individuals who answer the telephone to read. Instruct them that any further inquiries should be made to the Director. Give them the telephone number to call.
- Complete and submit police information for charges.
 - The police will need to be sure of details from you as well as from others interviewed. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.
- Prepare a written memo for staff and parents/guardians.
 - As soon as the immediate crisis/danger is over, the staff and parents/guardians will need to know what occurred and why you took the action that you did.
- Complete Crisis Team report within 24 hours.
- Hold an emergency staff meeting.
- Schedule follow-up activities for staff and students, including security plan review. Designated counselors will provide counseling for students and staff. The building security plan should also be reviewed.

LIFE-THREATENING CRISIS

Major Individual Injury:

When a life-threatening situation is perceived to exist, an administrator or person in charge of a building or office should:

- Call 911

- Apply first aid and life-sustaining techniques using trained persons on staff.
- Call parent/guardian immediately.

PERCEIVED CRISES

Perceived crises are conditions or situations, often community-based, that potentially affecting a large number of people. Examples include: racial turmoil, school rivalry events, introductions of new school procedures without adequate warning, real or perceived unsafe conditions such as toxic fumes or food poisoning, gang-related activities, or rumors about people with HIV/AIDS or other contagious conditions. **It is the task of those in charge to defuse any irrational response.**

Prevention

- Identify situations that may be perceived crises, in advance.
- Establish open lines of communications with students and staff.
- Develop a procedure for dealing with the public and the media.

Intervention

- For any health condition, immediately contact the appropriate health authorities.
- Do not panic. Project a sense of calm and control.
- Gather detailed and accurate information about the perceived crisis.
- If necessary, call a Crisis Management Team meeting to assess the situation and make decisions on what actions to take.
- Provide appropriate faculty, staff and those individuals or groups affected by the situation with specific information.
- Designate someone as a single point of contact. Keep lines of communication open.
- Have trained individuals 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.

Post-intervention

- Conduct stabilizing activities as soon as possible to project an atmosphere of normal conditions.
- Conduct follow-up and assessment activities with team member and other staff.

POISONING

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call the Poison Control Center: 1-800-222-1222
- Call 911, depending on the recommendation(s) given by the Poison Control Center.

- Administer first aid, as suggested by the Poison Control Center and/or by 911 personnel.

Preventative Measures:

- Post information from Poison Control Center regarding emergency numbers in a prominent place in or near the school’s main office.
- List in the office the names of building personnel who have special paramedic, first aid training, or other specific life-saving or life sustaining training.
- Provide staff information on possible poisonous materials in the building.

SHELTER-IN-PLACE

(Poisonous Gas or Nuclear Bomb Threat)

- Everyone will go to the Student Ministry Center quickly—hands placed over mouths and holding breath as long as possible.
- Office Personnel:
 - Close and lock all doors and windows.
 - Turn off heat and A/C ventilation systems, including attic and ceiling fans.
 - Take the emergency supply kit to the Student Ministry Center, including student medications that may need to be administered during the shelter-in-place event.
- Other Assigned Personnel: Place plastic around all doors, windows, and electrical outlets, securing them with duct tape in the Student Ministry Center.
- In the event of a lengthy stay, emergency food and water supply will be distributed to students and staff.
- Director/Administrator:
 - Listen to the radio for instructions.
 - Decide when to sound the “all clear”; open doors and windows, return to classrooms.
- Assigned Personnel:
 - Take down the tape from windows, doors, and ventilation areas.
 - Carry the emergency supply kit back to the main office, including student medications.

POWER FAILURE/DOWNED POWER LINES

Power Failure*

- | | |
|-----------------------------|----------------------------------|
| • Notify Kentucky Utilities | Telephone Number: 1-800-981-0600 |
| • Notify Facilities Manager | Randy Chestnut: (859) 640-1898 |

Lines Down in the Area*

Have an adult in the area of the downed lines to prevent children and other people from going near them.

- Notify Kentucky Utilities Telephone Number: 1-800-981-0600
- Notify Facilities Manager Randy Chestnut: (859) 640-1898

*Telephone notification may require use of cellular phone, depending on whether telephone is set up to rely on electricity.

SHOOTINGS/WOUNDS/ATTACKS

- Assess the situation. Determine if the perpetrator is still on premises—determine the number of victims and identify witnesses.
- Call 911.
- Use emergency signals—all students and staff are to stay in their classrooms; secure the door, and stay on the floor. The emergency signal to staff and students should convey the seriousness of the situation. Follow-up announcements will be necessary to keep everyone informed. Prepare a general statement of the facts.
- Establish a command post with several telephones available to handle the load of the Crisis Team. Direct the press and concerned members of the community to the Director.
- Implement first aid procedures until rescue service arrives.
- Notify the Senior Pastor.
- Prepare a written memo for staff and parents/guardians.
- Implement necessary follow-up activities. Follow-up management should be well delegated. Crisis counseling for students and staff may be needed, and security concerns should be considered. All staff will assist in restoring building to normal status. Reopen the school as soon as possible.
- Hold an emergency staff meeting.

SUICIDE

The school’s general response to a suicide does not differ markedly from a response to any sudden death crisis. However, some issues exclusive to suicide require specific attention.

Students/staff must be allowed to grieve the loss of a peer/student without glorifying the method of death. Overemphasis of 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 “Dos” and “Do Nots” will help school staff limit glamorization of suicide:

Do acknowledge the suicide as a tragic loss of life.

Do allow students to attend funeral services.

Do provide support for students profoundly affected by the death.

Do not organize school assemblies to honor the deceased student.

Do not dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisement to the deceased individual.

Do not pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities.

WARNING

A suicide in the school community can 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.

VANDALISM

- Report all acts of vandalism to the Director.
- Photograph any willful and malicious destruction of school property (e.g. graffiti, broken windows, etc.).
- For minor damage, simply note the time, date, and type of damage for your records. NOTE: Serious acts of vandalism may be hate crimes or gang-related.
- Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively prosecute all vandals to convey zero tolerance for this type of offense.
- Collect restitution by having the offender pay money or provide labor to clean and/or repair the damage he or she has caused.

WEAPONS SITUATION

- Gather information: Location, identity, and detailed description of individual(s) involved; location and description of weapon(s) on school premises.
- Notify the police. Provide as much information as possible. Be prepared to act as a resource and liaison between school and police. If necessary, have a map of the school available for police.
- Isolate the individual(s) or suspect(s).
- Do not use force or touch the person or weapon.
- Remain calm. Try not to raise your voice, but if this becomes necessary, do so decisively and with clarity.
- Tell another administrator what the situation is, but limit information to staff and students on a need-to-know basis.
- Use emergency signals to notify teachers of the threatening situation and have teachers keep students in their classrooms until all is clear.
- Notify the Senior Pastor.
- Refer media questions to the Director.
- After the immediate situation is resolved, hold an emergency staff meeting before all staff members leave for the day.

Handling a Weapon-wielding Student

- Evacuate the area.
- Isolate the perpetrator and evaluate their perceived psychological state.
- Negotiate with them, advising the perpetrator to relinquish their weapon(s).
- Remain calm—do not make threats. Keep a safe, non-intimidating distance. Avoid sudden movements.
- Get help.

- Avoid heroics. Look for possible cover.
- Report the incident to law enforcement.

EARTHQUAKE

When an earthquake occurs:

- Stay outside if you or your class is already outside. Stay away from buildings, trees or utility wires. Duck and cover, looking around for trees or utility poles falling.
- Stay inside with your class if you are already inside. All students will get under their desks and cover their head with their hands.
- After the tremor has subsided, the teacher will account for all students and check the students' safety. If students are injured, perform first aid. If trapped, work to free the affected students.
- Teachers will note any damage and report it when the Director and/or office support staff come around to check individual classes.
- Administrative personnel and/or office support will listen to the radio for relevant updates/news reports.
- Administrative personnel and office support staff will check the building for any electrical, water, gas and/or other problems in the building that would constitute an additional emergency.
- Administrative personnel and or office support staff will use the phone to report any emergency situation to the authorities and/or rescue personnel.
- NOTE: Be prepared for aftershocks!
- In the event that administrative personnel and/or office staff are unable to come around, teachers must be prepared to make necessary, potentially life-saving decisions (i.e., whether or not to evacuate the classroom or building). It should be quick and orderly. In such situations, take students (and a student roster) to the playground area.
- Do not re-enter the building unless it is absolutely necessary.
- The teacher should memorize the names of the students left in the room and assess the nature of any problems to be reported later. Upon leaving the room and building, check adjacent classrooms to see if other teachers are in control and the exit for their room is not blocked.
- Once outside, the teacher should take roll. Account for ALL students and report missing student and staff.
- Teachers are to stay with the students to supervise, inform, and reassure students (unless reassigned by the Director).
- Students should be released to adults whose names appear on the emergency contact sheet.

SEVERE WEATHER

(Tornado, Extreme Thunderstorm, Earthquake)

Definitions

Severe Weather ***Watch***: Forecast of severe weather in area; normal activities continue; no school-wide announcement; principal or designee monitor the situation.

Severe Weather **Warning**: Severe and dangerous weather situation approaching. Be prepared.

Intervention:

- The Director will alert staff of the impending situation. Call emergency numbers, as needed; call the Senior Pastor.
- Evacuate classrooms according to plan; provide for handicapped students and/or staff.
- Move students quickly and quietly to a designated area, underground shelter if available, or interior hallways on the ground floor. Avoid windows, auditoriums, gyms, and any wide span or overhead structure. North and east walls are preferable to south and west walls. Sit in the fetal position with face and head protected. Review “drop and tuck” command.
- Get word to all students and staff who are outside or who are in out-lying buildings. Help them get inside safely, if possible.
- Check for and provide care for the injured.
- Account for all students/staff/visitors.
- Determine status for safe return to classes for dismissal. (Director/designee)

Post-intervention:

- Assess the response and prepare follow-up of situation (Crisis Management Team).

APPENDIX

The resources listed below are intended to assist schools and communities in developing and enhancing school crisis and emergency management plans. The list is not exhaustive, nor is inclusion intended as an endorsement by Christ's Chapel Academy.

Federal Resources

- FEMA (Federal Emergency Management Agency)- <http://www.fema.gov>
- U.S. Department of Education, Safe and Drug-Free Schools Program- <http://www.ed.gov/offices/OESE/SDFS>
- National Criminal Justice Reference Service (NCJRS)- <http://www.ncjrs.org>
- Office of Community Oriented Policing Services (COPS)- <http://www.usdoj.gov/cops>
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)- <http://www.ojjdp.ncjrs.org>
- Center for Mental Health Services (CMHS)- <http://www.samhas.gov/cmhs/htm>
- Centers for Disease Control and Prevention, Division for Adolescent and School Health (DASH)- www.cdc.gov/nccdphp/dash; Division of Violence Prevention- www.cdc.gov/ncipc/dvp/dvp.htm
- National Institute of Mental Health- <http://www.nimh.nih.gov>

National Organizations

- Center for the Study and Prevention of Violence
University of Colorado at Boulder, Campus Box 442
Boulder, CO 80309-0042
(303) 492-1032
www.colorado.edu/UCB/Research/cspv
- Community Policing Consortium
1729 M Street NW
Washington, DC 20036
Publications- 1-800-421-6770
www.communitypolicing.org
- National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org
- National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860 0200
www.nassp.org
- National PTA

330 North Wabash Avenue
Suite 2100
Chicago, IL 60611-3690
1-800-4PTA
www.pta.org

- National Law-Related Education Resource Center
www.abanet.org/publiced/nlr
- National Safe Schools Resource Center
www.nwrel.org/safe/index.html
- National Safety Council
<http://www.nsc.org>
- National School Safety Center
www.nssc1.org
- National Youth Gang Center
www.irr.com/nygc
- Partnerships Against Violence Network (PAVNET)
www.pavnet.org

State Organizations:

- Kentucky Center for School Safety
www.kysafeschools.org

Sample Statements and Communications

Letter to Parent/Guardian Regarding Procedures for Picking Up Children in a Crisis

In a letter to parents/guardians, mailed in September of each year, the school will inform parents/guardians as to the proper procedures to follow in picking up a child/children in a crisis situation, such as tornado, chemical spill, or other type of crisis.

Among the types of information that will be contained in the letter are:

- Specifications/indications that school is one of the safest places that students may be located during most crises or natural disasters.
- Instructions showing that students will be kept at school until the crisis is determined to be over.
- Instructions emphasizing that students will be released to parents/guardians who come get them.
- Instructions NOT to phone the school and tie-up the few telephone lines that will be needed for emergency use.
- Instructions emphasizing that when a person other than the parent/guardian comes to get a student, the building administrator will first check with the student and

that a record is kept as to the person picking up the student; if there is any doubt that a person does not want the student released, then the student will be kept at school.

This should take place no later than the second week of school.

Communications with Parents/Guardians and the Community

Communication with parents/guardians and the community is best begun before a crisis occurs. Some useful strategies include the following:

- Educate parents/guardians about the school crisis plan, its objectives and the need for it. Such information can be included in the school hand out or other informational materials prepared for parents/guardians, at parent/guardian orientations, or at other informational meetings.
- Develop a relationship with parents/guardians so that they trust and feel comfortable calling school personnel in the event of crisis.
- Develop material that may be needed including:
 - Draft formats of letters to parents/guardians informing them of what happened
 - Possible reactions of their child and ways to talk with them
 - How the school is handling the situation
- Develop a list of community resources which may be helpful to parents/guardians.
- Identify parents/guardians who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

In the event of an emergency, parents/guardians have very specific information needs. First, parents/guardians want to know the details of the emergency situation, to know how it was handled, and to know that the children will be safe in the future. The first reactions are likely to involve *fear*. Upon learning of an incident at the school, parents/guardians are likely to descend upon the school, parents/guardians 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/guardian needs for information is an important part of pre-planning. *Anger* is another common reaction of parents/guardians, particularly in the case of senseless acts of violence. In the event of a crisis or disaster:

- Tell parent/guardian exactly what is known to have happened. Do not embellish or speculate.
- Implement the plan to manage phone calls and parents/guardians who arrive at school.
- Schedule and attend an open question and answer meeting for parents/guardians as soon after the incident as possible. The meeting is an opportunity for school officials to listen and respond to parent/guardian concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school. In the event of an incident which involved damage or destruction, an open house for parents/guardians and other members of the community to see the school restored to its “normal” state helps everyone get beyond the crisis.

Communications with Media

Media policy varies from one school system to another. Contact is generally channeled through one person. Most news people are sensitive, open to suggestions and interested in doing a reputable job. When dealing with the media, the following suggestions will promote clear communications.

- Deal up-front with reporters. Be honest, forthright and establish good communication 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.
- Identify a single information source.
- Advise school staff of media procedures.
- Advise students of the media policy. Let them know that they do not have to talk, that they can say no.
- If the crisis is a death, consult with the deceased student/staff member's family before making any statement. Explain school system policy and assure them that confidential information is being protected.

During a Crisis

- Attempt to define the type and extent of the crisis as soon as possible.
- Inform employees what is happening as soon as possible.
- Designate that a central source, such as the crisis communications center, coordinate information gathering and dissemination.
- Instruct all employees to refer all information and questions to communications centers.
- Remind employees that only designated spokesmen are authorized to talk with news media.
- Take initiative with news media and let them know what is or is not known about the situation.
- When communicating, remember to maintain a unified position and uniform message; keep messages concise, clear, and consistent; keep spokesperson and alternates briefed.
- Contact the top administrator or designee to inform him of the current situation, emerging developments, and to clear statements.
- Delay releasing information until facts are verified and the school's position about the crisis is clear.
- Read all releases from previously prepared and approved statements to avoid danger of ad-libbing.
- Assign sufficient staff to handle phones and seek additional information.
- Keep a log of all incoming and out going calls and personal contacts.
- Relieve key people from their normal duties so they may focus on the crisis.
- Express appreciation to all persons who helped handle the crisis.
- Prepare a general announcement to be given by the principal or designee. A straight forward sympathetic announcement of loss with a simple statement of condolence is recommended. Also, a statement that more information will be forthcoming, when verified, can be reassuring to students and staff.

Tips for Working with the Media

Don't

- Try to keep the media out or “kill” a story.
- Say “no comment”.
- Ad-lib.
- Speak “off the record”.
- Speculate.
- Try to cover-up or blame anyone for anything.
- Repeat negative/misleading words.
- Play favorites among media.

Do

- Emphasize your good record.
- Be accurate and cooperate, as best you can.
- Prepare in advance a response to questions which might violate confidentiality or hinder the police investigation.
- Insist that reporters respect the privacy rights of your students and staff.
- Speak to reporters in plain English-not education specific terminology.
- When asked a question and you don't know the answer, say so, then offer to find out and call the reporter back.

CRISIS RESPONSE TEAM REPORT TO INCIDENT MANAGER

Due within 5 days of incident

School: _____ Date of Report: _____

- Description of Incident (include date, time, place):

- Immediate actions by Crisis Response Team:

- Describe assistance provided by other community agencies/organizations:

- Follow-up which has occurred/is occurring:
 - With students:

 - With faculty/staff:

 - With parent(s)/guardian(s) of student(s) involved:

 - With community:

- Recommendations to improve responses to such crises in the future:

Director's Signature

Date

Attach a list of students directly involved in the incident including their grade levels and parents'/guardians' names, addresses, and phone numbers.

Christ's Chapel Academy

EVALUATION OF CRISIS MANAGEMENT TEAM INTERVENTION

The Crisis Management Team, consisting of both the school guidance staff and the area school student services staff, seeks your input to help us assess the effectiveness of the intervention during the recent crisis at your school. We would appreciate you taking a few minutes of your time to complete this form as soon as possible and return it to the Crisis Management Team Coordinator.

Please circle your response to each of the following:

Speed of CMT's response to the crisis	Very delayed	Delayed	Adequate	Very timely
Comprehensiveness of CMT's response	Very limited	Limited	Adequate	Exceptional
Effectiveness of team's responses in meeting students' needs	Not helpful	Somewhat helpful	Adequate	Very helpful
Assistance to teachers in the classroom	Not supportive	Somewhat supportive	Adequate	Very supportive
Quality of communication with the school faculty and staff	Not informative	Somewhat informative	Adequate	Very explanatory
Support and guidance to individual teachers and staff	Ineffectual	Somewhat effectual	Adequate	Very empathic
Assistance to the administrative staff	Limited	Somewhat helpful	Adequate	Comprehensive
Amount of time allocated for intervention	Insufficient		Adequate	Very sufficient
Support to families in need	Lacking	Somewhat supportive	Adequate	Outstanding
Communication of information to parents/guardians	Minimal		Adequate	Outstanding

Please continue on page 2.

Evaluation of Crisis Management Team Intervention, Cont.

- Please circle the adjectives which best describe the student's reactions to the CMT's intervention:

Satisfied	Positive	Angry	
Negative	Ambivalent	Receptive	
Grateful	Hostile	Relieved	Apathetic

- Please describe any significant reactions the students had to the CMT intervention which should be considered in future interventions.

- Please comment on any aspects of the intervention you found particularly helpful or areas which you think should be modified.

Please return to the Crisis Management Team Coordinator.

Christ's Chapel Academy EMERGENCY FORM

STUDENT'S NAME: _____
 ADDRESS: _____
 FATHER'S NAME: _____

HOME PHONE #: _____
 HOME PHONE #: _____
 WORK PHONE #: _____

MOTHER'S NAME: _____
 PERSON TO CALL IN EMERGENCY: _____
 FAMILY DOCTOR: _____
 HOSPITAL TO BE TAKEN IN EMERGENCY: _____

WORK PHONE #: _____
 THEIR PHONE # _____
 DOCTOR'S PHONE # _____

PLEASE SIGN HERE FOR CONSENT TO EMERGENCY TREATMENT IN CASE WE ARE UNABLE TO CONTACT EITHER PARENT:

WE, _____ AND _____, PARENTS OF
 _____, GIVE CONSENT FOR TREATMENT IN CASE OF EMERGENCY.

MEDICAL INFORMATION

I give my permission for the staff of Christ's Chapel Academy to give my child Tylenol. (circle one)
 YES NO

 Parent Signature

List known allergies, please be specific: _____

Physical problems or special instructions: _____

I DO **NOT** WANT MY CHILD TO RECEIVE ANY MEDICATION WHILE AT SCHOOL:

 Parent Signature

 Date

AUTHORIZED PICK UP

The following individuals are authorized to pick up my child from school:

Name _____	Relationship _____
Name _____	Relationship _____
Name _____	Relationship _____
Name _____	Relationship _____

PLEASE NOTE: IF ANYONE OTHER THAN THOSE LISTED ABOVE PLAN TO PICK YOUR CHILD UP FROM SCHOOL, YOU MUST SEND **WRITTEN AUTHORIZATION** TO SCHOOL IN ORDER FOR THE CHILD TO BE RELEASED. THANK YOU FOR YOUR COOPERATION!

 Parent Signature

 Date

Planning Steps for School Crisis Drills

1. Utilize a paper and pencil activity where the crisis team is presented with five possible crisis situations and each team member records their hypothetical response.
2. Team members discuss their anticipated responses and select one scenario to simulate each semester with precautions taken to not unduly alarm staff and students.
3. It is important to inform the public of the need for crisis planning and the conduction of drills.
4. Avoid the use of dramatic props such as starter pistols and simulated blood.
5. Place a sign in the area where drills are to be conducted clearly designating that a drill is taking place and let all relevant agencies know in advance that it is a drill.
6. Practice drills that do involve moving staff and students to a safe location.
7. An objective staff member from another building or the central office should observe the drill and give feedback to the crisis team.
8. The Crisis Management Team should meet and review their activities with the emphasis placed on continual improvement.

Helpful Tips for Crisis Team Members and Other School Staff

- Take time to relax and do things you find pleasant.
- 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-have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks.
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help.

STAFF SKILLS INVENTORY

(To be reviewed annually)

Name: _____ Room #: _____

Please circle any of the following in which you have expertise or training for emergency response:

First aid	Search and Rescue	Emergency Management
CPR	Law Enforcement Source	CISD (Critical Incident Stress Debriefing)
EMT	CB Radio	Firefighting
Ham Radio	Other (Specify): _____	

Cell Phone which could be used in an emergency? Yes No

Phone number: _____

Bi/multilingual? Yes No

Languages: _____

Survey of Students/Staff Who Need Special Assistance in Evacuation

(To be reviewed each semester)

<u>Name</u>	<u>Grade/Location</u>	<u>Type of Assistance Needed</u>
_____	_____	_____
_____	_____	_____

SCHOOL POLICY REGARDING INHALERS

Students with asthma or other breathing related problems may require an inhaler to be available at school.

For Elementary students K-5, the classroom teacher may keep the inhaler in a locked location in the student's classroom for the easiest access during an attack. The inhaler must be in the original container, clearly labeled with the dosage and frequency amounts. Instructions regarding how to use the inhaler must be attached to the device and a copy made and placed next to the student's emergency form in the Emergency Forms notebook located in the school office. The inhaler and instructions should accompany the student to "special" classes such as P.E., music, computer, etc. The classroom teacher should give the "special" teacher the inhaler along with the instructions for safe keeping while the student is attending the "special" class. The inhaler should be returned to the classroom teacher by the "special" teacher when the class is completed. Notification of Medication slip can be sent home informing the parents/guardians that there was a need for the inhaler to be used at school that day, and how much and at what time the inhaler was administered.

Use of the inhaler should be reported immediately to the school office so that a Notification of Medication slip can be sent home informing the parents/guardians that there was a need for the inhaler to be used at school that day, and how much and at what time the inhaler was administered.